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ABSTRACT

The program guide for elementary and secondary educators describes new social studies, language arts, and teacher behavior projects and ideas. The purpose is to provide compilation of current innovations in the three areas mentioned above. The four major sections are: 1) Language Arts; 2) Social Studies; 3) Language Arts and Social Studies; and 4) Changing Teacher Behavior. The first three are arranged by grade level, while the last section is arranged by projects, research studies, and interaction analysis relating to teacher behavior. Single discipline and interdisciplinary projects are included. Each section includes lists of special projects and publications. A list of regional educational laboratories completes the resource guide. (SJM)

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**CURRENT INNOVATIONS IN EDUCATION:
LANGUAGE ARTS, SOCIAL STUDIES
AND TEACHER BEHAVIOR**

SPEEDIER PROJECT

**Dr. Thomas S. Hamill
Executive Director**

Sφ 003 128

January, 1969

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CURRENT INNOVATIONS IN EDUCATION:
LANGUAGE ARTS, SOCIAL STUDIES
AND TEACHER BEHAVIOR

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101 West Cherry Street
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Schools, Philadelphia, Pennsylvania for their assistance
in this research project.



INTRODUCTION

The purpose of this publication is to provide, for persons involved in making changes in education, an easily accessible compilation of current innovations.

This booklet is the tangible product of a literature search for current innovative projects, programs, and ideas in the areas of language arts, social sciences, and teacher behavior. Some of the projects listed have been completed, some have not been completed, and others with a proposed completion date prior to 1969 have been reported only in proposal form.

The publication reports an extensive listing of objects of the research which took place, but the list must not be considered all-inclusive. In order to comply with the objectives of this effort, a continuing search for innovative practices will take place, the results of which will periodically be published as a supplement to this booklet.

The color-keyed sections have similar organizational patterns, but variations are found in each one as determined by: (1) the nature of the discipline, (2) the nature of the projects reported, and (3) the way in which the information might be used as suggested by competent professionals in the respective fields. The reports have been categorized according to the emphasis of each program as interpreted from the available information. Many programs fit comfortably into several categories, but each is listed in the area which prevails in the description.

In order to prevent a misinterpretation of the headings used, the following discussion of terms is provided:

Secondary refers to those projects which deal with any or all of grades 7-12.

Elementary refers to those projects which deal with any or all of grades K-6.

Multi-level refers to those projects which (1) have no specific grade level application, or (2) apply to grade levels in both secondary and elementary divisions.

PROJECT ENGLISH includes those projects which are a part of the U. S. Office of Education English Curriculum Study.

Comprehensive programs are those projects which deal with a total program for the general student population.

Interdisciplinary projects in social studies include those which involve more than one of the social sciences.

Integrated projects in language arts and social studies refer to those which feature areas of language arts and social studies in one course.

Non-integrated projects in language arts and social studies refer to those which involve the two disciplines as separate and distinct programs.

Pub. indicates that a project has been completed and that the accompanying date represents: (1) the year of completion, (2) the year the report was published, (3) the year the project was initiated in the classroom, or (4) the date of the article which describes the project.

Prop. indicates a proposed project and the accompanying date is the year of proposal.

EP indicates a proposed project which has been reported in Research in Education or Current Project Information, published by the U. S. Office of Education.

ED indicates a completed project which has been reported in Research in Education.

ES indicates a project (either in process or completed) which has been reported in Pacesetters in Innovation, published by the U. S. Office of Education.

The dollar figures which accompany some descriptions indicate the reported amount of funding the project received.

The dates which accompany the PROJECT ENGLISH reports represent the time span from initiation to completion of the research and development which took place.

The single letter followed by a dash and several digits represents a coding system which is used by the SPEEDIER staff for organizational purposes.

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LANGUAGE ARTS

Secondary

COMPREHENSIVE ENGLISH PROJECTS

English Open to All Junior and Senior High School Students

Barber, C. L. and E. B. Tenkension
Indiana University, Bloomington, Indiana
Prop. 1963; Comp. 1969; \$249,964
EP 000 140
B-202

English courses for academically talented, average, and slow-learning students in grades 7-12 together with a course of study for elective classes in speech will be developed and tested. The English courses will contain sequential programs in literature, language-study, and composition. Each curriculum will also contain a one-semester course in rhetoric for the speech elective.

Atlanta Model, a Program for Developing Basic Skills

Atlanta Public Schools, Georgia
Communications Skills Laboratories, Atlanta, Georgia
Pub. 1967
ED 018 519
A-214

This is a program to overcome racial and social differences in speech patterns, reading ability, and social behavior. Communications Skills Laboratories have been established in nine areas of study. Listening, speaking, reading, and writing activities are featured. In-service training has been designed for laboratory teachers, regular faculty members, and new staff members. Integrated (racially) teams of these staff teachers visit other public schools to teach 1-5 day enrichment units, releasing regular classroom teachers for in-service training. At three-week summer workshops, teachers are introduced to new techniques of reading instructions, oral pattern practice drills, and composition instructions.

Development of a Sequential, Cumulative Program for Teachers of High School English in Lamar County, Alabama

Turner, Mrs. Alma
Vernon, Alabama
Pub. 1967
ES 001 940
A-218.02

English curriculum development and in-service training will be implemented to increase teacher competency and improve the language skills of secondary students. Articulated sequential courses of study will be developed for use in in-service training, curriculum development, and individual teacher growth.

COMPREHENSIVE ENGLISH PROJECTS (CONT.)

Systems Approach to Curriculum Development

Cyrs, Thomas

Brockton Public Schools, Brockton, Massachusetts

Pub. 1968

ES 001 262

A-219.07

A systems approach will be used to develop an English Curriculum for grades 9-12. The method will involve analyzing the best and most meaningful relationships among students, teachers, media, space allocations, and study time.

Incorporating Innovative Practices in the Teaching of English

Frye, William C., Jr.

Meadville Area Union School District, Meadville, Pennsylvania

Pub. 1968

ES 001 474

A-219.09

English Curriculum in the secondary schools of a rural area will be revised to include linguistics, rhetoric, composition, and literary criticism. New vistas in content and methodology of secondary English instruction will be explored. Extensive in-service training will be offered to English teachers via ten two-hour workshops each year.

Sequential and Developmental Program for Teaching English in Grades 9-12

North Shore High School

Glen Head, New York

Pub. 1962

ED 014 475

D-220.07

This is a program in composition, literature, and reading, which is the result of a doctoral program.

Teaching Literature in Grades 7-9, Indiana University English Curriculum Study Series

Jenkenson, Edward B. and Jane Harnley

Indiana University Press, Bloomington, Indiana

Pub. 1967

ED 011 801

A-225

This includes a basic poetry sequence, a comparative study of drama and the short story, and study of the novel with readings arranged in a sequence of difficulties so that succeeding works are built upon the previous one. Two units are designed to acquaint students with literature symbol and allusion.

COMPREHENSIVE ENGLISH PROJECTS (CONT.)

A Curriculum Center to Develop and Test Sequential Approaches to English in Junior High School

Burton, Dwight L.
Florida State University, Tallahassee, Florida
Prop. 1963; Completion 1968; \$202,526
EP 000 132
B-239

Three approaches to sequential English curriculums will be developed, based on the following: (1) a series of topics or themes significant in human experience, (2) blocks of subject matter in literature, linguistics, and written composition, (3) sequential steps in learning to write, read literature, and understand facts about the English language.

Preparation and Evaluation of Curricular Materials and Guides for English Language Study in Grades 7-12

Kegler, Stanley
University of Minnesota, Minneapolis, Minnesota
Prop. 1962; Completion 1968; \$242,949
EP 000 129
B-240

Information and concepts about the English language will be identified, analyzed, and placed in categories in an interdisciplinary workshop, with the aid of consultants and experienced teachers. Teachers will be prepared to use the study guide in a variety of experimental situations. There will be revision of guides and curriculum materials, and after further experimentation, these will be disseminated to interested persons and organizations.

Meaning and Function of Language, English 9-12

Acalanes Union High School District
Lafayette College
Pub. 1965
ED 018 403
A-249

A special curriculum in which skills, practices, and concepts in language, literature and composition are introduced, then reinforced in greater complexity and depth in succeeding grades.

COMPREHENSIVE ENGLISH PROJECTS (CONT.)

Coordination in the English Program

Texas Education Agency

Austin, Texas

Pub. 1966

ED 014 488

A-250

Eight sample lesson plans for grades 7-12 provide four different patterns for coordinating the language arts concepts of composition, language, and literature.

Actions in the Language Arts

Orange County Public Schools

Orlando, Florida

Pub. 1965

ED 014 489

A-251

This is an English guide for grades 7-12 divided into four aspects of language study: (1) listening, speaking, and viewing (2) development and use of the language (3) reading and literature and (4) writing.

LITERATURE PROGRAMS

Poetry

Poetry Workshops

D. C. Public Schools; Department of English

Pub. 1965

ED 014 475

D-225.04

This is a program of lectures, films, readings, discussion and analysis of the original verse.

Poetry Seminars

D. C. Public Schools, Department of English

Pub. 1963

ED 014 475

D-225.05

A series of poetry seminars with lectures by poet consultants of the Library of Congress is an annual unit for high school students in the Washington, D. C., public schools.

LITERATURE PROGRAMS (CONT.)

Literary Appreciation

The Teaching of Literature, Grades 7-12

Ward, William S. and Alfred L. Crabb, Jr.

Kentucky Council of Teachers of English, Louisville, Kentucky

Pub. 1966

ED 015 172

A-254

This report includes suggestions for development of appreciation, perception, and a critical framework for literature. Exemplary teaching units are built around familiar and readable selections. Audio-visual aids and supplementary readings, and a variety of suggestions for making book reports challenging, creative, and exciting are presented as well.

On Teaching the Bible as Literature -- A Guide to Selected Biblical Narratives for Secondary Schools

Ackerman, James S. and Jane S. Harnley.

Indiana University, English Curriculum Study Series

Pub. 1967

ED 014 493

A-255

This is a guide to secular and objective teaching of biblical literature which emphasizes historical and literary content rather than theological interpretations.

Drama

The Educational Laboratory Theatre

Dolce, Carl J.

Orleans Parish School Board, New Orleans, Louisiana

Prop. 1966; Completion 1968; \$341,000

EP 001 049

B-237

Live, classical theatrical performances will be presented to approximately 50,000 secondary students in the New Orleans area. The plays will be performed in sequence and will lead upward in degree of complexity with an effort made to motivate students for involvement in drama. They will be given the opportunity to establish criteria for evaluating drama as a performing art and as a literary form. Members of the company will be available to give seminars, demonstrations, lectures and assistance on student productions.

LITERATURE PROGRAMS (CONT.)

Drama (cont.)

Educational Laboratory Theatre for the Secondary School
Children of Rhode Island

O'Connor, Charles
Providence Public Schools, Rhode Island
Prop. 1966; Completion 1968; \$340,143
EP 010 403
B-238

The laboratory theatre will present four dramatic productions during the 1966-67 school year to student audiences. All students in Rhode Island public and non-public schools, grades 10-12 will participate in this project, which provides cultural enrichment to the regular school curriculum.

Project to Assist with Secondary School Drama

Hair, Frank L.
Shippensburg Area Joint Board, Shippensburg, Pennsylvania
Pub. 1968
ES 001 293
A-238.04

Project to Assist with Secondary School Drama is a program which will be conducted to test the feasibility of exposing selected senior high school students to a concentrated program of drama techniques, and to develop student leadership to assist teachers in upgrading high school drama productions. The program will involve both secondary school students and in-service teachers as participants in the summer theatre workshop.

Educational Laboratory Theater

Telegian, Dr. Aram
Los Angeles Unified School District, Los Angeles, California
Pub. 1968
ES 001 566
A-238.07

Professional theater performances, with accompanying learning activities, will be provided to 10th grade English students and teachers in a major metropolitan area. A committee will select four classical and contemporary plays, and two will be presented each semester by a resident repertory theater company. Certain scenes will be taped or filmed for classroom use. Arrangements will be made for play rehearsals which pupils and teachers may attend, and for theater personnel to speak to school classes. A curriculum specialist will prepare supplementary teaching guides, aids, and other materials.

LITERATURE PROGRAMS (CONT.)

Drama (cont.)

Application to Establish, Operate, and Maintain a Supplementary Educational Center and Services

Redmond, Dr. James F.

City Board of Education, Chicago, Illinois

Pub. 1967

ES 001 588

A-238.08

Summer theater in the streets will offer student music and drama presentations in an effort to establish cohesiveness in an inner city community and serve as an impetus for back-to-school programs. The program will provide a showcase for talented high school students and will share with local residents the educational experiences of their children in an attempt to build pride in self, community, and school.

Dramatic Arts Program for Technical Students

Sanders, William J.

State Board of Education, Hartford, Connecticut

Pub. 1967

ES 001 750

A-210.01

Shakespearean drama will be introduced to students in vocational-technical high schools. Emphasis will be placed on combining the literary and technical aspects of theatrical productions to increase student involvement and understanding.

SPEECH PROGRAMS

Speech I, Speech II, Speech III

Juditz, Lillian

West Shore School District, Camp Hill, Pennsylvania

Pub. 1967

F-238.01

A program for high school students was started in English classes and the Debate Club to improve public speaking abilities of all 10-12th grade students. Special features are provided for gifted students. A wide participation in community speaking activities resulted.

SPEECH PROGRAMS (CONT.)

Development of an Exemplary Speech Arts Program for Secondary Schools

Broward County Board of Public Instruction
Fort Lauderdale, Florida
Pub. 1966
ED 014 475
D-238.03

This project seeks to determine the kinds and degrees of speech difficulties among secondary high school students, and to develop an integrated and sequential course of study in speech arts for all tracks.

The Power of Oral Language, Speaking, and Listening, A Guide for Teachers of English Grades 7, 8, and 9

Santa Clara County Office of Education
San Jose, California
Pub. 1966
ED 018 404
A-262

This guide is organized around six major student goals:
(1) to organize content of oral language in relation to purpose and listener, (2) to speak easily and effectively in a variety of sets, (3) participate effectively in democratic discussions, (4) to use standard, informal English in sets requiring the accepted conventions of spoken language, (5) to listen courteously and critically, and (6) to listen creatively.

GRAMMAR AND LINGUISTICS PROGRAMS

Junior High Lexicographers

Brown, L. Lakota
Marava Junior High School, Arizona
Pub. 1966
ED 014 392
A-213

A learn-by-doing project of two eighth grade classes at Marava Junior High School, Arizona, in which students "cited" on cards slang words, then worked on definitions, etymology, pronunciation, spelling, and areas of grammar. Complex skills of dictionary study were thoroughly learned and an appreciation of the work of dictionary compilation was gained.

GRAMMAR AND LINGUISTICS PROGRAMS (CONT.)

Applied Linguistics

Ball State University

Burris Laboratory School, Muncie, Indiana

Pub. 1966

ED 014 475

D-219.05

Three video-tapes have been made in an effort to translate linguistic theory into classroom practice: "Applied Visuals," "Noun Clusters," and "Verb Clusters."

Sequence in Grammar

Oak Ridge High School

Providence Road, Oak Ridge, Tennessee

Pub. 1965

ED 014 475

D-219.06

A sequential program to avoid yearly repetition of basic content is being planned. It is hoped that enough time will be saved to allow semantics, dialects, lexicography, and the history of the language to become integral parts of the language arts curriculum.

English Instruction, Linguistics

Grose, Lois

Pittsburgh School District, Pittsburgh, Pennsylvania

Pub. 1967

C-220.04

This secondary program was initiated in 1965 to use new approaches to language study, through television presentations. The classroom and television teachers planned the course outline and lessons. An inductive approach is used.

Development of Composition Programs Based on Generative Grammar and Psycholinguistic Theory for Grades 7-9

Bateman, Donald R. and Frank Zidonis

Ohio State University, Columbus, Ohio

Prop. 1965; Completion 1969; \$261,756

EP 000 119

B-241

The purposes of this study are: (1) to identify current generative grammar; (2) to identify grammatical misoperations and describe expected compositional behavior for pupils in grades 4-12, (3) to evaluate compositional packages for pupils in grades 7-9, and (4) to develop and evaluate teacher guides.

GRAMMAR AND LINGUISTICS PROGRAMS (CONT.)

Two Approaches to Teaching Syntax

Brown, Marshall L. and others

Indiana University English Curriculum Study Series

Pub. 1967

ED 015 199

A-261

The report describes two transformational-generative approaches for teaching syntax in Junior-Senior High School. One is for use with average and talented students, grades 7-9, and the other for slow learners, grades 7-11.

COMPOSITION PROGRAMS

Effingham Experiment

Effingham High School

Indiana State University

Prop. 1965; Comp. 1968

ED 014 475

D-219.04

Students are led to discover principles on a non-verbal level in this project, which relies heavily on daily, disciplined writing. An overall semiotic approach is being developed, which considers linguistics, semantics, and syntax as necessary disciplines, each contributing to total language study.

The Lay Reader Program in Action

Burke, V. M.

Wisconsin Council of Teachers of English

Pub. 1960

ED 015 178

A-233

Generally, teachers, students, and readers favored the proposal because it led to more frequent student writing, provided criticism from a second view point, and aided the student in preparing for more vigorous writing assignments in college. Important aspects for success in the program were: (1) contact between readers and classes, especially in the form of conferences (2) good rapport and understanding among teachers, students, and readers concerning criteria for evaluation of themes and (3) prompt return of papers enabling students to see corrections on one theme before writing another. All participants felt that the assignment of final grades should remain with the teacher.

COMPOSITION PROGRAMS (CONT.)

Lessons in the Basic Processes in Composition

Northwestern University

Evanston, Illinois

Pub. 1965

ED 16 645

A-235

A seventh and eighth grade guide which provides a sequential study of composition with emphasis upon diction. The seventh grade unit (10 lessons) deals with the process of observation, classification, revision, and author intention. The eighth grade unit (8 lessons) is concerned with writing about sensory impressions. All lessons are composed of models for student examination, then students were asked to write original compositions. Objectives, procedures, and discussion questions were provided.

Tape Grading

Rockford College

Rockford, Illinois

Pub. 1966

ED 014 475

D-236.04

Tape recordings are being used by teaching assistants in grading freshman compositions to more closely approximate a personal conference than marginal comments could.

Theme Evaluation by Recorded Comments

Ygnacio Valley High School

Concord, California

Pub. 1963

ED 014 475

D-236.05

Teachers recorded their comments on tapes, which were transcribed and given to the students. It was found that two machines would have accommodated up to 10 teachers.

Assistants in Composition

Collinsville Senior High School

Southern Illinois University, Edwardsville, Illinois

Pub. 1967

ED 014 475

D-236.06

English majors from Southern Illinois University serve as assistants in the teaching of composition, evaluating papers, and holding conferences at Collinsville.

READING PROGRAMS

Individualized Instruction

Project to Encourage Wider Reading of Literature

Houston Independent School District

Houston, Texas

Pub. 1965

ED 014 475

D-225.03

Wider reading of literature in the eleventh grade was encouraged by providing class time for reading. The first novel was studied as a class project, a second novel was read in groups of four, and finally the students read individually during class time from a long list of titles.

Individualized Reading in the Literature Program

Appleby, Bruce C.

National Council of Teachers of English

Champaign, Illinois

Pub. 1967

ED 018 411

A-225.09

This describes a teacher-guided program for secondary schools in the reading of fiction, which allows student choice of materials. Conferences are held periodically to discuss books and check progress. A study was undertaken to determine what differences exist between those who take individualized reading and those who do not. Results were favorable to the individualized group who were significantly ahead in the areas of information gained and self-development. When used in conjunction with other methods, individualized reading appears to aid the enjoyment of, feeling for, and understanding of literature.

Those Pesky Book Reports

Carroll, L. Patrick

IRA, Newark, Delaware

Pub. 1967

ED 013 747

A-252

This is a single book approach devised to give some degree of certainty that books have actually been read. It blends three elements: (1) actual reading as checked by an objective test, (2) deeper understanding of the book as evaluated by a written analysis (3) appreciation and enjoyment as shown by some remarks on merit, beauty, and style.

READING PROGRAMS (CONT.)

Individualized Instruction (cont.)

Teaching Literature in Grades 10, 11, and 12

Jenkenson, Edward B. and Philip B. Daghljan
Indiana University, English Curriculum Study Series
Pub. 1968
ED 018 433
A-253

This is a continuation of "Teaching Literature in Grades 7-9."
Emphasizes necessity for teachers to establish his over
critical position before presenting individual work to
students, and to develop the material in a sequence which
has a focus, for example the use of comparisons in an 11th
grade poetry unit.

Learn Teaching with Paperbacks

Kenyon, Donald
San Dimas, California
Pub. 1967
ED 17 414
A-256

The purpose is to develop lifetime readers. Paperbacks
were used extensively. They tried to get the right books
to the right person at the right time and felt students
should be surrounded with books to tempt even the non-
reader. They also used tapes, films, and magazines; and
deemed it essential that the teacher also read widely.

Remedial Reading

In-Class Grouping to Care for Individual Needs

Humphrey, Jack W.
Pub. 1967
ED 013 710
A-227

This is a plan for aiding students entering high school with
instructional reading levels as low as grades 2 and 3. A
week's program is described.

READING PROGRAMS (CONT.)

Remedial Reading (cont.)

Mobile Reading Units and a Traveling Bookstore in Washington, D. C.

Lumley, Kathryn N. W.
IRA, Newark, Delaware
Pub. 1967
ED 013 736
A-228

These mobile units are equipped to provide diagnostic services. Paperback bookstores are used as an incentive for reluctant and retarded readers as a part of seminars organized by secondary education departments. A teacher's aide program is to free teachers for more professional reading instruction. A reading resource teacher program provides intensive training courses for successful reading teachers and makes them a resource for their school. A special six week summer program for retarded readers is held.

Evaluation of the 1965 Secondary Summer School Program

LaLeberte, Richard A.
Oakland Unified School District
Pub. 1966
ED 012 217
A-229

A pilot for Junior High Summer School Programs, partially funded by the USOEO and designed to provide students from economically and culturally disadvantaged areas opportunities for improving their skills in language arts (particularly reading) and arithmetic. Tables, figures, and a copy of the evaluation are in the appendices.

Uncommonly Good Materials for Remedial Reading of Particular Interest to Adolescent and Adult Males

Phi Delta Kappa
Claremont, California
Pub. 1965
ED 017 399
A-230

This is an annotated list of materials particularly suited to teaching reading to adolescent and adult males. The materials cited should stimulate and challenge readers whose achievement levels range from grades one to six.

READING PROGRAMS (CONT.)

Remedial Reading (cont.)

Reading Clinic for Remedial Instruction in Reading
Elizabeth Forward School District
Elizabeth, Pennsylvania
D-232.01

This is a program to offer concentrated effort in specific reading skills to students not achieving their potential ability level.

Establishing A Reading Center, A Handbook on Remedial and Corrective Reading Instruction
Russell, Earl V. and Charles L. Thompson
North Carolina Advancement School, Winston-Salem
Pub. 1966
ED 011 494
A-258

Methods and materials used on under-achieving eighth grade boys are described. The authors believe that the pattern of diagnosis, grouping, instruction, assessment, and re-grouping is central to determining the causes of poor academic performance among students of normal or superior intelligence. Principles of instruction, procedures for establishing reading centers, costs, diagnosis, grouping, what to teach, lesson plans, and special techniques are a few of the other areas discussed.

Utilization of Paraprofessional Personnel in Intensive Remedial Reading
Lurron, William
School City of Hammond, Hammond, Indiana
Pub. 1967
ES 001 760
A-208.1

Remedial reading will be offered to junior high school students in a metropolitan area. Twenty paraprofessionals will be employed to assist in the small group instruction of disabled readers. Classes will consist of 5 pupils, with instruction in two 30-minute periods per morning. Emphasis will be placed upon learning vocabulary and concepts to produce immediate improvement in classroom functioning.

READING PROGRAMS (CONT.)

Developmental Reading

The Design, Implementation, and Evaluation of a Developmental Reading Program -- Grades 7 and 8 at Mendham

Scheffert, Ralph E.

New York University, New York, New York

Pub. 1967

C-231

The purposes are: (1) to establish a conceptual framework for curriculum development in reading, (2) to design a developmental reading program to meet the needs of all pupils in 7th and 8th grade in Mendham Borough Schools, Mendham, New Jersey, (3) to implement the reading programs by involving the reading teachers and all subject-matter teachers into an all-school reading program, and (4) to evaluate the effectiveness of the experimental reading program as designed for the study.

A Successful High School Developmental Reading Program

Berkey, Sally C.

IRA, Newark, Delaware

Pub. 1967

ED 013 187

A-232

The program required freshman participation beginning with motivation orientation and a physical check-up by the school nurse, continuing with 8 weeks of skill building in reading laboratories and concluding with a follow-up phase. Each school has its own upper grade program. Students show appreciable improvement in reading and self-confidence. This program was initiated in Centinela Valley Union High School District in Southwest Los Angeles in September 1959..

Homeroom Reading Improvement

East Leyden High School

Franklin Park, Illinois

Pub. 1965

ED 014 475

D-232.02

A reading center containing the latest reading machines and equipment is available to sophomores on a non-credit basis for nine weeks during their twenty-six minute homeroom period.

READING PROGRAMS (CONT.)

Developmental Reading (cont.)

High School Developmental Reading Program

Pacifica High School
Pittsburg, California
Pub. 1966
ED 014 475
D-232.03

All teachers are involved along with special reading teachers and a consultant in this program to improve reading skills of the students.

Interdisciplinary Multifacet Reading Project

Esposite, Bernard L.
South-Western City School District, Grove City, Ohio
Pub. 1968
ES 001 241
A-232.04

A staff development program will be instituted over a 3-year period to provide junior high school teachers with more knowledge and better techniques for teaching reading. An interdisciplinary approach will be used for reading instruction and will emphasize improvement of reading, writing, listening, and speaking skills.

Course Outlines for Basic Reading, Reading Improvement, and Power Reading -- Junior and Senior High School

May, Marguerite and others
Los Angeles City Schools, California
Pub. 1963
ED 013 184
A-259

This report contains course outlines for basic reading, reading improvement, and power reading for junior and senior high schools. Included is a course description, an introduction, a description of the pupil course objectives, and a list of fundamental reading skills.

HUMANITIES PROGRAMS

Ninth Grade English Humanities Program

Van Wickler, Freeman

Central School District 2, Yorktown Heights, New York

Pub. 1968

ES 001 277

A-219.08

Program planning will be completed and a test project conducted to establish a ninth grade curriculum, which will emphasize study of the English language, its impact on individuals and on society, and its relationship to the humanities. Large group multi-media programs will present the major concepts and serve to motivate and stimulate small group discussions and independent study.

Honors Program in Fine Arts

Johnson, Kermit A.

Jefferson County Building of Education, Birmingham, Alabama

Pub. 1968

ES 001 345

A-238.05

An intensive training program will be offered to high school students who are gifted in the fine arts. This program will cover the instructional areas of art, chorus, musical instruments, dance, and drama. The program will begin with an 8-week summer school session, during which a teaching guide for each area will be developed.

Part-time Writer in Residence

Cumberland County High School

Crossville, Tennessee

Pub. 1963

ED 014 475

D-236.02

A series of classes in creative writing is given to selected students by a professional writer. During the third year of the project, the creative writing class became a regular part of a humanities program.

HUMANITIES PROGRAMS (CONT.)

Program for Instruction in Humanities and Fine Arts for High School Seniors

Beary, Dr. H.

City Independent School District, Boise, Idaho

Pub. 1968

ES 001 579

A-236.07

A humanities and fine arts program will be instituted for high school seniors in an urban area. A 2-semester daily course will be developed using a cultural period approach. Major emphasis will be on reading, listening, and viewing, rather than formal teacher presentation of excessive background material.

Cumberland County High School Humanities Program

Cumberland County High School

Crossville, Tennessee

Pub. 1965

ED 014 475

D-236.08

This program consists of a series of twelve classes in the humanities, which was added as a supplement to narrow curriculum in a culturally deprived area in Tennessee.

Humanities

Mt. Lebanon School District

Pittsburgh, Pennsylvania

F-236.09

The humanities are explored through classicism, romanticism, and satire. Study presents the philosophical and social elements that have influenced all the humanities in the three areas. Guest lecturers are used in clarifying the relationships between the arts of the past ages and the present.

Summer Humanities Orientation for Pre-Eighth Graders (SHOP)

Meader, Mrs. Florence W.

City School Board, Radford, Virginia

Pub. 1967

ES 001 968

A-205.1

A summer humanities orientation will be conducted to develop a sympathetic attitude toward literature, philosophy, art, and music in students from the lower third of an incoming 8th grade class. The program will be designed to assist 60 weak or borderline students in becoming self-dependent through an enriched program in an effort to reduce the number of academic subject failures and potential dropouts.

HUMANITIES PROGRAMS (CONT.)

Comprehensive Cultural Enrichment Program

Davies, Wesley E.

Luzerne County Schools, Wilkes-Barre, Pennsylvania

Pub. 1967

ES 001 827

A-209.1

Cultural enrichment will be brought to students in an urban/rural area. Emphasis will be placed upon encouraging as many students as possible to actually participate in one or more forms of artistic expression. A regional cultural enrichment center will be established to expose students to various art forms.

PROGRAMS FEATURING METHODOLOGICAL APPROACHES

Independent Study

The Preparation and Evaluation of an Experimental Independent Study Program for Gifted High School Under-Achievers

Purkey, William W.

University of Florida, College of Education, Gainesville, Florida

Prop. 1965; Comp. 1967; \$9,577

EP 010 083

B-201

This program will be built around the difficulties this particular group is known to experience. The course will consist of a series of interrelated study units each consisting of: (1) an introduction explaining the personal significance of the unit, and (2) a relevant reading and writing assignment, specifically chosen to relate to difficulties and to prove interesting and attractive. Comparisons will be made between experimental and control groups.

An Individualized English Program for High School Freshmen and Sophomores

Saquette, Charles

Colorado State Department of Education, Denver, Colorado

Pub. 1964

ED 012 198

A-208

The program was established at Meeker, Colorado, in 1963-64. The report describes the activities, problems, successes, recommendations, evaluations, and conclusions of an individualized English program for high school freshman and sophomores.

METHODOLOGICAL APPROACHES (CONT.)

Independent Study (cont.)

English in Depth, a Promising Practice Developed by the Wells High School

Borden, Charles and Robert L. Lloyd
Nevada Western States Small Schools Project
Pub. 1965
ED 012 198
A-209

This is a documentation of an individualized English program for 1963-64, 64-65. The procedure, methods, objectives, lesson assignments, samples of student work, student and parent evaluation and conclusions are presented in detail.

Implementation and Demonstration of Oral-Aural-Visual Procedures for Teaching Ninth Grade Language Arts

Sheeley, Stuart L.
Indianapolis Public Schools, Indianapolis, Indiana
Pub. 1967
ES 001 591
A-218.01

An oral-aural-visual (OAV) approach to the teaching of ninth grade language arts, composition, and literature will be adopted in a metropolitan school system. Eighteen magnetic tape recorders will be placed in individual writing carrels. Heterogeneous control groups of ninth grade students will be formed and each of the ten participating teachers will instruct two OAV classes and two control classes.

Independent Study Program for Seniors

Hunter College High School
New York
Pub. 1966
ED 014 475
D-219.01

Time for independent study for seniors was provided by ending classes after May 20. Students were then encouraged to explore in depth an area which they felt was important.

METHODOLOGICAL APPROACHES (CONT.)

Independent Study (cont.)

Independent Study in Senior English

Neidham-Broughton High School

Raleigh, North Carolina

Pub. 1966

ED 014 475

D-219.02

Seniors pursue their own interests after initial orientation in library and research skills. Each student prepares a lecture on his subject for his classmates and is expected to participate in seminar discussions. Wide reading is encouraged and records are kept of activities.

English Project

Houston Independent School District

Houston, Texas

ED 014 475

D-219.03

A non-credit English course is planned as an experiment in learning with pleasure. Guest lectures are planned on logic, rhetoric, and selected works on literature. Reading and discussion will proceed at a pace natural to the student involved and special sessions will deal with individual problems and deficiencies which might be ignored in a standard English course.

Project Open Doors

Consolidated School Corporation

Kokomo, Indiana

Pub. 1967

ES 000 689

F-220.06

Remedial, enrichment, and tutorial programs for secondary students and adults will be offered in language arts, mathematics, foreign language, and science. Open-ended planning will be used. These are after school and evening programs.)

METHODOLOGICAL APPROACHES (CONT.)

Independent Study (cont.)

Independent Study in Literature
Pennsylvania Department of Public Instruction
Harrisburg, Pennsylvania
Pub. 1967
ED 014 475
D-225.08

This is an independent study course in literature for grades 11 and 12. The eighteen units are divided into two one-semester courses based on fourteen paperbacks and can be used in schools that do not have enough gifted pupils to form a separate class.

Independent Study in Literature

Wolf, Alan
Conneaut Lake Area School District, Conneaut Lake, Pennsylvania
Pub. 1967
ES 001 713
A-207.1

An independent study program in English literature will be established for superior secondary students in a rural area. Independent study will also be offered to underachievers who are not working to capacity in traditional classrooms. A seminar-workshop in independent study methodology will be conducted for interested teachers.

Other Methods

Development in English at Horton Watkins High School, St.

Louis, Missouri
White, Christine M.
Horton Watkins High School, St. Louis, Missouri
Pub. 1967
ED 018 414
A-206

Innovation English is a modified flexible scheduling program designed to encourage students to work independently and to share their ideas with others. Approximately 400 students attend one large group instruction session, 2 seminar discussions (teacher and 10 other students), and use 2 independent study periods to work, use library, view a film strip, confer with teacher on progress or take an examination. Progress is facilitated by the use of "student work packages." Curriculum also includes: (1) an American Studies course, (2) a creative writing course, and (3) a poetry course. An additional program is the Ladua Experimental English Program, a tenth grade individual reading project.

METHODOLOGICAL APPROACHES (CONT.)

Other Methods (cont.)

Eighth Grade English Curriculum
University City School District
University City, Missouri
Pub. 1965
ED 012 635
A-220

The four units in this report presented in detailed outline are: (1) Past Through Prologue, (2) Growing Up, (3) What is Humor?, and (4) Heroes, Real and Unreal. Other suggested units are: (1) Value and Values, (2) Forming Opinions, and (3) The Right to be an Individual.

English Program
Giordano, James
Abington Township School District, Abington, Pennsylvania
Pub. 1967
C-220.03

This is a secondary English program strengthened by the addition of world literature and the adoption of highly flexible and innovative techniques. Group sizes vary from 6 to 150. A greater enthusiasm on the part of students was evidenced in the project which was initiated in 1964.

The Theme -- Concept Unit In Literature
Hillocks, George, Jr.
Euclid Junior High School, Euclid, Ohio
ED 011 801
A-224

A unit framework for seventh grade literature at Euclid Junior High School is divided into six major sections: (1) development of concepts (2) application of concept under teacher guidance (3) revision of the concept (4) application by small groups without guidance (5) composition. Each section is discussed with respect to development of major concepts and their application to several literary works.

Self-Developed English Program
Gibles, George
Fort Hunt High School, Alexandria, Virginia
D-225.01

Every six weeks the students study something of their own choice from a list of subjects such as "Huck Finn," "Short Stories," "Business Literature," and "Adventure."

SPECIAL PROGRAMS

Advanced Placement

Model for an Advanced-Placement English Course

Hart, John A. and Ann L. Hayes

Carnegie Institute of Technology, Pittsburgh, Pennsylvania

Pub. 1967

ED 12 802

A-205

The design of the course is based on the belief that good discussion is a way to increase understanding. The course is presented in detailed, syllabus-like form, intended as a framework to help teachers in the development of a discussion course. This design calls for two days a week devoted to discussion of writing, in-class writing assignment, and to criticism of student writing by teacher and class. Plans for home writing assignments are included. Other three days' discussion sessions are centered around reading, organized by genre, consisting of narrations, satire, poetry, fiction, etc.

Analysis, Evaluation, and Revision of Existing Materials for an Advanced Placement English Course, Final Report

Hart, John A. and Ann L. Hayes

Carnegie Institute of Technology, Pittsburgh, Pennsylvania

Pub. 1965

ED 016 652

A-219

This report explains the intentions of the study which produced "The Model for an Advanced Placement English Course." It is a day-by-day class plan for work in literature and composition, designed to aid teachers in conducting the methods followed in evaluating the materials for the model and changes made in the original course organization and content.

Advanced Placement -- 12th grade English

Messick High School

Memphis, Tennessee

Pub. 1963

ED 014 475

D-225.07

Improvement in the composition, critical and interpretive abilities of students who show superior ability through ancient and modern world literature.

SPECIAL PROGRAMS (CONT.)

Ability Groupings

Hurricane, Utah, High School Ungraded English Project

Noall, Matthew F. and Maurice Nuttall
Utah Central Research Committee, State D.P.I.
Pub. 1962
C-204

The purposes of this project are to: (1) improve the language arts program in grades 10-12; (2) make better use of teacher time and talent; (3) group all students according to ability; (4) provide flexible grouping and (5) stimulate teachers to improve techniques. A rotation system was used with the five areas of language arts. Teachers deemed expert in an area taught students in her speciality. Advanced classes in each area were available to meet students' special interests.

English for Reluctant Learners, Grades 7-9, English in Every Classroom

Fader, Daniel N.
University of Michigan
Pub. 1966
ED 011 789
A-207

This program is based on saturation and diffusion using such materials as newspapers, magazines, and theme writing in classrooms other than English. It was designed to motivate average students. The outcome of the study was greater motivation and the conclusions were that the approach to literature be social rather than literary; that English teachers have wider latitude in selection and creation of materials and that language skills be taught through organic rather than mechanical means.

Project APEX, Appropriate Placement for Excellence in English

Trenton Public Schools
Trenton, Michigan
Pub. 1967
ED 017 520
A-216

This is designed for Senior High classes of 2,000 students. Students are placed in an ungraded curriculum according to ability. The curriculum incorporates five phases (ability level) and thirty courses from which to choose. The report discusses: (1) history and development of project, (2) advantages, and (3) implication of phase-elective program for library, counselor, administration, and Junior High and 4-9th grade curricula which is to precede it. Curriculum outlines, bibliographies, suggested teaching approaches, and A-V materials are included.

SPECIAL PROGRAMS (CONT.)

Ability Groupings (cont.)

Program to Extend Curriculum Materials in English for the Able to a Wider Student Group -- Final Report

Slack, Robert C.

Carnegie-Mellon University, Pittsburgh, Pennsylvania

Pub. 1967

ED 16 664

A-220.01

The purpose of this study was to determine: (1) if a teacher given no special training in educational philosophy and methods of the curriculum study center at Carnegie could adequately teach its materials and (2) if these materials (designed for use with exceptionally intelligent students) could, with some modification, be taught efficiently to average students. The plan is described and the results indicate yes to both questions. Modifications are recommended, including use of the entire 3-year program in secondary schools. Teachers' reports are appended.

Ungraded English Curriculum for Grades 10-12

Jewell, R. E.

Cuyahoga Falls City School District, Ohio

ES 000 652

D-220.02

An ungraded English program will be instituted to individualize instruction in language arts. The courses are to be suitable for a variety of achievement levels.

Reluctant Learner

East Leyden High School

Franklin Park, Illinois

Pub. 1966

ED 014 475

D-220.09

Unsuccessful students in grades 9-12 were transferred a semester at a time to this special course where they had veto power over the scope and content of what they would learn. Projects in areas of special interest rather than skill exercises were undertaken.

SPECIAL PROGRAMS (CONT.)

Ability Groupings (cont.)

Units in Literature for "B" Track Students

Mt. Diablo Unified School District

Concord, California

Pub. 1967

ED 014 475

D-225.06

Two units, "Man in War" and "Outside the Circle," were developed to make literature more meaningful for the general student. Close reading of a single work is the core of each unit.

Cultural Improvement

Emery Unified School District Comskills Planning Project,

Standard English Dialect for the Disadvantaged

Emery Unified School District

Emeryville, California

Pub. 1967

ES 000 585

F-220.05

Instructional audio-lingual programs will be planned to improve the oral English of high school students who are unable to speak standard English. Radio, TV, drama, and salesmanship will be employed.

Oral Language for the Inner City Student

Akron Public Schools

Akron, Ohio

Pub. 1966

ED 014 475

D-238.02

Taped pattern drill modeled on foreign language instruction, choral speaking, role playing, and a linguistic approach to language were used in this experiment to improve the oral usage of seventh and eighth graders.

Project TOLD (Tutors of Language Disorders)

Earles, Billy C.

Abilene Independent School District, Abilene, Texas

Pub. 1968

ES 001 403

A-238.06

TOLD will be launched to aid students who have been identified as having language disorders. Specific methods of instruction will be individualized for each child. Curriculum materials at the student's current achievement level will be provided, and special materials, such as programed reading and phonetic keys to reading, will be designed.

SPECIAL PROGRAMS (CONT.)

Cultural Improvement (cont.)

Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area

Borata, Nicholas H.

Dade County Public Schools, Miami, Florida

Prop. 1965; Completion 1968; \$361,140

EP 010 443

B-236

A learning laboratory staffed by a coordinator and trained specialists in language arts, arithmetic, and guidance will be established to provide basic education for culturally disadvantaged students preparing to enter vocational training or employment, and in-service training for teachers working with these students. Participants will be persons who need basic skills to qualify for entrance in vocational programs or who are at least two years behind in reading and arithmetic. The laboratory will be an adjunct to the regular high school program offered in grades 10, 11, and 12.

Strengthening Instruction in Composition in an Inner City School

Madison High School

Rochester, New York

Pub. 1966

ED 014 475

D-236.03

A composition centered curriculum reduced class size. Paper-back libraries and improved classroom equipment and audio-visual aids are the basis of this project to improve composition instruction.

Teaching Reading to the Culturally Disadvantaged in Secondary Schools

Strang, Ruth

IRA, Newark, Delaware

Pub. 1967

ED 013 729

A-257

Procedures adaptable to various situations suggested were: (1) instruction growing out of an informal test (2) instruction and practice in word recognition (3) fixing words in your mind (4) progress in word knowledge through the Fernald finger-tracing method (5) how to read a sentence (6) instructions in paragraph comprehension (7) accent on speech (8) immediate rewarding of desired behavior (9) reading in libraries; auto-instructional and programmed materials and (10) personalized instruction with attractive, suitable materials of their own choosing.

PROGRAMS FEATURING SPECIAL EQUIPMENT

An Experimental Program Offering Junior College Remedial English Instruction Simultaneously to High School Seniors and Junior College Freshman via Open Circuit Television

Boettcher, Kenneth D.

Los Rios Junior College, Sacramento, California

Prop. 1965; Comp. 1967; \$58,795

EP 010 232

B-203

An experimental television course in remedial English will be offered to high school seniors who plan to attend college but whose English performance will disqualify them from English IA. A sample of junior college students who failed to qualify for English IA and a matched group of college students will be assigned to home-viewing. There will also be control groups with conventional classroom instruction.

Buena Vista High School -- Descriptive Analysis

Egbert, R. L.

System Development Corporation, Santa Monica, California

Pub. 1966

ED 010 572

A-210

A detailed system description of an eleventh grade English course, which combines closed circuit TV with team teaching in Saginaw, Michigan, the report presents an analysis of (1) course operating procedures, (2) time spent in various groupings and activities, and (3) rotation of groups, materials and equipment, and space.

High School TV Series; Seminar -- 1963: English Junior High, Second Semester

Board of Education, Chicago, Illinois

Pub. 1963

ED 001 920

A-211

Ninety telecast outlines are included for class broadcasts. The program runs five mornings a week for 18 weeks. It includes various periods of literature (English), and lessons on grammar, spelling, and composition.

SPECIAL EQUIPMENT (CONT.)

Course in Communications for High School Seniors

Lewin, Robert

Harrison High School, Harrison, New Jersey

Pub. 1960

C-217

The purpose is to provide students with a deeper understanding of mass media and afford him a keener conception of the communication process, with emphasis upon ways by which he can employ this understanding to achieve better communication abilities. It is a practical approach designed to contribute to life in today's and tomorrow's world.

English Composition Television Series

Houston Independent School District

Houston, Texas

ED 014 475

D-236.01

A series on written composition including lessons on description, narration, and exposition was presented by the Gulf Regional Educational Television Associates.

PUBLICATIONS

Summer Writing Conference to Continue Development of Materials in Expression of Ideas (English) and Quantitative Thinking (Math) to be used in Pre-College Centers for Students from Low-Income Families

Education Service, Inc.

Newton, Massachusetts

Pub. 1967

ED 015 177

A-215

Teachers, writers, mathematicians, and scientists met with the aim of creating curriculum materials to aid intellectually discouraged students to improve confidence in ability to think, speak, and write productively. Participants demonstrated, revised, and discussed results of experimentation materials. They also held a teachers' workshop. Formal evaluation is not yet available. The report includes background information on centers, description of preparation of a unit, a sample unit (including teacher feedback and student writings), lists of available units, and description of teacher training sessions.

PUBLICATIONS (CONT.)

English Language Arts -- The Comprehensive Secondary School:
The 1959-60 Major Project
National Association of Secondary School Principals
Washington, D. C.
Pub. 1960
C-243

Guidelines for secondary schools: Part I features the purposes of a good English Language Arts program. Part II provides recommendations for teaching students to express their thoughts. Part III provides recommendations for teaching students to receive ideas. Part IV deals with pre-service and in-service education of English language arts teachers. Part V suggests steps the principal can take to implement these recommendations.

Selected Objectives for the English Language Arts, Grades 7-12
Lazarus, Arnold and Rozanne Knudson
Houghton Mifflin Company, Boston, Massachusetts
Pub. 1967
ED 017 519
A-244

Objectives are based on recent scholarships in literature, linguistics, and educational psychology and presented in terms of measurable student performances. The report includes objectives for teachers.

Reading in Florida Secondary Schools
Florida State Department of Education
Florida
ED 013 751
A-260

This guide was developed to provide suggestions and information about the reading programs in Florida's secondary schools for teachers and administrators to use.

Reading Handbook for Secondary Classroom Teachers
Peterson, Bernard and Bernard Schepers
Minnetonka School District, Excelsior, Minnesota
Pub. 1966
ED 014 398
A-260.01

This is a curriculum guide designed to make all teachers conscious of the responsibility to teach reading, and to offer suggestions to promote growth. The report offers the following suggestions: (1) how to introduce a reading assignment, (2) the SQ3R approach, (3) some typical patterns of organization, (4) some special skills in content areas, and (5) some special problems in content areas, including social studies.

LANGUAGE ARTS

Multilevel

COMPREHENSIVE LANGUAGE ARTS PROGRAMS

King County Language Arts Program
Superintendent of Schools, King County
Seattle, Washington
Pub. 1966
ES 000 166
D-303.05

This is a follow-up program to complete a survey previously taken. Plans will be developed to implement the recommendations and establish priorities. Planners will consider language arts needs not now being met. Approximately 20-40 teachers and curriculum supervisors will participate.

Revision of K-12 Curriculum in English
Jackson, Lawrence
Owego-Apalachen Central School, Owego, New York
Pub. 1968
ED 014 475
D-306.03

Overlapping and duplication of content and skill development are being eliminated from the curriculum through the selection and sequential organization of skills in each of the language strands. The project began in 1964 with a review and evaluation of the entire English program and has so far produced teacher guides in two of the strands.

Language Curriculum Project K-12
Baltimore County Public Schools
Towson, Maryland
Pub. 1967
ED 014 475
D-306.04

A sequence of skills and concepts in the language strand of the English program is being developed. Units for all grades of junior and senior high schools and a grammar course for grade four have been developed, as well as plans for relating linguistic research to the teaching of reading in the primary grades.

COMPREHENSIVE LANGUAGE ARTS (CONT.)

English Language Study Project K-12

Arlington County Public Schools

Arlington, Virginia

Pub. 1966

ED 014 475

D-306.05

Curriculum development, in-service training and the development and evaluation of materials have been the three main activities. On the elementary level a linguistic approach is being tried. On the secondary level, scope and sequence of English language study have been defined for grades 7-12 and the sequences have been related to six basic strands, which serve to unify the curriculum.

Experiment in the Vertical and Horizontal Development of English

Church, Miss Frances M.

Joint District 2, Kaukauna, Wisconsin

Pub. 1967

ES 001 413

A-307.01

A comprehensive language arts curriculum will be developed for grades K-12, based on ideas developed in a 3-year state-wide English curriculum study. Demonstration classes will be instituted at every grade level, involving 650 students progressively in (1) use of language for oral communication, (2) language appreciation, (3) reading, and (4) application of what they have read to their own lives. A classroom dialect composed of local informal speech patterns will be used in the lower elementary classes where grammar will be taught incidentally and informally.

Project Communicate

Seward, Charles

R-2 School District, Chillicothe, Missouri

Pub. 1967

ES 001 375

A-307.02

Project Communicate will be launched to develop an action or laboratory approach to the teaching of communication skills in grades 1-12 in a rural area. Program management will explore uses of instructional media and teaching-learning designs which will allow students more opportunity to read, write, and speak as part of regular class activities.

COMPREHENSIVE LANGUAGE ARTS (CONT.)

Improving Patterns of Oral Language Usage

Holladay, C. E.

Municipal Separate School District, Tupelo, Mississippi

Pub. 1967

ES 001 269

A-307.03

A language program will be instituted to improve the oral language of students. A comprehensive in-service training program will be given to teachers and principals. A teaching laboratory will be installed in a high school for students in grades 6-12 and a mobile laboratory will be used for grades 1-5.

PACE Project -- Scope for Creativity

Keets, Louise A.

Board of Education, Washington, D. C.

Pub. 1967

ES 001 944

A-308.01

A curriculum enriched in the expressive/communicative arts will be developed for able students, grades K-12, in an urban area. A creative approach will be provided by mobilizing the cooperative efforts of the school and the community for planning. All personnel will become familiar with the characteristics of creativity. The guidelines of Torrance, Guilford, and Bloom will be followed.

English and the Language Arts -- A Curriculum Guide K-12

Wyoming State Department of Education

Cheyenne, Wyoming

Pub. 1967

ED 014 494

A-324

This project is divided into two dimensions: (1) literature and values (presented by grade level), and (2) language skills and habits (10 categories).

A Modified Curriculum Guide, Language Arts

St. Louis Park Public Schools

St. Louis, Minnesota

Pub. 1968

ED 017 483

A-322

The St. Louis Park, Minnesota, curriculum guide is designed to meet the needs and abilities of the low 10 per cent of senior high school students. Units have been developed for: (1) the novel, (2) counseling (personality and philosophical development), (3) the drama and mass media, and (4) others which are usually found in language arts.

COMPREHENSIVE LANGUAGE ARTS (CONT.)

Language Arts Go K-12 in St. Louis

Enzinger, P.
St. Louis Public Schools, St. Louis, Missouri
Pub. 1963
C-327

This plan aids literary appreciation, stresses reading and composition skills, and provides sequencing for individual students. Materials include listings of (1) content and skills, (2) directions for testing and A-V materials, and (3) skills which are to be taught relatedly. All abilities are considered.

LITERATURE PROGRAMS

Literary Appreciation

Literature Curriculum Development K-12

Guilderland Central Schools
Guilderland Center, New York
Pub. 1967
ED 014 475
D-317.01

An organized literature program for grades K-12 is the goal of this project which is developing a scope-sequence chart based on the needs and interest of the students. Teaching units using a multi-media approach will be developed around the basic sequential outline.

Drama

A Study of Performing Arts Programs for the Disadvantaged

Bushnell, Donald
Brooks Foundation, Santa Barbara, California
Prop. 1967; Completion 1968; \$51,665
EP 010 930
B-339

Phase I of this study will identify and evaluate programs in the performing arts (both within and without school settings) that are designed or appropriate to the instruction of disadvantaged youth -- ages 5-18. An information base will be built and a monograph will be prepared describing programs and teaching methods that hold promise for education, particularly in schools that have a high population of disadvantaged students. It will include course materials and guides applicable to the establishment of performing arts programs and the introduction of creative techniques into existing curriculums.

SPEECH PROGRAMS

The Development and Evaluation of an Automated Instructional Program in Speech Correction -- Final Report

Bun, Helen G. and Jean C. Ervin
Virginia University, Charlottesville, Virginia

Pub. 1967

ED 018 113

A-318

Lessons containing stimulus and repeat items were recorded on a commercial multi-channel device that allows continuous adjustment on the basis of response. Experimental subjects worked solely on the equipment whereas controls responded verbally to discrimination tasks and were not given positive re-inforcement. Both groups showed equally significant learning. In view of the shortage of speech pathologists, it was concluded that the addition of automated instruction in speech pathology is desirable and practical.

Innovations in Oral Language

Blake, Howard E. and Gabriel Cohen

Pub. 1968

F-318.05

This oral language innovation has been developed at each grade level in a private Philadelphia school. Teachers plan to design a curriculum which will develop: (1) free and fluent speech, (2) good word choice, (3) appreciation of the beauty and power of the spoken word, and (4) understanding of the development of the English language.

GRAMMAR AND LINGUISTICS PROGRAMS

Evaluation of 1967 Summer Experimental Program of Hawaii Curriculum Center

Brownell, John
Hawaii University, Honolulu, Hawaii

Pub. 1967

ED 016 211

A-308

This is a program for testing and evaluating materials developed at the center. It was carried out in June and July, 1967, at the University Laboratory School. The focus for the primary grades was a language class. The 10th, 11th, and 12th grade students were involved in a transformational grammar class.

GRAMMAR AND LINGUISTICS (CONT.)

Teaching of Linguistics

Granite School District

Salt Lake City, Utah

Pub. 1967

ED 014 475

D-310.01

The project of initiating the teaching of linguistics has been undertaken by this district, which is the largest in the Intermountain Area.

Studies in Language and Language Behavior, Phase II

Lane, Harlan L.

Michigan University, Ann Arbor, Michigan

Prop. 1966; \$1,630,812

EP 000 365

B-381

This program is proposed as a continuation of "A Center for Research on Language Behavior." The goals are: (1) basic research in learning with people of all ages and levels of functioning, (2) improvement of materials and techniques, (3) modification and testing of techniques and materials, and (4) dissemination of information to enhance research, development, and instruction in language learning.

COMPOSITION AND WRITING PROGRAMS

Writing Program

Brentwood Public Schools

Brentwood, New York

Pub. 1967

ED 014 475

D-317.04

An inductive program in composition skills organized in a sequence progressing from the recognition of meaning in a given situation to a step-by-step procedure for organizing a written statement of that meaning has been developed in this project.

COMPOSITION AND WRITING (CONT.)

Science Experience as a Motivational Vehicle to Improve
Written Communication Skills in the Intermediate Grades

Pennington, James

Public School District 153, Homewood, Illinois

Pub. 1967

ES 001 756

A-317.07

Science materials and methods will be developed for use in improving student competence in expository writing. A summer program will be conducted, during which six intermediate teachers will develop science activities to provide motivation and subject matter, and prepare materials to meet the specific writing needs of the students.

Free-Way to Written Expression

Los Altos School District

Los Altos, California

Pub. 1964

ED 014 482

A-338

This is a guide for K-8 to help children think productively, organize thoughts in writing, become skillful in the art of writing and apply written expression to daily living. Methods, materials and occasions for developing them are given.

READING PROGRAMS

Individualized Instruction

Reading by a Linguistic Program

Bethel Park School District

Bethel Park, Pennsylvania

F-310.02

This program emphasizes development of supplementary skills. Methods of instruction include the discovery method, introduction of vocabulary in a scientifically logical order and organized into patterns, study sheet assignments, and supplementary individualized programs. Evaluation is a continuous process.

READING (CONT.)

Individualized Instruction (cont.)Exemplary Center for Reading Instruction

Reid, Ethna R. and others

Granite School District, Salt Lake City, Utah

Pub. 1968

ED 018 347

A-317

This issue is concerned with goals, program preparation, evaluation and design of a demonstration classroom to develop independent work skills. The center sponsored projects and a pilot study on the motivation of classroom behavior are described.

Individualizing Reading with Pupil-Teachers

McCracken, Robert and others

Reading Center, Western Washington State College

Pub. 1965

F-317.01

This article reports on a reading program in which seventh grade pupils wrote reading materials and provided actual instruction for third grade pupils. Seventh graders wrote stories for the primary students and surprisingly, some of the best stories came from students who were low-achievers.

The Individualized Approach to Reading Instruction -- Key Concepts

Newman, Robert E.

Pub. 1967

ED 017 396

A-329

Concepts and guidelines for application in suburban and inner-city situations were developed. A detailed account of "The Riverview Story" is cited as an example.

Remedial ReadingGeneral Program of Remediation in Reading

Siard, Gladys

Hempfield Area School District, Greensburg, Pennsylvania

Pub. 1967

F-309.01

A remedial reading program for students in grades 2-12 who were one year or more below their grade level expectancy was developed. Other aims pointed toward use of perceptual activities; physiological, psychological, and social corrective measures; and intensive in-service teacher workshops.

READING (CONT.)

Remedial Reading (cont.)

Developmental and Remedial Reading

Cross, William
Butler Area School District, Butler, Pennsylvania
Pub. 1967
F-309.04

This program was initiated to improve poor performances of 1-9 grade students in all reading areas. Remedial, enrichment, and motivational programs are featured. The reading instruction becomes a regular part of the curriculum.

A Six-Week Summer Remedial Reading Program

Pennington, Maynard
Pennsburg School District, Fallington, Pennsylvania
Pub. 1967
F-309.05

This K-11 program was designed to provide individualized instruction and specialized services for economically and educationally disadvantaged students who are not successful in school. The program, initiated in 1966, improves reading and communication skills. Small group instruction and culturally focused trips are included. A provision for decreasing medical, dental, and psychiatric blocks is made.

Exemplary Reading Clinic Program Utilizing an Array of Innovative Approaches

Unified School District
Riverside, California
Pub. 1967
ES 000 075
F-309.06

A 1-12 clinic will be established to serve students with disabilities in reading and to demonstrate in-service and professional training. Twenty-four children at a time will attend for a 6 week period.

Mobile Remedial Reading Laboratory

Maine School Department
Kennebunk, Maine
Pub. 1967
ES 000 066
F-309.07

A mobile unit will provide remedial reading instruction to elementary and secondary students. Small group and individual instruction will be provided for 30 to 60 minute periods. The unit may be used on a neighborhood or regional basis during the summer months.

READING (CONT.)

Remedial Reading (cont.)

Reading Clinic, Centers, and Services, Including an In-Service Training Program for Training of Personnel for Staffing the Above Mentioned Facilities

Bolton, Dr. Merle R.

Unified School District, Topeka, Kansas

Pub. 1967

ES 001 120

A-310.03

A clinic to diagnose disabilities and prescribe remediation for students behind in reading will be staffed by a psychologist, speech, and hearing specialist, social workers, and medical personnel. Centers will be established at eleven Junior High Schools and services offered at all levels.

Preparing the Body to Read

Ray, Melvin

Madison County School District, Canton, Mississippi

Pub. 1967

ES 001 615

A-310.04

A psychomotor skills/physical fitness program will be introduced in a disadvantaged rural area. The lessons will be conducted to improve self-concept as well as muscular control. Project staff will strive to assure that every child enters his classes clean, fed, and in good health.

Learning Center for the Development of Reading and Communication Potential

Short, Richard

Township High School District 207, Park Ridge, Illinois

Pub. 1967

ES 001 581

A-310.05

An educational services center will be established to prescribe and furnish corrective and remedial training for students experiencing all levels of difficulty in reading and communication. Services ranging from classroom help to a complete multi-disciplinary diagnosis will be offered students aged 4-21. The program will include: (1) diagnostic, remedial, and therapeutic, and corrective services, (2) consultive and in-service training, and (3) consultive, individual, and group counseling services.

READING (CONT.)

Remedial Reading (cont.)

Remedial Reading Mobile Laboratory

Robinson, Cyril

School Administrative District 54, Skowhegan, Maine

Pub. 1967

ES 001 511

A-310.07

Remedial reading services will be offered in a rural area through a mobile laboratory. The reading lab will be equipped with teaching machines, TV, and film and slide projectors to meet the needs of under-achievers in grades 1-8 in a small school district with multi-graded self-contained classrooms. Emphasis will be placed on development of visual and perceptual skills needed for easy work recognition and more fluent reading.

Progress Thirteen

Pool, Lydia

Washington County Board of Education, Sandersville, Georgia

Pub. 1967

ES 001 425

A-310.09

Demonstration/learning centers will be developed to supply diagnostic, remedial, and corrective reading services to a 14-county area. Preventive measures will be incorporated into the programs through planned in-service education of teachers of grades 1-8. A pilot center will be established with three extensions to operate as demonstration centers.

Diversified Outdoor Education

Wilson, Dorothy

Rockingham County Schools, Wentworth, North Carolina

Pub. 1967

ES 001 239

A-311.03

A multi-purpose program will be established to provide learning experiences in the out-of-doors by supplementing and extending the educational activities within the classroom. Program "A" will be scheduled for four weeks and will combine outdoor activity with a remedial reading program. The objective will be to correct and improve the reading and language skills of students of average and above average ability from grades 5, 6, and 7 whose performance in the areas of reading and language is blocking improvement.

READING (CONT.)

Remedial Reading (cont.)

Kingfisher County Special Education Services

McGee, Tom

Kingfisher, Oklahoma

Pub. 1967

ES 001 169

A-311.04

Remedial instruction in reading and mathematics will be offered to elementary and secondary students in the school district. The instruction will be provided by remedial specialists during the school year and will follow a summer program. Remedial specialists will also conduct in-service training sessions.

Reading Laboratory for Applied Innovation

Francis, John

Shiawassee Inter-School District, Corunna, Michigan

Pub. 1967

ES 001 149

A-311.05

A reading laboratory will be planned to serve students with reading difficulties and to provide an environment where teachers can practice using new methods for application in their own classrooms. Emphasis will be given to the early identification of the causes of reading difficulties and the prevention of secondary problems.

Multi-Service Reading Center

Campbell, Clayton E.

School Committee, Bourne, Massachusetts

Pub. 1967

ES 001 134

A-311.06

A reading center will be planned to provide facilities for diagnosing and treating reading problems and to serve as a coordinating agency for the improvement of classroom instruction in reading. Reading disabilities caused by physical or emotional problems will be enumerated and recommendations made for remediation. Students, K-12, will be served.

READING (CONT.)

Remedial Reading (cont.)

Project FIND (For Individuals Needing Diagnosis)

Taylor, Daniel B.

Wood County Board of Education, Parkersburg, West Virginia

Pub. 1967

ES 001 972

A-312.01

A remedial reading clinic will be established in a rural area. Sequentially limiting and complex disability cases will be referred to the clinic for comprehensive diagnosis. Disabled readers in schools near the center will be diagnosed at the base reading clinic. Two mobile testing units will serve the balance of the 7-county area.

Curriculum Guide in Reading, Remedial Reading, Grades 3-12

Fay, Leo C. and others

Indiana Department of Public Instruction, Indianapolis, Indiana

Pub. 1966

ED 011 496

A-336.03

A curriculum guide to remedial reading for grades 3-12 is presented. Eight major areas are discussed in the guide. Sample lessons, checklists, informal tests, and specific suggestions for teaching are included.

Developmental Reading

Reading Improvement in the Detroit Great Cities Project Schools

Rasschaert, William M. and Shirley A. McNeill

Detroit, Michigan

Pub. 1963

ED 002 462

A-307

This report includes activities which describe specific steps and procedures which were designed to improve reading achievement in the schools.

READING (CONT.)

Developmental Reading (cont.)

Developmental Reading Skills Facility

Blanton, H. L.

County School Board, Nottoway, Virginia

Pub. 1967

ES 001 551

A-310.06

Developmental and remedial reading services will be provided by a reading center for students, grades 1-12. The program will focus primarily on those students in the top and bottom thirds of their grade level. Developmental and corrective instruction will be provided to small classes of no more than ten students for a minimum of 3 hours a week.

Developmental Reading Improvement Programs

Tureau, Ernest E.

Ascension Parish School Building, Donaldsonville, Louisiana

Pub. 1967

ES 001 899

A-312.02

Communication skills will be enhanced through a developmental reading program to extend the educational, cultural, and economic horizons of disadvantaged students in a predominantly rural area. Students will be involved in a concentrated period of study to develop a propensity for reading which should exert a favorable influence on their fellow students. Informal classroom arrangements, individualized instruction, a multi-sensory approach, and continuous progress at individual student rates will be introduced.

Developmental Reading and Enrichment Guide

San Juan Unified School District

Carmichael, California

Pub. 1964

ED 002 596

A-335

Eleven basic skills are considered in this guide including reading for a purpose and following a sequence of events for grades 1-12, and phonics and word analysis for kindergarten. The report outlines a coordinated program for the academically able student and includes games, activities, and methods to help extend reading experiences.

READING (CONT.)

Developmental Reading (cont.)

Curriculum Guide in Reading, Developmental Reading, Grades 1-8
Fay, Leo C. and others
Indiana Department of Public Instruction, Indianapolis, Indiana
Pub. 1966
ED 011 495
A-336

Six major areas of a curriculum guide for developmental reading, grades 1-8, are discussed in this report. All aspects of the reading program -- pupil, teacher, administrator, parents -- are explored.

General Reading

Reading Improvement Project
Granlun, W. S.
Moshannon Valley Schools, Houtzdale, Pennsylvania
Pub. 1967
F-309.03

This summer project for grades 1-9 was initiated to increase reading skills, understanding, and attitudes. Students used textbooks, SRA materials, programmed materials, recorders, and projectors. An in-service training program was provided for the staff. Students attended 2-hour classes daily for 6 weeks.

Eclectic Reading Program
San Diego City Schools
San Diego, California
Pub. 1967
ED 014 475
D-309.09

Four strand reading program is described which consists of: (1) basic instruction -- experimentation with materials based on linguistic studies since 1963, (2) sustained reading experiences, (3) content areas, and (4) seeks to develop a favorable attitude toward reading.

CLIPPER -- Curriculum Laboratory to Initiate Planning of Programs for Experimentation in Reading
Canfield, John M.
School District R-7, West Plains, Missouri
Pub. 1967
ES 001 450
A-310.08

A comprehensive program will be planned using new methods and techniques to strengthen reading instruction for grades K-12 in a predominantly rural area. The various philosophies and techniques of teaching reading will be studied and evaluated for application locally.

READING (CONT.)

General Reading (cont.)

General Improvement of Reading Instruction

Neuman, Mary

Brookland-Cayce Schools, West Columbia, South Carolina

Pub. 1967

ES 001 399

A-311.02

A reading improvement program for both teachers and students from all grade levels will be established in a suburban area. Teachers will be given intensive training in new methodology of reading instruction. Emphasis will be placed on improving the reading and communications skills of students who are failing in academic study units due to poor reading ability.

Model Saturated School Library

School District 21

Deer, Arkansas

Pub. 1967

ES 000 289

F-309.07

A community school library will be used as a materials center, study laboratory, and reading center in a rural area. Plans include provision of books, materials, teaching methods, team teaching, and in-service training.

Experimental Material: Reading Section, Part I - Vocabulary Skills, Reading Comprehension, Critical and Interpretive Reading

State Education Department

Albany, New York

Pub. 1964

ED 001 804

A-330

This material features vertical strands, K-12. The philosophy on which the development was based was that units should not be presented as separate learning experiences.

A Program of Sequential Learning in Reading Skills, Grade Designation of Reading Skills, and Teacher-Made Diagnostic Test

Syracuse City School District

Syracuse, New York

Pub. 1967

ED 002 601

A-331

This is a teacher guide to a program of sequential learning in reading skills.

HUMANITIES PROGRAMS

Operation Grant to Support In-Service Training and Program Development for the Neshaminy Humanities Program

Fescoll, Rees

Neshaminy School District, Langhorne, Pennsylvania

Pub. 1967

ES 001 184

A-317.08

A new humanities program will be instituted and personnel will participate in related in-service training activities. A current high school pilot program will be expanded to all grade levels in the district. The program considers humanities as a way of life and it involves the study of the sum total of the most significant thought and expression of a given culture. Ethical, moral, and spiritual values will be examined as reflected in art, music, literature, philosophy, drama, and history.

Epoch Pilot

Monfort, Jay B.

Unified School District, Berkeley, California

Pub. 1967

ES 001 676

A-317.081

An interdisciplinary humanities curriculum entitled Educational Planning of Cultural Heritage will be introduced to students in grades K-12. Emphasis will be placed on stimulating student interest through imaginative new instructional materials and A-V aids. Classified information on the history of man will be gathered by specialists from all academic disciplines and placed in individual Epoch data cards. The cards will indicate the nature of available resource materials. An Epoch demonstration chamber, with 13 screens for rear and front projection, will be used to build progressive steps in developing ideas and holding them for comparison and contrast. The equipment will be able to project 25 feet of related images to convey concurrent development and sequence. An orientation table will be constructed with concentric circles representing bands of time expanding from 100,000 B.C. at the center to 1970 at the periphery. Two experimental resource banks for ready reference will be developed. Experimental lab space for teachers and areas for individualized activity for students will be tested. Consultant services, summer workshops, and in-service activities will be developed in cooperation with a nearby state university.

PROGRAMS FEATURING METHODOLOGICAL APPROACHES

Independent Study

Individualizing Instruction in Language Arts Through Development and Research in Research and Instructional Units of Local Schools --- 1965-1966

Klausmeier, Herbert J.
University of Wisconsin
Pub. 1967
ED 013 255
A-303

This report contains the details of three of the eight initial experiments conducted by research and instruction units established in the Wisconsin schools to develop and execute exemplary instructional programs through a program of research.

Comprehensive Language Arts Program

North Hampton School District
Cuyahoga Falls, Ohio
ES 000 652
D-303.04

A comprehensive language arts program will be introduced in a K-12 school system to provide individual instruction, individual choice of courses, and an integrated curriculum. Individualized reading materials rather than basic readers will be used.

Other Methods

Programmed Textbooks in Communication

King, Thomas R.
Pub. 1967
ED 011 660
A-303.1

Twenty-two programs in English grammar, spelling improvement, parliamentary procedure, and descriptive statistics are reviewed. Discussion emphasizes population for which the program was designed, techniques, individual content, and evaluation.

Western Small Schools Project -- Phased English

University Club Building
Salt Lake City, Utah
Pub. 1964
ED 014 475
D-303.09

Materials suggesting the possibilities for "phasing" English in small schools lacking sufficient trained personnel are being developed and evaluated by this six-state organization. English Learning Centers have also been set up in three schools.

METHODOLOGICAL APPROACHES (CONT.)

Other Methods (cont.)

Word Discrimination Drills

Mason, Geoffrey P.

Pub. 1961

C-315

This article describes an experiment using drill techniques with nonsense words to develop visual discrimination of words in the classroom.

SPECIAL PROGRAMS

Ability Groupings

Demonstration - Learning Center to Improve the Teaching of Communications Skills to Slow Learners

Chewning, Charles H.

City-County Schools, Durham, North Carolina

Pub. 1967

ES 001 463

A-306.09

Students with an IQ of 70-90 will be taught communications skills in an in-service program to be planned for training beginning and experienced teachers in methods of teaching slow learners. Arrangements will be made to bring the students to a central location and place them in a setting away from the competition of the regular classroom. Creative dramatics will be included to develop self-expression and self-image.

Planning an On-going Ungraded Program for Children in Grades 5-8 Designed to Encourage and Develop Creative Talent

Smith, Paul E.

Board of Education, Westlake, Ohio

Pub. 1967

ES 001 642

A-308.04

An ungraded curriculum will be planned for grades 5-8 in a college-orientated suburban area. Emphasis will be placed on encouraging creative ability, especially among able students. Classes will be self-contained with extensive team teaching. Each participant will critically and independently approach special areas.

SPECIAL PROGRAMS (CONT.)

Ability Groupings (cont.)

Stimulating the Development of Semantic Evaluation Abilities of Gifted Children

Hauck, Barbara A.

Washington University, Seattle, Washington

Prop. 1966; Completion 1967; \$1,997

EP 000 944

B-309

This is a classroom project designed to stimulate the development and the fullest use of the semantic evaluation abilities of gifted children. The theoretical base of the study is the Guilford structure of Intellect Model which implies specific and identifiable evaluative abilities. A series of 18 daily one hour lessons will be presented to the experimental group. Testing of both groups will be done one month after the completion of the lessons to evaluate whether gains tend to persist after lessons are terminated.

Reading Clinic Laboratory School

Wilson, Rosemary

Philadelphia School District, Philadelphia, Pennsylvania

Pub. 1967

F-309.02

This program set up individual instruction for pupils who were severely retarded in elementary and junior high schools. The teachers were trained in clinic techniques.

Continuous Learning Experiences at Rochester

Hesie, Matthew P.

Area School District, Rochester, Pennsylvania

Pub. 1967

ES 001 475

A-311.07

A nongraded, continuous learning program in reading and arithmetic will be introduced in the primary grades of a suburban school system. Primary school reading programs will consist of 14 carefully structured levels. Extensive in-service training for teachers will be offered at all levels.

SPECIAL PROGRAMS (CONT.)

Ability Groupings (cont.)

The Joplin Plan and Cross Grade Grouping

Cushenberry, Donald C.

Joplin, Missouri

Pub. 1967

ED 013 708

A-312

This report contains a history of the plan, description of the plan as known today, survey of studies which have employed the plan, and a discussion of its advantages and limitations. The plan groups middle-grade children for reading instruction on the basis of scores on reading achievement tests.

Compensatory Education

Ungraded Program in Language Arts

Milwaukee Public Schools

Milwaukee, Wisconsin

Pub. 1966

ED 014 475

D-303.06

Reduced class size and released time for in-service are being used to strengthen language competencies of students from a substandard home environment.

Communications

East Leyden

Pub. 1967

ED 014 475

D-303.07

Emphasis in this semester course for low skill students is on viewing and listening to movies, television, and radio in order to evaluate such experiences.

SPECIAL PROGRAMS (CONT.)

Compensatory Education (cont.)

PREAMBLE -- Project to Enrich, Amplify, Mobilize, Broaden, and Levitate Education

Sanderson, W. C.

Wayne County Board of Education, Goldsboro, North Carolina
Pub. 1967

ES 001 873

A-306.06

Compensatory education enrichment will be provided by a resource center to schools in a county-wide area with emphasis on: (1) improving student competencies in the language arts areas, (2) enhancing cultural experiences through the integration of multi-media into the instructional program, (3) increasing teacher competencies, knowledge, and understanding in the teaching of the language arts, and (4) upgrading the general cultural level of teachers.

Southeastern Educational Exemplary Kompact (SEEK)

Tullis, Ralph

Washington County Board of Education, Marietta, Ohio

Pub. 1967

ES 001 638

A-306.07

Diagnostic and remedial services will be provided by an educational service center with mobile units for a sparsely populated 3-county area. Staff assistance will be provided in the areas of reading, speech correction, guidance, psychological services, social work, in-service training, and school health programs. On-the-spot services will be provided by crews of specialists in two mobile trailer units.

Enrichment Through Radio - An Experimental Project To Alleviate a Language Barrier

Kornhauser, Louis H.

Board of Education, Washington, D. C.

Pub. 1967

ES 001 575

A-306.08

Radio programs will be planned to develop listening skills and provide language arts instruction for students with language deficiencies. Techniques, media, and programs will be combined into a coordinated program to enrich studies in language arts, to develop a greater awareness in students of their aural environment, and to help the student communicate more effectively.

SPECIAL PROGRAMS (CONT.)

Compensatory Education (cont.)

Speed 2-- Summer Program for Enrichment and Educational Development

Wright, Richard G.

Washington County School Board, Abingdon, Virginia

Pub. 1967

ES 001 718

A-307.09

A summer school program of enrichment and basic educational skills for grades K-7 will be offered in a disadvantaged rural area. Three centers will be established in neighborhood schools, each center scheduling students in one of two blocks. The dual program will include: instruction in essential reading, language arts, and math skills, and enrichment activities in music, art, physical education and field trips. Implementation of a continuous progress plan in the elementary school during the school year will be considered.

Developing Leadership Personnel for Model Language Arts Programs

Mount Clemons, Michigan

Pub. 1967

D-308.03

Basic reading and language arts skills of under-achievers will be upgraded through a program that will make available new educational materials and techniques. The program will be supported by teacher training.

The Development of Pre-Vocational Education Literacy Courses for Use with Computer Assisted Instruction of Disadvantaged Youths and Adults

Smith, T.

Florida State University, Tallahassee, Florida

Prop. 1966; Completion 1968; \$223,387

EP 010 168

B-310

The objectives are to prepare and evaluate programmed materials for computer-assisted instruction in reading and numerical skills needed prior to vocational skills. A literacy program appropriate to grade levels 2-7 will be developed and tested on illiterate university employees.

SPECIAL PROGRAMS (CONT.)

Compensatory Education (cont.)

Alameda County Pace Center Programs in Oral Communication --
Better Listening for Better Learning

La Fleche, Rock

Hayward, California

Pub. 1967

ES 001 218

A-318.01

Oral communications programs will be planned to help low achievers learn to listen and to help reticent children. The listening aspect of the program will concern new methods of listening training, application of the methods for improvement of instruction and development of a tape library.

Books, Read Them and Keep Them

Collins, Robert H.

St. Louis, Missouri

Pub. 1967

ED 017 609

A-332

As part of "Rooms of 20" Project in St. Louis, Missouri public schools, a book ownership plan has been devised to motivate disadvantaged pupils to read and learn. Books are earned by reading from class or public library. This experiment was conducted in regular classes, on Saturdays, and in summer classes.

PROGRAMS FEATURING SPECIAL EQUIPMENT

Electronic Program Laboratory

Millis Public Schools

Millis, Massachusetts

Pub. 1967

ES 000 430

F-303.02

Four transmitting machines in an electronic program laboratory will be programmed to teach listening and speech skills, developmental and remedial reading, and special education classes.

SPECIAL EQUIPMENT (CONT.)

Project Telephone

D. C. Public Schools
Washington, D. C.
Pub. 1966
ED 014 475
D-303.08

This project in oral communications was designed to improve oral language with emphasis on composition, voice intonation, enunciation, and poise. A teletrainer was used.

Language Teaching with Cartoons

Fleming, Gerald
Pub. 1964
A-304

Four minute films were matched to oral and written texts which command attention by their novelty and multi-sensory appeal. They lend themselves to a variety of approaches.

A Multi-Sensory Approach to the Improvement of Reading

Ball State University, Burris Laboratory School
Muncie, Indiana
Pub. 1964
ED 014 475
D-309.08

Students read standard reading materials into a tape recorder wired so they would hear themselves as they recorded. The experimental group had significantly greater growth in vocabulary.

Dial-Access Visual Retrieval Reading Center

Larson, Leonard E.
Joint Unified School District, Marysville, California
Pub. 1967
ES 001 419
A-311.01

A dial-access visual information retrieval system will be introduced to demonstrate its feasibility for instructional support to schools in a rural county area. The system will be an extension of an operating audio dial-access system supplying individualized instruction in language arts. A search model of the dial-access video system will be developed and evaluation made of retrieval equipment hardware using consultant assistance.

SPECIAL EQUIPMENT (CONT.)

Developing Critical Reading Power Through Newspaper Reading

Sailer, Carl

Pub. 1967

ED 013 180

A-313

Describes a method of developing critical power by analyzing ads, cartoons, editorials, and controversial issues found in newspapers. It is pointed out that not all articles are suitable and that the newspaper is not suitable for remedial reading.

The Use of the Computer for Testing, Programming, and Instruction

Williams, Gilbert

San Bernardino Valley College, California

Pub. 1966

ED 015 098

A-314

The Reading Center at San Bernardino Valley College developed a systems design with these objectives: (1) to give sequence and continuity in reading programs while providing current data on student achievement (2) to control and follow student progress (3) to keep teachers informed about individual progress (4) to provide a more effective means of programming students into materials and media (5) to assure individual progression with the skills he needs to work on in sequence and (6) to have the potential of branching.

Impetus III, Operation IMP-I

Joseph, Joseph M.

Chester School District, Chester, Pennsylvania

Pub. 1967

ED 018 340

A-316

A description of activities and services for a reading program taught by means of "the talking typewriter" is presented. It gives criteria for student selection and details of processing.

SPECIAL EQUIPMENT (CONT.)

Teaching Spelling by Computer

Chesin, G. A.

Slippery Rock State College, Slippery Rock, Pennsylvania

Pub. 1967

F-318.06

The Westinghouse State Spelling System individualizes instruction, frees teachers to give students individual attention, and provides daily reports on each student for the teacher. Individual expression is encouraged through small discussion classes.

Mechanical Aids in the Teaching of Reading

Otto, Wayne and Camille Houston

Pub. 1967

ED 015 109

A-333

This report describes the operation, costs, and limitations of aids which fall into four categories: (1) tachistoscopes, (2) accelerators, (3) pacers, and (4) multi-media presentations such as the language master and the California Remedial Reading Laboratory.

PUBLICATIONS

Cross Cultural Differences in the Role of Language

Hymes, Dell H.

University of Pennsylvania, Philadelphia, Pennsylvania

Prop. 1966; Completion 1967; \$7,990

EP 000 646

B-320

Classification will be made of a variety of sociolinguistic descriptions and a preliminary taxonomy will be developed to show their systems and dimensions. Cross cultural knowledge of human variation and cultural patterning with respect to aspects of life is anticipated for educational use.

Purposeful Language Arts Program

Daugherty, L. G.

Chicago Public Schools, Chicago, Illinois

Pub. 1965

C-326

Included in this article are descriptions of the scope, sequence, structure, framework, and stimulation for the teacher in "The Curriculum Guide for the Language Arts."

PUBLICATIONS (CONT.)

Classroom Practices in Teaching English

Beeler, A. J. and Donald W. Emery

NCTE Committee on Promising Practices

Pub. 1968

ED 018 437

A-387.01

This report contains 24 pieces by classroom teachers about innovative techniques which they have found to be successful in the teaching of English in all grades.

Development of Manuscripts Which Interpret Reading Research to the Public

Fay, Leo C.

Indiana University Foundation, Bloomington, Indiana

Prop. 1967; Completion 1968; \$31,577

EP 010 980

B-328

Three monographs will be developed to convey and interpret reading research and related activities in the field to practitioners and those who make educational decisions in their communities. Pertinent literature will be located and reviewed, site visits made to innovative reading programs to gather data and photographs.

An Optimum Reading Program for K-12 and School District Organization

Kipling, Cecil

South Dakota University, Vermillion, South Dakota

Pub. 1967

ED 018 341

A-334

This report provides the guidelines for a total reading program developed by South Dakota University.

USOE Sponsored Research on Reading

Laffey, James L.

ERIC/Crier Reading Review Series

Pub. 1968

ED 016 603

F-336.01

This is a listing of 143 important research reports completed on reading and closely related topics covering pre-school through college and adult education.

PUBLICATIONS (CONT.)

Survey of Title I Reading Programs Conducted in the Fiscal Year of 1966

Division of Compensatory Education
Office of Education
Pub. 1967
F-336.02

This is an evaluative and descriptive report of 34 Title I reading centers.

CUE, English Humanities Media Guide

Brown, Robert M. and others
Education Department, Albany, New York
Pub. 1965
ED 012 199
A-387.02

This is one of a series under the CUE system; divided into 11 topics covering areas of communication, vocabulary, and world culture. Within each topic is a series of suggested film and TV subjects. A discussion is given on each, including a synopsis, statement of purpose, suggested preparation for the class, things to look and listen for (pupils), and follow-up and related activities.

LANGUAGE ARTS

Elementary

COMPREHENSIVE AND GENERAL LANGUAGE ARTS PROGRAMS

ITA Demonstration Center and the Development Testing and Demonstration of a Language Arts Curriculum for Grades 2 Through 6
Bethlehem, Pennsylvania
Pub. 1966
ES 000 207
D-147.04

A center will be developed to demonstrate and evaluate the use of ITA. A cooperative team of linguists will determine whether the scope and sequence of the present language arts curriculum should be redesigned since the sequence is based on learning to read with the traditional alphabet. A comprehensive testing and demonstration program will be planned for new curriculum innovations.

Demonstration Program of Teacher-Pupil Interaction in Rural Schools
Oconee County Board of Education, Watkinsville, Georgia
Pub. 1967
ES 000 378
F-147.05

A demonstration center will be established and will emphasize early education stimulation, increased teacher-pupil relationships, and language arts, featuring a continuous progress program in reading for elementary students.

Step-Up Language Arts
Fairfax County School Board
Fairfax, Virginia
Pub. 1967
ED 014 475
D-147.06

Resource classes for children having difficulty with oral and written communication are planned.

COMPREHENSIVE AND GENERAL LANGUAGE ARTS (CONT.)

The SWRL Communications Skills Program

Schutz, Richard

Southwest Regional Education Laboratory, Inglewood, California

Pub. 1968

ED 018 352

A-151

This is a program in beginning reading and listening skills, including comprehension of written and spoken language. Individuals from regional educational agencies, universities, and industry collaborate in the preparation of materials.

READING PROGRAMS

Remedial Reading

Educational Service Center for Dorchester and Wicomico Counties of Maryland

Livingood, Fred G.

Wicomico County Schools, Salisbury, Maryland

Pub. 1967

ES 001 903

A-110.01

A remedial reading center will be established in a rural area. A leadership training program will be set up to train teachers and administrators from local units as resource personnel and to develop guidelines concerning specific assistance that the local units will need from the center. Demonstration lessons will be held at the center, which will be equipped with observation facilities. A materials center will be established to house a wide variety of reading instructional materials.

A Workshop Approach to Reading Problems

Edward, Sister Mary

Pub. 1967

ED 015 083

A-110.03

This report is a description of a Clarke College (Dubuque, Iowa) summer institute (1965) to upgrade elementary reading instruction and to check under-achievement among its elementary school children. They studied the problems of word recognition, techniques of questioning, comprehension, study skills, critical reading, creative reading, reading readiness, and language arts. Activities included: research, discussion, observation-demonstrations, evaluations, and the practicum.

READING PROGRAMS (CONT.)

Remedial Reading (cont.)

Viva Reading

Svitavsky, Theodore J.

Cooperative Education Service Agency 12, Portage, Wisconsin
Pub. 1967

ES 001 492

A-110.08

Three diagnostic centers will be established to aid 4th grade students suffering from emotional disturbances or special learning disabilities. The students referred to the center will be at least two years below grade level in reading ability. A team of specialists will test, diagnose, and form educational programs for children with psychic or neurological impairment. Counseling services with parents will be stressed.

Individualized Instruction

Individualized Diagnostic Curriculum in Reading and Math

Mason, Dr. Joseph

Department of Defense, U.S. Dependents Schools - European Area
Pub. 1967

ES 001 732

A-110.02

Individualization of skill development in reading and math will be introduced in grades 5 and 6 of two elementary schools. A model curriculum using non-graded diagnostic-prescriptive individualizing methods will be tested for possible extension and use in overseas government dependent schools. New instructional materials will be prepared by senior educators.

Non-Basal Textbook Reading Program

Lyles, Dr. Joseph

City School Board, Hampton, Virginia

Pub. 1967

ES 001 550

A-111.01

Basal readers will be replaced by reading materials in a program designed to individualize reading instruction for elementary students. Systematic instruction in word recognition skills and comprehension will be included, based on teacher guides developed by a planning committee. Students will be given the opportunity to select their own reading materials. Individual conferences will establish weaknesses and needs.

READING PROGRAMS (CONT.)

Individualized Instruction (cont.)

Development of a Center to Demonstrate an Exemplary Individualized Reading Program

Dixie School District
San Rafael, California

Pub. 1967
ES 000 574
F-112.02

A reading program emphasizing individual instruction will be offered to selected elementary classes. Each teacher will be provided with 200 books and supplementary programmed materials. The program will involve choice-making by students.

Personalized Reading Instructional Materials Center

Township Board of Education
Chester, New Jersey

Pub. 1967
ES 000 426
F-112.03

A personalized reading program will be instituted which will involve a system of teaching children how to read using the classics and current literature. Grades 1-6 will be involved.

Team Approach to the Teaching of Reading

North Hills School District
Pittsburgh, Pennsylvania

Pub. 1967
F-112.05

This program uses the Individualized Reading Program, the Joplin Plan of Reading, and the Multi-Basal Reading Program. A definite procedural plan for materials was established.

Experimental Reading Program

Bastow, Margaret

Penn Hills School District, Pittsburgh, Pennsylvania

Pub. 1966
F-112.06

A reading program tailored to meet requirements of individual children was established. Relationships between reading and writing, listening, and talking are emphasized.

READING PROGRAMS (CONT.)

Individualized Instruction (cont.)

Even After Kindergarten, What If They're Still Not Ready

Pub. 1965

ED 017 542

A-113

This report describes a fluid 1-2 program in Plainfield elementary schools, a flexible individually tailored program, to: (1) help children adjust to school environment, (2) to provide experiences related to school subject matter, (3) to broaden command of oral language, (4) stimulate interest in reading, and (5) introduce him to essential reading techniques.

Reading in Appalachia

Anderson, Lorena A.

IRA, Newark, Delaware

Pub. 1967

ED 013 738

A-124

Program I -- A county with isolated schools used an aural-oral approach, a reading laboratory on wheels, or a special reading room. Teachers designed materials, but the staff included a special reading teacher, a reading consultant, speech and hearing therapist, and three social workers. Program II -- A county with academically strong college and schools was used. Students were given individual reading instruction in special reading resource improvement. The staff included a school psychologist, elementary guidance counselor, medical doctor, program coordinator, supervisor, several special reading teachers, and teacher aides.

Individualized Reading with the Educables

Baker, Carolyn C.

IRA, Newark, Delaware

Pub. 1966

ED 013

A-125

This program involved a class of 16 primary children, aged 6-10, in Fairfax, Virginia. Books with high interest levels and pre-primer vocabularies were attractively presented by the teacher who conducted individual reading daily. Skills were taught individually and in groups, using activity books. Children profited from close relationships with teachers and the absence of children who neglect criticism. Extra planning is necessary but results are rewarding.

READING PROGRAMS (CONT.)

Individualized Instruction (cont.)

Individualized Reading Program for Elementary Grades

Nichols, Marguerite and others

Colorado Western States Small Schools Project, Denver, Colorado

Pub. 1964

ED 011 499

F-135.01

An individualized reading program for grades 2, 4, and 5 was initiated in an effort to raise the achievement level of culturally disadvantaged youth in rural areas. The program at each grade level is described in terms of the methods used to gather preliminary data, in the selection and use of materials, in planning and conducting class activities, in trying new methods and techniques, and in evaluating the results.

The Teaching of Individualized Reading in the Madison Public Schools

Gasper, Karen

Madison Public Schools, Madison, Wisconsin

Pub. 1965

ED 013 191

A-170

This is a service bulletin prepared by a committee of teachers. Suggestions for materials, organizing a classroom, and record keeping is given. A bibliography of children's books, records, and professional literature is included.

A Grouping Plan Capitalizing on the Individualized Reading Approach

Hunt, Lyman C.

Pub. 1967

ED 012 227

A-163

A variety of arrangements, activities, and grouping possibilities within the classroom using the IRP structure are presented and several misconceptions about IRP are mentioned.

READING PROGRAMS (CONT.)

Developmental Reading

Model School for Developmental Reading Instruction

Weaver, P. J.

City Board of Education, Greensboro, North Carolina

Pub. 1967

ES 001 528

A-110.09

A model developmental reading program for students, grades K-6, will be established at a center. Master teachers on the center staff will work with 15 interning teachers and their classes during 12-week periods of intensive training. The students will be involved in the program during the morning hours and will return to their respective schools for the remainder of their academic program.

Methods and Systems for Teaching Dyslexia Pupils

Botel, Morton

Pub. 1966

ED 011 493

A-126

Subjects were 722 pupils in grades 2-6 at Pennridge School, Bucks County, Pennsylvania. The author suggests dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided.

Guidelines for Miller-Unruh Reading Programs

California State Department of Education

Pub. 1967

ED 017 416

A-157

The program focuses upon diagnosis of actual or anticipated reading ability, prevention, and correction; assessment of child growth and development as they affect reading; and development of positive attitudes toward reading. It provides school districts the opportunity to obtain specialists for teaching reading to grades 1, 2, and 3. It envisions the development of supportive facilities. A team approach forms the nucleus of the program.

READING PROGRAMS (CONT.)

Programs Featuring Special Equipment

Programed Reading in the Elementary Grades

Denver Public Schools

Denver, Colorado

Pub. 1965

ED 014 475

D-100.02

This was an experiment to evaluate the Sullivan Associates Programed Reading materials. When used with supplementary activities designed by the teachers, these materials produced significantly higher results than did the standard materials used in control classes.

Mobile Reading Laboratory

Crumbling, Harry A.

Troy Area School District, Troy, Pennsylvania

Pub. 1966

F-100.03

Motivational devices and reading materials are employed in this reading laboratory to place the student at his proper grade level. Emphasis is placed on visual ability, reading speed, listening, phonics, vocabulary, and comprehension. All methods and objectives of the program are designed to maintain the continuation of desired reading skills of children in an elementary classroom situation.

Evaluation of the Instructional Effectiveness of a Television-Based System (Airborne) for Developing Basic Reading Skills

Bohnhorst, Ben A.

Purdue Memorial Center, Lafayette, Indiana

Prop. 1967; Completion 1968; \$9,987

EP 011 001

B-100.04

A series of telecasts designed to provide remedial reading instruction will be used to investigate whether regional distribution of these lessons by the Mid-West Program on Airborne Television Instruction Inc. is feasible for teaching basic reading skills simultaneously to several populations. Lessons will be presented on summer broadcasts and additional objectives of the program are so varied and numerous they demand further investigation of the project resumé. Among other things, it is expected to provide an in-service training program for teachers.

READING PROGRAMS (CONT.)

Special Equipment (cont.)

Reading Enlightens and Develops

Peterson, Clifford

Independent School District 18, Altus, Oklahoma

Pub. 1967

ES 001 469

A-100.05

A reading improvement program, involving extensive use of A-V aids, will be established for students in grades 4, 5, and 6. Students will be taught through the use of mechanical equipment. Through the demonstration, new concepts and procedures for effective teaching of reading will be determined and introduced into the classroom.

Oral and Non-Oral Methods of Teaching Reading by an Auto-Instructional Device

McNeil, John D. and Evan R. Keisler

University of California, Los Angeles, California

Pub. 1963

ED 002 588

A-101

This technique of programmed instruction was chosen for experiment with 182 kindergarten children. It was concluded that the act of vocalization during instruction was an aid to beginning readers. Follow-up study results suggested that boys' inferiority in learning may be attributed to social influences in the classroom. The principal finding was documentation of the great range in individual reading progress. Three aspects of the program investigated were: an experimental phase, a follow-up of learner's progress, and an application of the auto-instructional program in the kindergarten.

A Reading Curriculum for a CAI System -- The Stanford Project Progress Report

Hansen, Duncan and others

Stanford University

Pub. 1966

ED 013 722

A-103

CAI in initial reading curriculum materials, as well as the computer controlling system, are described. Theoretical rationale for the curriculum, for word list, for learning, for remedial materials, and for in-service training is discussed.

READING PROGRAMS (CONT.)

Special Equipment (cont.)

Computer-Based Instruction in Initial Reading

Wilson, H. A. and R. C. Atkinson

Stanford University

Pub. 1967

ED 015 847

A-104

In 1966-67, initial classes of first graders received the major part of the daily reading instruction from CAI. This report describes the system, laboratory, organization, operation, and classroom cooperation.

A Voluntary Pre-Kindergarten Language Development and Reading Program for The Entire Four Year Old Population of a City

Martin, John H.

Mt. Vernon Public Schools, New York

Prop. 1965; Completion 1969

EP 010 234

A-106

A demonstration project using the Edison Responsive Environment Instrument in which children will be exposed to a language development program at 1 of 4 centers. Physical and psychometric tests will be administered upon admission and evaluations made of academic consequences upon classifications of children by race, sex, intelligence, socio-economic status, and identified physical and psychological handicaps. Language experiences, community participation, modification of curriculum and organization, and production of a transferable model are the expected outcomes.

Project Literacy, Summary of First Grade Study

Robinson, Joanne A.

Pub. 1966

ED 011 589

A-107

An innovative beginning reading program developed as a part of "Project Literacy" which included a letter-phonics program, use of a message board, tape recorder, and electric typewriter was evaluated in a first-grade classroom. Activities of reading, listening, and writing were interspersed during each instructional period. All participating children learned to read; even slower readers were comfortable at the first-grade level at year's end. A second year program was planned.

READING PROGRAMS (CONT.)

Special Equipment (cont.)

The Development of a Beginning Reading Skills Program Using the Edison Responsive Environment Instrument

Gotkin, Lassar G. and Joseph McSweeney
New York University, School of Education

Pub. 1966
ED 013 720
A-108

This is a project utilizing a complex teaching machine to study the acquisition of beginning reading skills by five year olds from disadvantaged backgrounds. The first report described the Edison instrument and the development and testing of programming in the visual skills area. This report is concerned with pre-reading skills of labeling letter shapes by sound or name and remembering the relations over a period of time.

An Automated Primary-Grade Reading and Arithmetic Curriculum for Culturally Deprived Children

Atkinson, Richard C.
Stanford University
Prop. 1964; Completion 1967; \$920,166
EP 000 144
B-109

Analysis will undertake to identify the points in beginning reading and mathematics curriculums that are particularly difficult for culturally deprived children to learn. The investigation will apply to obstacles encountered by these children in acquiring basic skills and the use of behavioral analyses and automated devices as a means of overcoming them. Written materials will be placed in a sequential order with auditory materials to accompany them. Both visual and auditory materials will be presented to the pupils individually.

General Reading

Project Literacy -- Continuing Activities

Levin, Harry
Cornell University, Ithaca, New York
Prop. 1965; Completion 1968; \$244,794
EP 000 078
B-110

This is a supplementary program following an initial study on "Project Literacy." The preview consists of instigating stimulating and coordinating research in the area of reading. Among the activities of this phase of the study will be an experimental program in the first grade classrooms for intensive observation of the developed curriculums.

READING PROGRAMS (CONT.)

General Reading (cont.)

Team Approach to the Teaching of Reading

Morrow, Victor E.

North Hills School District, Pittsburgh, Pennsylvania

Pub. 1967

F-110.04

This program, initiated in 1963, was developed by a team of teachers and other school professionals to broaden interests and tastes in reading, to encourage critical analysis of ideas and to develop resourcefulness in finding information.

The Words in Color Approach to Reading

Wright, Evangeline L.

Centennial School District, Warminster, Pennsylvania

Pub. 1967

F-111.07

This program intensifies efforts toward development of early independence in the decoding process of reading and develops comprehension skills concurrently with decoding skills.

The Use of Original Instructional Materials as a Stimulus for Improved Reading

Stanchfield, Jo M.

Pub. 1966

ED 013 731

A-112

Materials and methods are provided including reading readiness manuals, primer texts and manuals, and listening tapes. The experimental group scored higher than the control group.

Inter-Disciplinary Multi-Facet Reading Program Interim Grant, Period Report

South Western City School District

Grove City, Ohio

Pub. 1967

ED 013 183

A-118

The purposes are: (1) to develop discriminating readers, (2) to provide greater quantity and variety of materials for elementary pupils, (3) to increase special services, and (4) to develop effective home, school, and community relations.

READING PROGRAMS (CONT.)

General Reading (cont.)

Critical-Reading Ability of Elementary School Children

Wolf, Willavene and others

Ohio State University, Columbus, Ohio

Prop. 1964; Completion 1966; \$84,954

EP 000 467

B-135

The objectives of this program are: (1) to refine and verify a description of the desired reading behavior of a critical reader, (2) to survey and pilot test techniques, activities, and materials, (3) to determine whether critical reading can be taught in grades 1-6 and still teach basic skills and maintain interest in reading, and (4) to determine what pupil characteristics are related to critical reading.

Reading Diagnostic Approaches

Purdy, Robert J. and others

Los Angeles City Schools, California

Pub. 1968

ED 018 345

A-169

This report discusses a diagnostic kit designed to help classroom teachers diagnose reading difficulties more adequately. Suggestions are applicable to lower primary children.

Teaching Reading in the Elementary School -- Phonic and Other Word Perception Skills

Rorner, Robert C.

Los Angeles City Schools, California

Pub. 1966

ED 011 502

A-161

This is a guide for teaching phonic and structural analysis and other word perception skills at primer level through grade 6. The report provides definitions, examples, and suggestions for the teacher.

READING PROGRAMS (CONT.)

General Reading (cont.)

Tentative Reading Readiness Curriculum for East Chicago Public Schools
Committees of First Grade and Kindergarten Teachers
East Chicago, Illinois
Pub. 1962
ED 002 604
A-160

The objectives of this program are: to develop visual and auditory discrimination, motor coordination, social adjustments, language facility, familiarity with and acceptance of classroom procedure, interest in reading, independent thinking, number awareness, and appreciation of art and music. Unit areas follow outline of objectives and methods adapted to individual differences in the classroom. Suggested activities, commercial aids, and a bibliography of 70 items are included.

Reading Skills, Grades 5 and 6
Sitkoff, Seymour and others
Los Angeles City Schools, California
Pub. 1962
ED 018 353
A-159

This program was prepared as a reference to word recognition skills for the fifth and sixth grade reading program and as a checklist for the teaching of these skills.

SPEECH PROGRAMS

Section on Oral Communication of the Tentative Instructional Guide for Language Arts, K-6
Arlington County School Board
Arlington, Virginia
Pub. 1961
ED 002 383
A-175

Listening and speaking skills can be taught covertly and overtly and often in conjunction with related activities such as social courtesies, conversation, telephoning, discussions, interviews, round table panels, forums, parliamentary procedures, reports, story-telling, oral reading, choral speaking, group book reports, use of the tape recorder, and debates.

SPEECH PROGRAMS (CONT.)

You Are a Speech Teacher, a Film for Parents

Hanson, Marvin

Utah University, Salt Lake City, Utah

Prop. 1966; Completion 1967

EP 010 703

A-136

A film dealing with the prevention of defective speech through proper parent-child relationship will be made to make parents aware of principles and practices in child rearing that foster good speech development.

Training Speech Sound Discrimination in Children Who Mis-Articulate -- A Demonstration of the Use of Teaching Machine Techniques in Speech Correction

Holland, Audrey L.

University of Pittsburgh, Pennsylvania

Pub. 1967

ED 014 476

A-137

A two-year demonstration project in which school age children with functional articulation disorders routinely received auditory discrimination training by programmed instruction in an actual clinical setting.

The Development and Evaluation of Automated Instructional Programs in Speech Correction

Burr, Helen G.

Virginia University, Charlottesville, Virginia

Prop. 1965; Completion 1967; \$9,000

EP 000 278

B-139

Sequential lessons will be developed for automated self-instruction in learning the auditory discrimination of the "s" consonant. Evaluation of automated and traditional methods in teaching this to elementary school children will be made.

SPEECH PROGRAMS (CONT.)

Effectiveness of Instructional Tapes for Changing Dialect Patterns of Urban Primary School Children

Golden, Ruth I.

Detroit Board of Education, Detroit, Michigan

Prop. 1965; Completion 1967; \$72,293

EP 000 052

B-140

A series of language experience lessons using magnetic tape recordings will be developed and tested for helping children at primary grade levels to improve their auditory acuity, familiarize themselves with the sounds of standard language, practice using these sounds, and build skills in acceptable language usage.

Cross Validation of a Predictive Screening for Children with Articulatory Speech Defects

Variyser, Charles and Robert Erickson

Western Michigan University, Kalamazoo, Michigan

Prop. 1966; Completion 1968; \$6,474

EP 010 297

B-171

This is the completion of a project on which work has been progressing for five years. The final form of the test instrument has been derived and seems to be an extremely useful tool with which to differentiate first grade children who, by the time they reach third grade, will overcome their articulation errors without speech therapy from those who will not. Tests were made instantly, subjects were re-tested in 1966-67 and at the beginning of 1967-68 school year re-checks of each subjects articulation was made for the final time.

GRAMMAR AND LINGUISTICS PROGRAMS

Weehawken Linguistics - Language Arts Project

Alder, Jeanette

Board of Education, Weehawken, New Jersey

Pub. 1967

ES 001 803

A-149.02

An expanded language arts program will be offered to primary school children. Concepts of structural and transformational linguistics will be synthesized to provide teachers with more effective techniques and materials. In-service education will be offered. Emphasis will be placed upon the positive development of children's ability to use language rather than upon traditional grammatical analysis.

GRAMMAR AND LINGUISTICS (CONT.)

The Rationale of a New Visual Linguistic Approach

Brown, James I.

Pub. 1967

ED 012 224

A-105

The content of the visual linguistic reading series, which capitalizes on the copy machine, overhead projector, and transparencies, is examined. The rationale is built around the minimizing of initial difficulties in learning to read, controlling the early formation of desired reading and word-attack habits, meeting a wide range of individual differences, and heightening the teacher's effectiveness and position.

Improvement of Auding Skills in First Grade Children

Neale, Richard E.

Thompson School District R2-J, Loveland, Colorado

Pub. 1967

ES 001 572

A-111.04

Planned auding activities will be introduced to improve listening attitudes and auding skills. Auditory training will be initiated to: (1) supplement or remediate the regular reading program, (2) identify and strengthen deficient areas in readiness skills, (3) develop classroom procedures and materials to supplant traditional seat work, (4) improve the ability of children to discriminate sounds in words and (5) provide opportunity for them to hear phonemes correctly pronounced and to relate them to graphemes. During summer workshops teachers will develop curriculum equipment, materials, procedures, and plans.

A Beginning Reading Program for the Linguistically Handicapped

Bell, Paul W.

Pub. 1966

ED 015 043

A-119

This report describes the "Miami Linguistics Readers" series, a beginning language and reading program aimed at two groups: (1) native English speaking children whose speech habits are non-standard and (2) those bi-linguals for whom English is not the native language.

GRAMMAR AND LINGUISTICS (CONT.)

Phonics with Context Clues as Applied to Language Arts

Guffey, Mary D.

Anchorage Borough School District

Pub. 1967

ED 018 337

A-121

A simplified method of phonics utilizing the Gestalt method of learning, the words in which are taught at a time different from reading classes, but are principles developed to be applied within reading classes. The courses can be used with any basic text and stresses the ability of children to comprehend sentences through the use of context clues and sounding of words. Timing is the important consideration in teaching phonics.

Language and Linguistics: Linguistic Science and the Teaching of Reading

Smith, Henry L., Jr.

University of Buffalo, New York

Pub. 1963

C-131

This is a film which deals with the learning of sight words. Pre-primers, which deal with the behavior of animals, were used in the program.

Linguistics and Reading

Goldberg, Lynn and Donald Rasmussen

Miquon School, Miquon, Pennsylvania

Pub. 1963

C-132

This project is based on the Smith approach for first and second grade pupils. The phonemic-word approach is employed for a non-isolated linguistics program. The authors developed experiences based on the above principles.

Readiness and Phonetic Analysis of Words in K-2

Campbell, Bonnie and Goldie Quinn

Bellevue Public Schools, Nebraska

Pub. 1965

ED 013 193

A-166

The methods used at the Bellevue, Nebraska Public Schools to teach reading readiness and the phonetic analysis of words in K-2 are given. Background information is provided as well as a checklist for comprehension skills.

GRAMMAR AND LINGUISTICS (CONT.)

Sector Analysis: An Approach to Teaching Fourth Grade Students
Certain Aspects of English Sentence Structure

Bosco, Joseph
Columbia University
Pub. 1967
C-144

The purpose of this study was to devise, field test, and evaluate materials for fourth grade based on a linguistic approach developed by Robert Allen, Columbia. Conclusions of the study were that: (1) fourth grade students achieved, (2) the intelligence level is not a factor, (3) previous language arts skills is not a factor, (4) the scale developed can analyze complexity of sentence structure, and (5) teachers who are consulted during developmental stages of a program tend to be enthusiastic about teaching the new materials.

LITERATURE PROGRAMS

Literature for Young Children

Lewis, Claudia
Pub. 1967
ED 017 438
A-179

This report discusses qualities which make books appealing to pre-school children, particularly books which present the conflicts and feelings that children experience and confirm their daily experiences. The book which the teacher makes for or with her children about one of their own classroom experiences helps the children understand what a book is, how it is made, and that words relate to people and events.

Literature in Grades 4-6
Houston Independent School District

Houston, Texas
Pub. 1961
ED 014 475
D-112.09

Curriculum centers on core books, around which library readings about similar themes can be chosen, were established. The core books stress the value and dignity of the human being and help develop ethical values which will be the foundation for good character.

LITERATURE PROGRAMS (CONT.)

Development of a Testing Instrument to Measure Taste and Discrimination in Literature of Upper Elementary Levels

Syracuse University

Syracuse, New York

Pub. 1963

ED 014 475

D-113.01

This report seeks to determine feasibility of devising an instrument which could measure growth in taste and discrimination response to literature.

PROGRAMS FEATURING METHODOLOGICAL APPROACHES

Independent Study

Project Realization

Hettinger, George B.

City Board of Education, Warrensville Heights, Ohio

Pub. 1967

ES 001 636

A-148.02

An individualized curriculum for low achievers will be planned. The special curriculum will be geared to the ability level of students whose IQ is 75-90 and will be designed to allow each student success experiences each day. Emphasis will be placed on teaching citizenship responsibilities, basic reading, business math, and language arts. Pre- and post-program attitudinal tests will be given. The project should produce a more wholesome self-concept among students, and discipline and drop-out problems should be reduced.

Sixth Grade Center for Individualized Instruction

Rothemberger, Otis J.

Allentown School District, Allentown, Pennsylvania

Pub. 1967

ES 001 930

A-149.01

Individualized instruction will be given to sixth grade students. Emphasis will be placed upon raising the achievement level of each child who is deficient in: reading comprehension, arithmetic, language, vocabulary, and work-study habits. In-service training for teachers and administrators will be aimed at: (1) the need for a changed learning environment, (2) use of technological aids, and (3) team teaching techniques.

METHODOLOGICAL APPROACHES (CONT.)

Independent Study (cont.)

Demonstration of a Non-Graded Plan of an Elementary School, Utilizing Team Teaching and Programed Instruction to Facilitate Learning in Reading and Math.

Lewis, William P.

Troy State College, Alabama

Pub. 1966

ED 010 329

A-102

A summer program was observed as a model, which consisted of 80 children 6-12 years old. Emphasis was on reading and math but other activities included Spanish, rhythms, listening skills and recreation. Conclusions indicated that the program generally was a success and that the need of materials to meet student demands is most crucial for developing such a program.

Individually Prescribed Instruction

Coffin, Ed

Monterey County Schools, Salinas, California

Pub. 1967

ES 001 567

A-111.02

Individualized learning and instruction at the elementary level will be developed in a demonstration program for a three-county area. A feasibility study, based on the IPI technique developed at the University of Pittsburgh, will be expanded and continued. Each child will progress through reading or math curriculums at his own rate and will be allowed to reach the learning objectives stated for him by means of tasks assigned on the basis of his unique abilities. Particular attention will be given to the learning patterns of slow learners from low socio-economic backgrounds and to the special needs of Mexican-American, Negro, and migrant farm worker children.

A Plan for Individualized Instruction in Spelling for Junior High

Moss, Martha

Department of Education, Colorado

ED 011 793

A-141

After a student demonstrates mastery of a spelling list through a series of tests, he moves on to a more difficult list. The rationale, related research, classroom procedure, results, and recommendations are discussed.

METHODOLOGICAL APPROACHES (CONT.)

Independent Study (cont.)

The Individualization of the Teaching of Spelling in the Elementary School

Oba, Betty
Department of Education, Colorado
Pub. 1964
ED 011 790
A-142

This program uses teacher-made tape recordings and some commercial phonics material. Explanations of organization, procedure, evaluation, problems, and recommendations are presented.

Other Methods

Functional Language

San Deigo City Schools
San Deigo, California
Pub. 1965
ED 014 475
D-147.07

A special curriculum in language skills is being developed. Each sequence has four steps: (1) pre-teaching, in which the child is surrounded by models and guides to set standards, (2) speaking, listening, or writing activity, (3) the assessment in terms of standards and the setting of new goals, and (4) the final step is drill activity.

I/T/A Method of Reading Instruction

Hoover, Gladys
Altoona Area School District, Altoona, Pennsylvania
Pub. 1965
F-111.08

The program was initiated to provide a learning situation which would motivate greater interest in reading, to improve achievement, and to increase learning in the language arts areas. Daily instruction in the I/T/A method is given to elementary students with opportunities provided for reading books written in both methods.

METHODOLOGICAL APPROACHES (CONT.)

Other Methods (cont.)

Demonstration-Research Center Using the Initial Teaching Alphabet

Unified School District

Stockton, California

Pub. 1967

ES 000 198

F-112.01

A center will be established to provide educators with an opportunity to observe the I/T/A. Twenty first-grade classes will be used.

How do Children Learn to Read

Mackinnon, Archibald

Toronto

Pub. 1959

C-122

Words are introduced in simple sentences illustrated by line drawings and stick figures. Books, workbooks, and filmstrips are included in the developed materials.

An Interest Approach to Reading

Oriskany, Elementary School

Oriskany, New York

ED 002 587

A-123

An experimental first grade reading program emphasizes uninterrupted story reading -- a new story every morning, repeated in the afternoon, and again at home for the parents; supplemented by use of the overhead projector and transparencies of reading books. Materials are listed. Pupil and parent interest was high. Third grade teachers, whose pupils were the first participants, reported their classes advances significantly. Experimental classes scored slightly higher on Bond-Clymer-Hoyt Developmental Reading Test.

METHODOLOGICAL APPROACHES (CONT.)

Other Methods (cont.)

The I/T/A in Reading Instruction -- Demonstration Project on the Use of I/T/A

Mayurkiewicz, Albert J.

Lehigh University, Bethlehem, Pennsylvania

Pub. 1967

ED 013 173

A-130

The results of data on a 3-year study showed the I/T/A method advantageous to students with language and experiential difficulties. Difference in vocabulary skill at the end of the second year favored the I/T/A group, which also achieved superior reading skill earlier, read more widely, and wrote more prolifically with greater proficiency.

Preventing Predicted Reading Failure in Non-Disadvantaged Kindergarten Children -- A Summer Program

Geis, Robley

La Canada Unified School District, California

Prop. 1967; Completion 1968; \$5,000

EP 001 001

B-133

A six-week summer program designed to correct deficiencies in kindergarten children likely to fail first grade reading will be evaluated. During the summer, the experimental children will receive special training in the basic skills while the control group will not. All will enter regular first grade classes and their reading achievement will be compared to measure the effects of the summer program.

SPECIAL PROGRAMS

Ability Grouping

Non-Graded Primary Unit

Silverstein, M. J.

Rankin School District, Rankin, Pennsylvania

Pub. 1967

ES 001 290

A-148.05

A non-graded primary unit with individual instruction in reading, language arts, and math will be established. The modified team teaching approach, testing services, and a reading clinic will be utilized. Articulation with currently operated early childhood development centers (OEO), kindergarten and intermediate programs will be sought.

SPECIAL PROGRAMS (CONT.)

Ability Grouping (cont.)

South Kingstown School Development Program

South Kingstown School District

Wakefield, Rhode Island

Pub. 1967

ES 000 145

F-112.04

This program will provide for: (1) differences in learning rates, (2) continuity of instruction, and (3) a non-graded program for children 4-6. It will use the I/T/A, team teaching, nonprofessionals, advanced technical facilities, and in-service training.

Reading for the Gifted - Guided Extension of Reading Skills Through Literature Part I, Appreciating the Contributions of One Author

Curtis, Alice and others

Los Angeles City Schools, Los Angeles, California

Pub. 1966

ED 013 706

A-114

This program is designed to assist teachers with one or more pupils reading above grade level in the fifth and sixth grades. It provides guidance for teaching the contributions of one author to children's literature. The method uses three groups of books and three techniques of dealing with them.

Teaching Reading to Children with Low Mental Ages

Engelmann, Sigfried

University of Illinois, Urbana, Illinois

ED 015 020

A-165

Most reading programs are geared to the mental age of 6½. Techniques for teaching most basic reading skills are presented here.

SPECIAL PROGRAMS (CONT.)

Cultural Improvement

Sensory-Perceptual Language Training to Prevent School Learning Disabilities in Culturally Deprived Pre-School Children

McConnell, Freeman

Bill Wilkerson Hearing and Speech Center

Prop. 1965; Completion 1968; \$115,819

EP 000 747

B-147.03

An organized, structured, and intensive perceptual and language stimulation program for pre-school children is proposed. It will be directed at : (1) learning problems in school (the prevention of), (2) the failure to achieve, and (3) the subsequent school drop-out. This will be accomplished by concentrating the cultural deprivation on language learning during the formative pre-school years. Emphasis will be placed on teaching methods which have already proven successful with children having known language disorders. Participants will be children in a Negro community day care center. Personnel will be trained in techniques.

A Reading Program for Mexican-American Children

Cerrisden, Constance

California State College, Los Angeles, California

Prop. 1965; Completion 1968; \$387,788

EP 000 091

B-134

An attempt will be made to improve the reading ability of Mexican-American children by emphasizing oral language development. It will also help children "learn how to learn" and offer guidance to parents interested in their children's academic growth. It will be started with kindergarten and first grade children, the number of those participating increasing over a 3 year period. Mothers will handle pre-primary classes and the others will be individualized as much as possible. Parental participation will be emphasized throughout the experiment.

SPECIAL PROGRAMS (CONT.)

Compensatory Education

Planning for Optimum Language Development of Pre-School Children

Monahan, William
School District No. 145, Freeport, Illinois
Pub. 1967
ES 001 426
A-148.04

Language skills development will be planned for pre-kindergarten children in an urban area. Planning will include the identification of educational and cultural needs, and an assessment of existing handicaps, barriers, or impediments to language development of pre-school children. Possible approaches under consideration for testing are: (1) project-developed TV programs transmitted into the homes, (2) study groups instructing parents in methods for language development of their children, (3) temporary language development centers for the children, and (4) language instruction at home by visiting project personnel.

Teaching a Teaching Language to Disadvantaged Children

Osborn, Jean
University of Illinois
ED 015 021
A-152

The Bereiter-Engelmann Pre-school Program, whose goal is to get disadvantaged children ready for school learning tasks by teaching a teaching language, is outlined here. Test results after 2 years of instruction show that children's IQ's have risen and that they have been able to acquire reading and arithmetic skills.

Field-Test of an Academically Oriented Pre-School Curriculum

Reidford, Philip and Michael Berzousky
Pub. 1967
ED 015 839
A-153

An experiment in a Headstart Setting at McKinley School, York, Pennsylvania, following procedures outlined by Bereiter and Englemann, indicated that long-term exposure to this curriculum increased IQ levels and stimulated development in reasoning ability, language facility and understanding.

SPECIAL PROGRAMS (CONT.)

Compensatory Education

Pre-School Language Instruction for Disadvantaged Children

Keislar, Evan R.

University of California, Los Angeles, California

Prop. 1965; Completion 1970; \$404,337

EP 006 150

B-156

Conventional and programmed language instruction will be developed and evaluated for use with children who are socially and economically handicapped. A test will be made of the hypothesis that special instruction in the use of language with such children will result in improved language ability and more rapid academic progress during the first year of school. Subjects will be children 3-5 years of age.

Success for Disadvantaged Children

Froelich, Martha, and others

Pub. 1967

ED 016 738

A-116

The characteristics of a beginning reading program in a Harlem Elementary School are discussed. Individual pacing technique is encouraged. Student progress is formally evaluated. List results show that the program has consistently improved the reading ability of participants.

Something Can Be Done -- Boston Does It

Boston Public Schools

Boston, Massachusetts

Pub. 1966

ED 018 480

A-117

Special emphasis is given to basal reading programs in which elementary school children of disadvantaged background have been taught to read at or above grade levels. Test scores show "spectacular" results.

PROGRAMS FEATURING SPECIAL EQUIPMENT

Technical Equipment

Material Aids for Teaching Children -- A Project to Develop and Evaluate Multi-Media Kits for Loan to Elementary Schools

Kresse, Frederick H.

Children's Museum, Boston, Massachusetts

Prop. 1964; Completion 1968; \$382,513

EP 000 155

B-147.01

The use of combined media kits to teach non-verbal topics is planned. The problem will be defined and evaluation methods established during Phase I. Phase II will consist of a systematic study of the methods developed. The end result should be improved communication between pupils and teachers.

Project EAR -- Educational Amateur Radio

Klugman, Edgar

Harrison Avenue Elementary School, Harrison, New York

Pub. 1965

ED 015 670

A-147.02

This paper describes "Speaker phone amateur radio transmission" between elementary school children in New York and Ecuador.

Electric Portable Typewriter as an Instructional Tool in Fourth Grade Language Arts

Yuen, J. and others

San Francisco State College

Pub. 1962

C-148

Language arts materials were developed for use with an electric typewriter. The experimental group (with typewriters) gained somewhat more in language arts areas than the control groups.

PROGRAMS FEATURING SPECIAL EQUIPMENT (CONT.)

Technical Equipment (cont.)

Planning and Pilot Implementation of a Computer-Based Instructional Program

Donovan, Dr. Bernard E.
City of New York Board of Education, Brooklyn, New York
Pub. 1967
ES 001 917
A-148.01

CAI will be introduced in selected elementary schools of a major metropolitan center. Emphasis will be placed on: (1) identification and accommodation of individual differences in subject-matter learning, (2) providing continuous reinforcement to students, (3) relieving teachers of drilling, testing, and record-keeping chores, and (4) developing instructional materials for the routine introduction of standard skills. Three programs will be field tested: (1) an elementary math curriculum, (2) an elementary spelling curriculum, and (3) an elementary reading curriculum. In-service training and workshops will be offered to teachers and administrators.

A Computerized Approach to the Individualizing of Instructional Experiences

Nachtigal, Paul
Boulder Valley Public Schools, Colorado
ED 014 226
A-149

Teachers use two computer data files of curriculum modules and individual student characteristics to make instructional decisions. Implementation of the model will require restructuring of curriculum by a team of educators and in-service teacher training. The teacher's new role will be tutor and consultant on learning. The elementary school language arts curriculum is focus of a pilot project.

Use of Computer-Assisted Instruction to Teach Spelling to Sixth Graders

Demshock, George N.
Pennsylvania State University, University Park, Pennsylvania
Pub. 1967
ES 001 393
A-146.01

A spelling program using computer-assisted instruction will be developed for sixth grade students. One group will receive conventional spelling instruction, and the other group will receive spelling instruction using CAI techniques. One-half of the students in each group will receive spelling instruction using the phonetic approach, the other half will receive non-phonetic instruction. The resulting data will be evaluated to develop guidelines for methodology in spelling instruction.

SPECIAL EQUIPMENT (CONT.)

Resource Centers

West Kentucky Project for Development and Implementation of Innovative Curriculum Programs

Independent School District, Paducah, Kentucky

Pub. 1967

ES 000 702

F-147.08

The development and implementation of innovative curriculum programs for a vast 18-county area should be accomplished through such activities as: (1) a large scale series of in-service training programs, and (2) employment of curriculum specialists to work in local school systems to direct new program implementation. Programs will include new approaches to reading, language, mathematics, and science instruction.

Regional Educational and Cultural Park

Johnson, Roger R.

Board of Education, Biddeford, Maine

Pub. 1967

ES 001 128

A-148.07

A center will be established to provide an operational base for specialists to plan, demonstrate, and instruct teachers in new techniques of teaching reading, elementary science, and humanities. The center will also house instructional materials and will promote planning of an educational and cultural park. Pilot programs will be conducted in science, guidance, and reading and humanities to demonstrate need and generate community support as well as to seek solutions to solve problems of the master plan. In-service training will be given, specialists will work with teachers to develop the programs. Psychology services will consist of guidance for emotionally handicapped students in grades 6-8.

Dual Enrollment Reading Enrichment Program

McGee, Elmo

Durango School District, Durango, Colorado

Pub. 1968

ES 001 094

A-110.05

An existing center will extend programs to serve elementary students. Basal reading systems, visual-motor techniques, individual reading, dramatizations, phonics and linguistics, choral reading, audience reading, visual aids -- all will be utilized. A one month in-service program will train teachers.

SPECIAL EQUIPMENT (CONT.)

Resource Centers (cont.)

Proposal to Develop an Instructional Resources Center Designed Specifically to Support Team Teaching Objectives in the Amherst School District

Fitzgerald, Ronald J.

School Committee, Amherst, Massachusetts

Pub. 1967

ES 001 133

A-110.07

A team teaching program will be instituted in an elementary school to individualize instruction in arithmetic and reading. An instructional resources center will be established in the school to implement the team teaching program. The center will consist of a library, and an adjacent curriculum center. A week of enrichment activities will be scheduled in which students will participate in plays, puppet shows, exhibitions, reading, etc.

After-School Study Centers -- Experimental Materials and Clinical Research

Janowitz, Gayle.

Illinois Institute of Technology, Chicago, Illinois

Prop. 1964; Completion 1968; \$101,404

EP 000 042

B-111

This program will conduct research on the problems of organizing, supervising, and staffing volunteer after-school study centers and will utilize such sites for the clinical investigation of reading. It will prepare materials for training personnel and produce reports on the problems of tutoring children who are behind their grade in reading and arithmetic. It will work closely with the schools and will depend upon referrals by teachers. The students will receive individual tutoring by volunteer teachers. Evaluation should provide information as to the feasibility of such centers.

Coordinating Centers for First Grade Reading Programs

Bond, Guy L. and Robert Pykstia

University of Minnesota, Minneapolis, Minnesota

Pub. 1967

ED 013 714

A-146.1

This study investigated: (1) to what extent pupil, teacher, class, school, and community characteristics are related to first grade reading and spelling achievement, (2) which approach to initial reading instruction produces superior reading and spelling achievement at the end of grade 1, and (3) the effectiveness of any program for pupils with high or low readiness skills.

PUBLICATIONS

Programed Instruction Project Annual Report

Fanning, Robert J.
New York City Board of Education
Pub. 1965
ED 015 651
A-162

Goals of projects for the third year were to study use of commercially prepared programs for slow element readers and to report development in programed instruction. Included are evaluation instruments, tests of ability, teacher and pupil self reports, questionnaire lists of programs, bibliographies of research, etc.

Mending the Child's Speech, The Instructor Handbook Series
No. 325

Goldberg, Edith B.
Dansville, New York
Pub. 1964
ED 014 822
A-178

A guide for elementary school teachers discusses their role in speech improvement programs with or without therapists. Activities, techniques, and procedures are included.

Creative Experiences in Oral Language

Henry, Mabel Wright
National Council of Teachers of English, Champaign, Illinois
Pub. 1967
ED 018 408
A-197.1

Ideas for the creative use of oral language in the elementary classroom, need for creative experiences, choric interpretation, story-telling, creative dramatics, children's theater, are a few of the areas discussed.

The Oklahoma Reader, Vol. 1 and 2

Ray, Daniel D.
International Reading Association, Stillwater, Oklahoma
Pub. 1966
ED 015 116
A-194.1

Six articles concerning plans for a remedial reading program, the role of illustrations in basic readers, word attack skills, strengthening the attention span, critical reading, use of tests, and multi-level materials are presented along with a discussion of IRA findings and a case report.

LANGUAGE ARTS

Project English

The English Program of the USOE Curriculum Study and
Demonstration Center Materials Currently Available

Pub. 1967

ED 014 486

After five years of federally supported curriculum research in English, fourteen study centers and five demonstration centers are now making the results of their work available to the public. This pamphlet lists titles of reports and instructional materials prepared.

The following is a listing of each center with a brief description of the research focus:

English as a Second Language

Dykstra, Gerald

Teachers College, Columbia University

New York City, New York

1963-66

Grades 1-3

The TESL Materials Development Center has published materials dealing with active teaching and the learning of spoken English.

English for Deaf Students

Bornstein, Harry

Gallaudet College

Washington, D. C.

1964-66

Grades 7-12

Six texts (Generating English Sentences, Books 1, 2, 3, and 4; Portfolio of Texts for Generating English Sentences; and Teacher's Manual for Generating English Sentences) which have been published represent a treatment of the problems of grammar, word choice, and tactics for secondary level students who have not grown up hearing standard dialects of English.

A Sequential and Cumulative Program in English (Literature, Language, Composition) for Able College-Bound Students

Steinburg, Erwin R.

Carnegie-Mellon University

Pittsburgh, Pennsylvania

1962-65

Grades 10-12

. . . and

Testing Effectiveness of Sequential, Cumulative Program in English for Able College-Bound Students of Average Ability

Slack, Robert C.

Carnegie-Mellon University

Pittsburgh, Pennsylvania

1964-65

Grades 10-12

The Curriculum Study Center in English developed a senior high school English curriculum which has been tested in seven schools in the Greater Pittsburgh area. The materials constitute a sequential and cumulative English program, grades 10 through 12, for able college-bound students. The first three volumes are designed for the teacher; they contain lesson plans in literature, language, and writing for each entire school year, plus an essay on inductive teaching. Literature books designed to be used for this program are now under production. A set of films on the inductive teaching of English has been produced by the Carnegie Center staff. There are four 50-minute films illustrating and commenting upon inductive teaching: (1) of poetry, (2) of fiction, (3) of composition, and (4) of dictionary study. The films are designed to be useful for teachers or prospective teachers.

The Theme -- Concept Unit in Literature

Hillocks, George, Jr.

Euclid Junior High School, Euclid, Ohio

Western Reserve University

Cleveland, Ohio

1963-65

Grades 7-9

A unit framework for seventh grade literature at Euclid Junior High School is divided into six major sections: (1) development of concepts, (2) application of concept under teacher guidance, (3) revision of the concept, (4) application by small groups without guidance, and (5) composition. Each section is discussed with respect to development of major concepts and their application to several literary works. Some concept unit titles are: Animal Stories (grade 7, average); Courage (grade 7, average; honors); Dialects (grade 8, average) and Symbolism (grade 9, honors).

Development of Reading and English Language Materials for
Grades 7-9 in Depressed Urban Areas -- Gateway English

Smiley, Marjorie B.

Hunter College of the City University of New York

New York City, New York

1962-67

Grades 7-9

The purpose of this program is to develop literature and English language arts materials and methods for junior high school students whose achievement in English is diminished because of environmental disadvantages. Gateway English proposes to provide special help for the increasing number of educationally deprived children and their English teachers in urban centers throughout the nation.

Bilingual Readiness in Early School Years

Finocchiaro, Mary

Hunter College of the City University of New York

New York City, New York

1964-66

Grades K-1

This project was concerned with the concurrent teaching of two languages -- English and Spanish -- to three evenly divided groups of kindergarten and first grade children: Puerto Rican; Negro; and others. After giving the rationale for the study, the report lists some of the experiences and activities developed by the staff to bring about not only bilingualism but the desirable attitudes which are the concomitant of language growth.

Bilingual Readiness in the Primary Grades

King, Paul

Hunter College of the City University of New York

New York City, New York

1964-66

Grades K-1

The final report on this Early Childhood Primary Demonstration Project (February 1964 to December 1966) describes a newly developed curriculum approach, methodology, and technique for Pre-K through early primary grades.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers -- ISCPET

Hook, J. N.
University of Illinois
Urbana, Illinois
1964-69
College Level

Special studies relating to teacher education are under way. Materials available now are: (1) "Qualifications of Secondary School Teachers of English: A Preliminary Statement," (2) bibliographies relevant to English teacher preparation, and (3) Illinois Teacher Rating Scales: Form A, for use by a student just after practice teaching; Form B, for evaluation by the student's critic (cooperating) teacher; Form C, for evaluation by the student's college supervisor; Form D, for use by a teacher with one year of experience; Form E, for evaluation by the school administrator of that teacher; and Form F, for evaluation by the department head of that teacher.

Basic Concepts Ordered in Inductive Teaching Programs Which May be Adapted for Students of Varying Abilities

Jenkinson, Edward B.
Indiana University
Bloomington, Indiana
1963-68
Grades 7-12

The Indiana University English Curriculum Study Center has prepared the following seven volumes on the teaching of English that have been published by the Indiana University Press: On Teaching Literature: Essays for Secondary School Teachers; Teaching Literature in Grades Seven Through Nine; On Teaching the Bible as Literature: A Guide to Selected Biblical Narratives; Two Approaches to Teaching Syntax; What is Language? and Other Teaching Units for Grades Seven Through Twelve; Teaching Literature in Grades Ten Through Twelve; and Books in English: An Annotated Bibliography for Junior and Senior High School Teachers.

English in Every Classroom

Fader, Daniel N. and Elton B. McNeil
University of Michigan
Ann Arbor, Michigan
1963-67
Grades K-14

This program is concerned with motivating students to feel the pleasures of and necessity for reading and writing. Paperbacks, newspapers, and magazines are provided. Writing assignments are judged on quantity. The experimental group showed positive results. A complete account can be found in Hooked on Books by Daniel Fader.

The Framing of Guidelines for the Preparation of Teachers of English in the Elementary and Secondary Schools

Viall, William P.

School of Education, Western Michigan University

Kalamazoo, Michigan

1965-67

College Level

A report, Guidelines for the Preparation of Teachers of English, has been published.

Development and Preliminary Evaluation of Materials for the Study of the Nature and Uses of the English Language

Kegler, Stanley B.

University of Minnesota

Minneapolis, Minnesota

1961-66

Grades 7-12

The publication of this report includes a discussion of: (1) the center, (2) the development of curriculum materials, (3) teacher training and preliminary evaluation of materials, and (4) sample materials (an annotated list of Minnesota Project English Units and a sample unit).

Language and Literature Study as the Basis for the Development of Composition Work

Olson, Paul and Frank Rice

University of Nebraska

Lincoln, Nebraska

1962-67

Grades K-12

The Nebraska Curriculum for English is a K-12 sequence encompassing literature, composition, and linguistics. The literature program invites children to recognize the general principles governing the shaping of literary words by employing the genres, myths, and symbols appropriate to their level yet fundamental to an adult understanding of literature. Students are helped to appreciate religious symbolism and allusion in literature. The writing program encourages students to look closely at the language of fine writers and to create analogy, to become storytellers before essayists. The language program, based on the work of modern linguists, emphasizes the systematic character of language without asking pupils to learn labels.

Linguistics Demonstration Center

Postman, Neil
New York University
New York City, New York
1963-66
Grades 7-12

The Linguistics Demonstration Center informed English teachers about new ideas, materials, and methods for linguistics program at the junior and senior high school levels. The Center produced eight hour-long demonstration films.

Written Composition -- Curriculum Center in English

Douglas, Wallace W.
Northwestern University
Evanston, Illinois
1962-67
Grades 7-12

The following three units developed by the Northwestern Curriculum Study Center are available to teacher trainers, curriculum builders, and others interested in the English curriculum. They are not available for general classroom use: Basic Lessons, A Teacher's Experience with Composition, prepared for use with fourth grade students in a Chicago inner-city school; Lessons in Simple Forms of Public Discourse, written for the ninth grade with emphasis on reporting, analysis, and evaluation; writing forms are short journalistic pieces; Some Lessons in the Basic Processes of Composition, a selection of nine lessons written for grades 7 and 8 but appropriate for beginning writers at any level.

The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders

Zidonis, Frank J. and Donald R. Bateman
Ohio State University
Columbus, Ohio
1965-69
Grades 7-9

The primary objective of the Center staff has been to examine transformational grammar theory thoroughly to determine how the insights of this influential investigation into the nature of language can most appropriately change present classroom practices.

A Sequential Curriculum in English Focused Upon Literature, Language, and Rhetoric (Oral and Written)

Kitzhaber, Albert R.
University of Oregon
Eugene, Oregon
1962-67
Grades 7-12

The Oregon Curriculum Study Center developed the following materials: A Curriculum in English, Grades 7-12; Grammaticality and Phrase Structure, Rules 1-12; and Grammaticality and Phrase Structure, Rules 13-18.

An Integrated Curriculum in Literature, Language, and Composition

Lazarus, Arnold
Purdue University
Lafayette, Indiana
1964-67
Grade 7

Two reports have been published on the work of the Curriculum Study Center at Purdue University: An Integrated Curriculum in Literature, Language, and Composition: The Report on Project English at Purdue; and A List of Purdue Opus-Centered Units, Publishers, and Prices.

Reading Instruction in Secondary Schools

Sheldon, William D. and Margaret J. Early
Syracuse University
Syracuse, New York
1963-66
Grades 7-12

The Syracuse University-Jamesville-DeWitt Demonstration Center, under the direction of William D. Sheldon, produced ten 16 mm. films on reading instruction in secondary schools and developed a center to demonstrate a secondary school reading program.

Total English Program

Pooley, Robert C.
University of Wisconsin
Madison, Wisconsin
1963-67
Grades K-12

Three separate curriculum guides in the English language arts, kindergarten through grade 12, have been prepared and published by the English Project. All three have now been revised and corrected and will be issued in 1968 as a single volume.

Language, Literature, and Composition Instruction in the Junior High School

Burton, Dwight L.
Florida State University
Tallahassee, Florida
1963-68
Grades 7-9

The materials are organized into blocks of content. Units in linguistics, written composition, and literature are planned for each year at the junior high school level. Emphases are on the logic of the subject, humanistic relationships, and cognitive processes.

Written Composition

Sutton, Rachel and Mary Tingle
University of Georgia
Athens, Georgia
1963-68
Grades K-6

Preparation of a Curriculum in Linguistics and Composition

MacLeish, Andrew
Northern Illinois University
DeKalb, Illinois
1964-67
Grade 12

English as a Second Language

Prator, Clifford H.
University of California at Los Angeles
California State Department of Education
Berkeley, California
1965-67
Grades 1-3

SOCIAL STUDIES

Secondary

INTERDISCIPLINARY SOCIAL SCIENCE PROJECTS

An Introduction to the Behavioral Sciences
Pasadena Public Schools
Pasadena, California
Pub. 1963
C-500

Generalizations, objectives, teaching suggestions, and a sequence of units are included in this introductory one-semester course for 12th grade.

Universal Issues of Human Life ✓
Pennsylvania Humanities Report
Department of Public Instruction
Pub. 1967
ED 016 666
A-502

Voluntary and self-directive pilot studies in ten schools during 1965-66 are described in this report. Case studies of eight of the ten schools are included. It states that students generally rated the course as among the best they had taken.

Development of a Science and Culture for Secondary Schools
Yager, Robert E.
Iowa University, Iowa City, Iowa
Prop. 1966; Completion 1967; \$9,000
EP 001 011
B-512

This proposal discusses the creation of a science course using an historical-cultural approach in an attempt to develop in the students an increased awareness and understanding of the ways in which science and human values interact in western culture. The planning and instruction are the joint responsibility of the science and the social studies departments. The feasibility of such a course in 11th and 12th grades will be determined after classroom teaching and analysis of data.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

↓ Guidelines for the Development of a Course for Secondary Schools Emphasizing the Interaction of Science and the Culture of Man

Yager, Robert E. and George W. Cossman
Iowa University, Iowa City, Iowa
Pub. 1966
ED 018 400
A-503

Reported is the evaluation of an experimental interdisciplinary course entitled "Science and Culture," directed at bridging gaps between science and technology, and social studies in the secondary school curriculum. It was concluded that the course is effective in producing a broad increase in the scientific literacy of the high school students comprising the experimental group.

↓ Introduction to the Social Sciences: An Experimental Independent Study Course for Gifted High School Students

Department of Public Instruction

Harrisburg, Pennsylvania

Pub. 1963

C-504

This 47-page course emphasizes the social sciences as areas of inquiry rather than static bodies of knowledge. It contains 16 units which are adaptable to the more gifted students.

A Secondary School Social Studies Curriculum Focused on Thinking Reflectively About Public Issues

Shaver, James P.

Utah State University, Logan, Utah

Prop. 1966; Completion 1969; \$153,642

EP 010 646

B-522

This is a developmental and testing program for curriculum materials intended to teach high school students to think reflectively on public issues. Students are assigned to three discussion groups: Socratic, recitation, and seminar. Personality and learning measures are given. Correlations and comparisons are made on: (1) Personality and learning measures, (2) discussion group types, and (3) discussion methods and student personality interactions in affecting reflective (or critical) thinking and learning.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Sequential Social Science Courses for the Secondary School

Leppert, Ella C.
University of Illinois, Urbana, Illinois
Prop. 1963; Completion 1969; \$250,000
EP 000 054
B-506

This proposal discusses a curriculum study center in social studies which will be established at the University of Illinois for developing and evaluating three courses in a proposed sequential program, starting with junior high school and continuing through the twelfth grade. A new curriculum will be written and published, including three basic courses to: (1) relate the individual to the structure of man's social order, (2) relate the individual to the dynamic nature of culture, and (3) study cultural diversity. Students use inductive thinking to arrive at concepts and generalizations.

Social Studies Curriculum Project

Fenton, Dr. Edwin
Carnegie-Mellon University, Pittsburgh, Pennsylvania
H-507

This project is designed to develop a four-year integrated curriculum in history and the social sciences utilizing the inquiry approach to learning. At the outset the materials for the 9th, 10th, and 12th grades were designed for the able student; however, the tested materials have been reworked to meet the needs of both able and average students prior to commercial publication. Grade 11 materials have been designed for students in both groups. Course titles by grade are: 9th grade - Comparative Political Systems and Comparative Economic Systems, available 1967 and 1968 respectively; 10th grade - The Shaping of Western Society and Studies in the Non-Western World, both available 1968; 11th grade - A New American History, available in the summer of 1969; and 12th grade - An Introduction to the Behavioral Sciences and The Humanities in Three Cities, both available in the summer of 1969. Published materials are available through Holt, Rinehart and Winston.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

An Audio-Visual Component to a High School Social Studies Curriculum for Able Students

Lichtenberg, M. P.

Carnegie-Mellon University, Pittsburgh, Pennsylvania

Prop. 1965; Completion 1967; \$92,827

EP 000 126

B-509

This proposal features the new audio-visual media supplementing commercial audio-visual aids which will be developed for use with a high school social studies curriculum. The project staff includes technical help, writers and producers, and activities include the redesigning of lesson plans and written materials to incorporate audio-visual components.

Michigan Social Science Education Project

Fox, Robert S.

University of Michigan, Ann Arbor, Michigan

Pub. 1968

D-510

This project is designed to identify major concepts, propositions, conceptual models, and methodological principles in the social sciences, with emphasis on psychology, social-psychology, micro-sociology, and anthropology. Plans call for adapting these concepts for a high school curriculum as units or new courses.

A Law and Social Science Curriculum Based on the Analysis of Public Issues

Oliver, Donald W.

Harvard University

Prop. 1963; Completion 1968; \$267,700

EP 000 134

B-524

A curriculum will be developed for grades 8-10 containing key social science and jurisprudential concepts and a limited bibliography of interpretative case readings will be prepared. For three summers a teaching laboratory will be conducted to develop the program and introduce teachers to it. Published materials are available through American Education Publications.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Project Prometheus

Medford, Oregon

Pub. 1966

ES 000 054

D-510.02

This report describes courses in biological sciences, social sciences, and humanities established for able high school students in a 6-week summer school. The purpose of the program is to help them assess their cultural traditions and consider their futures.

American Heritage Social Studies Center for the Central New York Area

Pendergast, Walter S.

Fayetteville-Manlius School District 1, Manlius, New York

Pub. 1967

ES 001 236

A-540.01

This proposal discusses an interdisciplinary social studies program to be planned for all grade levels, with particular emphasis on grades 7 and 8. The objectives of the program are: (1) to train students in a cultural and problem-solving approach to social studies, and (2) to offer in-service training for social studies teachers in the latest methodology, coupled with quality reference and resource materials. Six area workshops are included for social studies teachers and conducted on a part-time basis by master social studies teachers to train 7th and 8th grade social studies teachers to use the interdisciplinary approach.

Team Teaching, An Economic and Cultural Study of Europe and the Americas

Dr. Hague

Fox Chapel Area School District, Pittsburgh, Pennsylvania

Pub. 1966

F-540.04

This program attempts to stimulate the students' interest in geographic concepts by comparing the economic development of the several countries throughout Europe and the Americas. The effects of topography and other phenomena upon the everyday lives of people are studied.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

The Conduct of Inquiry into Controversial Social Issues

Massialas, Byron G.

Michigan University, Ann Arbor, Michigan

Prop. 1965; Completion 1969; \$106,253

EP 010 685

B-505.1

This report proposes that high school classroom discussions of controversial issues will be recorded and analyzed to investigate (1) how emotional reactions are affected by intellectual operations and value judgments, and (2) the role of the teachers in the examination of such issues. A set of categories are to be developed to analyze classroom discourse of an emotionally charged issue. A group of classes in biology, English, and social studies are to be selected for the study.

SINGLE DISCIPLINE PROJECTS

Anthropology

Insights Gained as a Result of a High School Social Studies Course

Labor, Ida B.

University of Chicago, Chicago, Illinois

Pub. 1966

ED 010 095

A-599

This project is an attempt to determine whether high school students, who have gained knowledge and understanding of concepts of anthropology, would: (1) achieve greater self-insight, (2) become less ethnocentric in their attitudes toward others, and (3) increase their ability to think critically about social problems. A one-year world cultures course uses intellectual and emotional stimuli for students to take roles of other adolescents of other cultures. Results show that the experimental group gained in achieving less ethnocentrism and that other hypotheses were not given.

Anthropology Curriculum Study Project

Collier, Dr. Malcolm

Chicago, Illinois

Pub. 1968

D-581

This project is designed to define the role of anthropology in the high school social studies program. Materials are being prepared and materials now in preparation include a revision of two experimental units, "Study of Early Man" and "The Great Transformation."

SINGLE DISCIPLINE PROJECTS (CONT.)

Anthropology (cont.)

Anthropology Curriculum Study Project

Kyle, Ernestine

Pub. 1969

H-521.1

This project deals with the development of curriculum materials for secondary social studies programs. Patterns in Human History is a 16-week course intended to fit in the first semester of a world history or world cultures program.

Economics

Curriculum Guide for Eighth Grade Economics

Tulsa Public Schools

Tulsa, Oklahoma

Pub. 1963

C-536

Content, philosophy, procedures, evaluations, materials, and bibliography are included for five major units of this eighth grade economics course. It is one of the programs affiliated with the DEEP Project and focuses on concept teaching and skill development.

Development of Economic Curricular Materials for Secondary Schools

Lovenstein, Meno

Ohio State University, Columbia, Ohio

B-538

The major objective of this center is the improvement of economics at the ninth grade level within a context of a 9 through 12 sequence of social studies structured as disciplines. Classroom materials are available.

Economics 12 Project

Sperling, Dr. John G. and Dr. Suzanne Wiggins

San Jose State College, San Jose, California

Pub. 1969

B-539

Economics 12 is a 12th grade one-semester economics course and "teaching system" developed at San Jose State College. The program introduces students to the power of economics analysis by training them to use economic knowledge and reasoning to analyze public policy controversy and to make personal economic decisions based on an understanding of the options available in our economy. The course is divided into four units covering traditional economic analysis and policy areas.

SINGLE DISCIPLINE PROJECTS (CONT.)

Economics (cont.)

Pittsburgh Developmental Economic Education Program -- DEEP

Soboslay, John P.

Pittsburgh Public Schools, Pittsburgh, Pennsylvania

Pub. 1964

F-540.03

This program attempts to stimulate the average student's appreciation of the roles of consumers, businesses, and government in our economy. Through the study of economic concepts, the student develops a rational way of meeting complex and controversial problems, and is aided in understanding economic issues. Teacher training programs are conducted.

Economic Education Committee of Southern States Work Conference

Lee, Dr. Marvin

West Virginia University, Morgantown, West Virginia

Pub. 1968

H-532.1

This is a project to develop: (1) guidelines for economic education, (2) materials for use in schools, and (3) teacher education programs at the secondary level.

Geography

High School Geography Project

Helburn, Dr. Nicholas

Boulder, Colorado

D-580

This project is developing an up-to-date ninth or tenth grade geography course. The emphasis of the project is on ways of investigating the world and of organizing knowledge about the world. The Macmillan Company is publishing the course in late 1969.

SINGLE DISCIPLINE PROJECTS (CONT.)

Government and Political Science

Nova Academic Teams Program

Broward County Board of Public Instruction
Fort Lauderdale, Florida
Pub. 1964
ED 002 337
A-520

The area of concentration for selected teams of students is in the field of current affairs. Participants on three junior academic teams, not to exceed ten members each, are chosen by competitive selection, criteria set up by an advisory committee. Participants receive instruction in techniques of conducting research, documenting information, and organizing materials. Consultants are invited to meet when necessary to provide training in group dynamics, speech, and research procedures.

Teaching Vocational and Citizenship Education in Social Studies

Harvell, Kay M.
Michigan State University, East Lansing, Michigan
Prop. 1965; Completion 1966; \$8,760
EP 000 663
B-521

This proposal discusses an instructional program for teaching the above to be developed and tested. It employs an approach which uses relevant social science concepts within a comparative cultures framework. Junior high school experimental and control groups are to be formed for the pilot project.

A High School Curriculum Center in Government

Engle, Shirley H. and Howard D. Mehlinger
Indiana University, Bloomington, Indiana
Prop. 1964; Completion 1971; \$289,144
EP 000 120
B-523

This center is designed to study in depth the broad concepts, topics, and problems in social science. Teaching materials, and procedures are being developed to incorporate findings in political science, psychology, and education to use in junior and senior high school courses in civics and government. Student growth in knowledge and understanding of the political world are to be measured. Results of the study will be disseminated through conferences, demonstration centers, and professional literature. Experimental materials are being tested.

SINGLE DISCIPLINE PROJECTS (CONT.)

Government and Political Science (cont.)

Political Socialization of American Youth -- A Review of Research with Implications for Secondary School Social Studies

Patrick, John J.

Indiana University, School of Education, Bloomington, Indiana

Pub. 1967

ED 010 835

A-598

1. What is political socialization? 2. What do young Americans believe about politics? 3. How do young Americans acquire political beliefs? 4. How important is early childhood learning in this respect? These questions are answered and documented, and implications for social studies discussed in this report. An effort is made to show the need for new attempts to overcome tendencies to form close-minded attachments to political beliefs by providing young people with tools to think reflectively and to critically examine traditional practices.

A Philosophical and Historical Rationale for a New Approach to Problems of Democracy

Hawkes, Glen W.

Harvard University, Cambridge, Massachusetts

Prop. 1965; Completion 1967; \$8,880

EP 000 304

B-525

This is a study to develop a new approach in teaching "Problems of Democracy." An experimental curriculum and curriculum units will be drawn up and taught experimentally. The project is now centered at St. Mark's School of Dallas, Texas.

Course in Problems of American Democracy

Leinwald, Gerald

Forest Hills High School, New York

Pub. 1963

C-582.01

This project is designed to provide students with a greater awareness of current problems by including origin, background, and current status. It includes research techniques and independent readings. Students determine the problems to be studied. A student committee approach is used to deal with each problem area.

SINGLE DISCIPLINE PROJECTS (CONT.)

Government and Political Science (cont.)

Conflicting Ideologies in a Changing World and A Suggested Bibliography on Communism for Teachers and Students

Department of Public Instruction

Atlanta, Georgia

Pub. 1962

C-584

This first of two bulletins presents a set of guidelines to aid teachers in preparing their own units on communism. The second bulletin presents a bibliography of materials for teacher and student use.

Refinement of Political/Military/Diplomatic Games as an Education Tool

Munger, E. S.

California Institute of Technology, Pasadena, California

Prop. 1967; Completion 1967; \$4,999

EP 010 642

B-592

This report deals with previously tested role-playing games which are to be refined and a manual developed for use in schools without this simulation experience. The intention of the games is to stimulate and motivate high school and college students in acquiring factual and conceptual knowledge of international affairs (relations).

A Study of Effectiveness of Different Methods of Teaching International Relations to High School Students, Final Report ✓

Garvey, Dale M. and William H. Suler

Kansas State Teachers College, Emporia, Kansas

Pub. 1966

ED 010 007

A-500.1

This reports on a study which hypothesized that simulation as an instructional technique would produce results significantly better than lecture-discussion methods. An experimental group employed simulation while the control group had instruction in which lecture and discipline replaced simulation. Major findings of research were that there were significant differences but no identifiable pattern in the performance of the two groups on the content exams and critical thinking tests.

SINGLE DISCIPLINE PROJECTS (CONT.)

Government and Political Science (cont.)

Teacher's Guide for Government and Advanced Social Science Problems with Provisions for Individual Differences in Pupil Ability, Experience, and Interest, Grade 12. Suggested Activities for Pupils in Government and Advanced Social Science Problems, Grade 12.

El Paso Public Schools

El Paso, Texas

Pub. 1963

C-501

This report contains an extensive introductory section, followed by six units: three in American government and three in international studies. Overview, concepts, teaching suggestions, values, pupil achievement expectations, A-V resources, and an extensive bibliography are included.

History

An Individual Approach to the Teaching of U.S. History

Holmes, Charles

Colorado State Department of Education, Muker, Colorado

Pub. 1964

ED 011 794

A-546

The mastery of a chapter of history information by a student is demonstrated through a short objective test after which he investigates enrichment materials. Purposes, procedures, results, conclusions, and recommendations are discussed.

A Study to Develop Instructional Materials for a Ninth and Tenth Grade World History Curriculum Integrating History and the Social Sciences

Bernstein, Edgar

University of Chicago, Illinois

Prop. 1966; Completion 1967; \$30,175.

EP 000 623

B-548

This report proposes the study of the applicability of an integrated secondary school social studies curriculum. Materials integrating social science with world history will be developed. These will be tested in selected Chicago schools during the 1968-69 school year.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

Feasibility of Teaching History of Technology in Vocational and Pre-Technical Secondary Schools

Martinson, John

San Francisco State College, California

Prop. 1965; Completion 1967; \$13,474

EP 010 616

B-549

The proposal outlines a study which will seek to determine whether history of technology can be taught effectively in secondary schools and, if so, by what means. The course is intended to provide secondary school students an understanding of the effects of technological change on employment. Special attention will be given to the problem of implementing such a subject in the school curriculum.

Cultural Approach to the Study of History in Grades 7 and 8

Anrig, Gregory R. and Lawrence H. Vadnais, Jr.

Mt. Greylock Regional High School, Williamstown, Massachusetts

Pub. 1967

D-575

This is Phase I of a project to develop two courses which will utilize a cultural approach to the study of history. Students will be introduced to each of the social sciences and will gain appreciation for the interdependence of the social sciences, sciences, and humanities in understanding man and his culture.

Development of a Pilot Program for a Cultural Approach to the Study of History in Grade Eight

Anrig, Gregory R. and L. H. Vadnais, Jr.

Massachusetts State Department of Education, Boston

Prop. 1966; Completion 1967; \$7,250

EP 010 490

B-550

This is a 3-phase project initiated in 1965-66 and concerns the development of history courses for grades 7 and 8. The approach is cultural in nature. Phase I developed a seventh grade course. This Phase II will refine that and develop an eighth grade course. The objectives will be accomplished through a summer workshop involving 5 teachers and 3 professors from Williams, Bennington and the John Hay Fellows Program. Emphasis will be given to team teaching and interdisciplinary methods in developing the courses.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

Development of a Pilot Program for a Cultural Approach to the Study of History in Grades 7 and 8

Vadnais, L. H., Jr.

Massachusetts State Department of Education, Boston, Massachusetts
Prop. 1967; Completion 1968; \$7,325.

EP 010 949

B-547

This report proposes that this, the third phase of a three-phase project, will refine and complete two courses based on a cultural approach to history in grades 7 and 8. The courses have been planned to introduce the students to each of the social sciences to develop an appreciation for the interdependence of social sciences, sciences, and humanities in understanding man and his culture. The objectives are to develop interest in: (1) the nature of man, (2) the nature of culture, and (3) man's relationship to his environment. The project is being developed by teachers and the coordinator.

The Negro in American History

D. C. Public Schools

Washington, D. C.

Pub. 1964

ED 002 476

A-560

This program is a supplement to the regular eleventh grade textbook. An attempt is made to provide a respected self-image to students and to emphasize their responsibilities as American citizens.

The History of Democracy and Communism, A Study Guide to Accompany a Course in World History

Predeu, Richard M.

Bronxville Public Schools, Bronxville, New York

Pub. 1963

C-564

This program provides a sharp comparison of democratic ideas and practices with those of communism. A history of each is given and followed by a comparison. An extensive bibliography is included.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

Nova High School Description of a Tenth Grade Social Studies Course

Cogswell, J. F.

System Development Corporation, Santa Monica, California

Pub. 1966

ED 010 569

A-568

The course content in this project is American history divided into ten content areas. Activities include team teaching, lectures, media presentations, group study, unit quizzes, and individual study. Descriptions are presented of special study sub-groups, seminar groups, media used in the groups, information and record processing procedures, and use of school space.

The Teacher's Guides for World History for the Academically Talented and Advanced Placement European History

Augsburger, Everett F. and others

Cleveland Public Schools, Ohio State Department of Education, Columbus, Ohio

Pub. 1963

ED 013 515

A-569

This program is the result of preparation by teachers and supervisors working with a 2-year demonstration project. Students were expected to study historical issues and develop research skills, scholarship, and ability in preparation of reports and essays.

Chicago Social Studies Project

Bernstein, Edgar

University of Chicago, Chicago, Illinois

Pub. 1968

D-576

This project is a study to develop instructional materials for a ninth and tenth grade world history curriculum integrating history and the social sciences.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

World History -- An Approach through the Humanities

Richland County School District 1

Columbia, South Carolina

Pub. 1967

ES 000 685

F-576.02

This proposal discusses a new world history curriculum, correlated with the humanities, to be used to teach an experimental group of high school students. All students are given regular classroom instruction by history teachers four days per week. On the fifth day, students in the experimental group receive large-group instruction from other teachers in the humanities.

Project to Improve Critical Thinking and Decision-Making Skills of Eleventh Grade Students in U.S. History

Evans, Mrs. La Rue M.

City Board of Education, Washington, North Carolina

Pub. 1967

ES 001 388

A-576.03

A U.S. history course using the "inquiry and discovery" method is being planned and conducted to develop critical thinking and decision-making in a heterogeneous group of eleventh grade students. English and history teachers, school librarians, and curriculum consultants collect instructional materials, compile bibliographies, and plan a history course emphasizing such instructional techniques as: (1) individualized instruction, (2) independent study, (3) use of primary sources, and (4) application of inductive reasoning.

Facilitating Environment for Meaningful Program in U.S. History

Oxenford, David O.

Board of Education, Pt. Pleasant Beach, New Jersey

Pub. 1967

ES 001 382

A-576.04

A facilitating environment is being created for the teaching of secondary U.S. history in a rural/coastal area. The traditional emphasis on a single textbook presentation is de-emphasized and replaced by an environment fostering independent inquiry. An initial program involves four basic model environments within traditionally structured high schools.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

Inductive Teaching of United States History through Related Local Contemporary Historical Events and Personalities

Parsons, James M.

Public Schools, Northampton, Massachusetts

Pub. 1967

ES 001 227

A-576.05

A course in U.S. history is being planned for junior high school students based on local historical development as it reflects and relates to contemporary events of national significance. Inductive and discovery methods are used in the design and production of appropriate materials. The course is planned to expose students to selective, detailed historical content and to develop and reinforce skills of analysis, interpretation, extrapolation, and critical thinking. Human and institutional resources in the community are used.

American Civilization Institute of Morristown Project:

New Vistas on Work and Leisure

Weltfish, Dr. Gene

Board of Education, Morristown, New Jersey

Pub. 1967

ES 001 802

A-576.06

This project involves the restoration of the home and out-buildings of a pre-revolutionary war citizen in a metropolitan area. The restoration will serve as a lab for high school students, college students, and interested citizens to study American history in relation to occupations, industries, recreation, arts, and family life of the revolutionary war era. Concurrent archeological excavation will be conducted, which should reveal artifacts and natural materials. Involved students will participate in a variety of operational activities, such as research, archiving, photography, mapping, chemical analysis, writing, and dramatization.

SINGLE DISCIPLINE PROJECTS (CONT.)

History (cont.)

History and Social Studies Curriculum Materials -- Average, Terminal, College-Bound, and Adult

Halsey, Van R. and Richard Brown
Amherst College, Amherst, Massachusetts
Prop. 1964; Completion 1969; \$263,051
EP 000 238
E-508

The project plan is: (1) to develop, test, and make available educational source materials for use in new approaches to American history and social science instruction at the secondary and adult level, and (2) to demonstrate the feasibility of one week workshops to produce major changes in teacher orientation toward students using previously prepared source materials. Printed materials are currently available.

Basic Concepts in History and the Social Sciences

Rozwenc, Edwin C.
Amherst College, Amherst, Massachusetts
Pub. 1968
H-533.1

This project is designed to produce a series of volumes to supplement teaching of senior high school American history in a chronological organization.

The Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children, an Exploratory Study

Edgar, Robert W. and Carl Auria
City University of New York, Queens College, Flushing, New York
Pub. 1966
ED 010 004
A-501.1

This reports on an experiment focused on teaching a single unit on the Civil War to Negro eighth graders in New York schools of culturally depressed areas. Subjects are divided into a text-book group, a pamphlet group, and a biography group. Significant increments were achieved by all experimental groups as well as observed and reported interest of pupils in the new materials and the generalized educational values reported by the teachers supported desirability of continuing the effort.

SINGLE DISCIPLINE PROJECTS (CONT.)

Sociology

Sociological Resources for Secondary Schools

Angell, Robert C.
Ann Arbor, Michigan
Pub. 1968
H-529.1

This project is involved in the development of instructional materials which portray sociology as a scientific discipline and can be integrated easily into senior high school courses. The three activities include: (1) the creation of short study units called episodes, (2) development of a model sociology course, and (3) publication of paperback books.

World Cultures

Planning Project for the Teaching of Asian Studies in New England Secondary Schools

Cole, Allan B.
Pub. 1967
ED 018 440
A-582

This survey describes the opportunities and further needs for Asian studies in the high school curricula. It outlines by phases and activities a proposed service center for teachers.

Syllabus for an Introductory Course on Central Eurasian Language and Areas

Sinor, Denis
Indiana University Foundation, Bloomington, Indiana
Prop. 1966; Completion 1967; \$28,127
EP 010 101
B-511

This project involves the preparation of an introductory course on Central Eurasia to be published in book form for use in colleges and in some instances in the senior year of high school. It will help to pinpoint gaps that exist in the coverage of this area and show needs of translation and an adaptation program of primary and secondary materials.

SINGLE DISCIPLINE PROJECTS (CONT.)

World Cultures (cont.)

Development and Testing of Instructional Materials, Teaching Guides, and Content Units on the History and Culture of Sub-Saharan Africa for Use at Selected Grade Levels in Secondary Schools

Beyer, Barry K.

Ohio State University, Columbus, Ohio

Prop. 1967; Completion 1970

EP 010 645

A-513

The development of materials in this project includes A-V aids, teaching guides, and content outlines. Project activities include a survey, an analysis and annotation of existing materials, and the identification of conceptual skill and attitudinal goals for instruction at the high school level. In-service teacher workshops are included.

Africa Institute

Fox Lane School

Bedford, New York

Pub. 1964

ED 002 715

A-519

This reports a three and one-half week summer program held at a private secondary school to develop an understanding of a non-Western culture, of the problems of evolving nations, of their artistic contributions, and of oneself in relation to other cultures. Participants were 64 heterogeneous students selected for their interest and ability. School faculty and visiting specialists constituted the staff. Meetings between student teams and staff members, and work on various art media, lectures, seminars, A-V presentations, reading and discipline took place.

Pupil Resource Project in Asian-African Studies

Johnson, Carroll F.

City School District, White Plains, New York

Pub. 1967

ES 001 328

A-519.01

An elective course in Asian and African studies will be offered to 12th-grade students. Emphasis is placed upon international understanding through the identification of the principles and values of man in Asian, African, and American cultures. The interdisciplinary approach will be used throughout the course. Human resources, such as individuals within the community, and experts from all social science disciplines will be used.

SINGLE DISCIPLINE PROJECTS (CONT.)

World Cultures (cont.)

Ingham County Educational Exchange Program in World Understanding and Comparative Cultures

Slocum, Robert L.

Ingham Intermediate Board of Education, Mason, Michigan

Pub. 1967

ES 001 231

A-519.02

A comprehensive program is offered to teachers and high school students in the study of comparative cultures. The program involves extensive use of the cultural resources of the metropolitan area. The students are exposed to students of differing backgrounds from high schools other than their own, and they have regular contacts with foreign students at the nearby state university. Instructional materials are selected from appropriate paperbacks, periodicals, and films.

SPECIALIZED PROJECTS

Suggested Unit about the Negro to Supplement a Twelfth Grade Social Studies Textbook

Division of Intercultural Relations in Education

New York State Education Department

ED 001 786

A-541

Suggestions in guide form are included in this program. A lesson plan is provided for each division about the Negro: democracy, biological influences, culture and heritage, population trends, labor relations, career planning, group relations, equality of education, propaganda, leisure and sports, civic responsibility, and political and civil rights.

Special Social Studies Class under Model School Program of Washington, D.C., Public School System

Gibson, James

Washington Planning and Housing Association

Prop. 1967; Completion 1968

EP 011 028

A-543

A special urban problems class already successfully demonstrated in a one-semester pilot project in 1967-68 at Cardozo High School is discussed. It is designed to meet the need of low-income teenagers to relate concretely to the community. The class is now being repeated on an experimental basis to allow investigators to complete development of a tight curriculum and course materials which may be used in guiding similar classes in any city across the country.

SPECIALIZED PROJECTS (CONT.)

Improving Citizenship and Achievement through Teaching Value Analysis

Grand Rapids, Michigan

Pub. 1966

ES 000 706

D-543.01

This program aims to create awareness of the need to establish a framework of values for self and others. Students are to recognize community values and see the correlation between these values and the students' academic achievement.

Project Future

Pajaro Valley Unified School District

Watsonville, California

Pub. 1967

ES 001 501

A-543.02

This proposal involves the development of specifications for a social science program for students, age 12-14, designed toward resolution of the problem of transition from rural/semi-rural living to successful urban living. Members of the planning staff receive an 8-week training program. The trained staff instructs additional team members in analysis skills acquired. The transition problems of youth are defined and demonstrable skills, knowledge, and attitudes that will increase chances of success are identified.

Understanding through Interaction -- Home and Family Living Program

Schenectady Public Schools

Schenectady, New York

ED 002 716

A-545

This is an elective course in social psychology whose unique feature is provision of a living laboratory through interaction of teachers, high school pupils, pre-kindergartners, and pre-kindergartners' parents. The original staff consisted of social psychiatric teachers, a pre-kindergarten specialist, and a teacher who conducted parents' groups. Team teaching, daily joint planning, and evaluation have resulted in the relation of ideas from one situation to circumstances in the other. It is felt to have matured students and provided realistic insight into problems and goals.

SPECIALIZED PROJECTS (CONT.)

Planning for Computer Instruction

Smith, Paul E.

Board of Education, Westlake, Ohio

Pub. 1967

ES 001 641

A-604.08

Instruction in the basic concepts of data processing and computer operation, problem solving, and programing will be planned for secondary students in a suburban school district. In seminars and teacher workshops, studies will be made of: (1) the social implications of the computer, (2) the role of the computer in several of the disciplines of secondary curricula, including science, social sciences, business, and vocational education, and (3) the mechanics of computer processing of student programs, including the use of courier service, student transportation, and telephonic program communication to a computer center.

SOCIAL STUDIES

Multi-level

INTERDISCIPLINARY SOCIAL SCIENCE PROJECTS

Instructional Media System -- Phase II

Conte, Joseph M.

Unified School District, Temple City, California

Prop. 1967

ES 001 748

A-602.06

This report discusses the development of a model to teach social studies in a suburban area. Programed instructional theory is used to demonstrate how behavioral objectives and evaluation designs may be an integral part of an instructional model in the social sciences. The post-hole approach, involving penetrating study of events, periods, and ideas, is used. Emphasis is placed upon the blending of academic disciplines in the social sciences to focus on a particular problem, using pre-determined sequences of media.

Staff Additions to Approved Planning Projects for Southeast South Dakota Supplementary Educational Center with Planning Pilot Components

Duenwald, L. P.

Independent School District 1, Sioux Falls, South Dakota

Prop. 1967

ES 001 730

A-602.07

Additional staff and prototype projects in the areas of social studies, the perceptually handicapped, and instructional leadership are incorporated into planning for a regional supplementary service center. A social studies curriculum is being developed with a mobile display unit using materials available in area museums.

Art - A Primary Source to Enrich Social Studies

Sindorf, Mrs. Genevieve

Cooperative Education Service Agency 19, Milwaukee, Wisconsin

Prop. 1967

ES 001 668

A-602.08

Original works of art are being used as a vehicle for instruction to enrich social studies curriculum for a metropolitan area. During a summer resource workshop, 30 teachers and museum personnel will cooperatively plan incorporation of the use and study of an art museum collection into elementary and secondary curricula. A gallery guide and other supplementary materials are being produced as instructional aids.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Seward County Instructional Materials Production Center
Scott, Verl
Seward School District, Seward, Nebraska
Prop. 1967
ES 001 701
A-602.09

A service-oriented materials center is being established. Teachers are aided in developing the basic skills needed to help them approach the newer educational technology with greater confidence. Emphasis is placed on the production of materials rather than on the use of prepared materials collected in a depository. Early in-service instruction will be focused on visualization techniques. The social studies curriculum will be selected as a test project.

Learning Laboratory for Geography, Civics, and History
Lyon County School District
Yearington, Nevada
Pub. 1966
ES 000 026
D-603

A learning laboratory for teaching certain aspects of geography, civics, and history was established here. The center will also serve as an in-service center to conduct experiments in teaching methods and techniques.

The Social Studies Curriculum Program
Dow, Peter B.
Educational Development Center, Newton, Massachusetts
D-604

This program, which is still in progress, is to develop model social science units and sequences. They will be related, but each is to be a self-contained entity which can be used within the existing framework of social studies courses. The project is designed to produce a set of straight principles while also producing a set of assumptions with which a student can be equipped by the completion of school. The project uses the inductive learning process.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

A Study of a Geo-Historical Structure for a Social Studies Curriculum

Shinn, Ridgway F., Jr.

Rhode Island College, Providence, Rhode Island

Prop. 1965; Completion 1969

EP 010 228

D-604.01

This is a study to determine the value of using geography and history as integrating disciplines for organizing the social studies curriculum at all grade levels and for all abilities of students. Plans to investigate methods by which social studies curricular innovations can be most effectively spread through a school system in a minimum amount of time are also included.

In-Service Design for a Small School District

Haan, Audrey S.

Frederick Burk Foundation for Education, San Francisco, California

Pub. 1966

ED 010 082

A-604.02

The objectives of this summer school workshop were: (1) to upgrade teaching of social studies as outlined in "The Social Studies Framework for Public Schools in California," (2) to strengthen local district leadership in the area of social studies, (3) to focus upon organizing centers for units of work taught in summer demonstration schools, (4) to encourage teachers to use the inquiry approach to foster development of cognitive ability, and (5) to focus teacher attention upon the NEA Bulletin, "Guiding Children Through Social Studies." Demonstration classes were observed, followed by group seminars led by the director of the workshop.

EPIC -- Educational Project to Implement Conservation

Clark, Lynn M.

School Committee, Westfield, Massachusetts

Prop. 1967

ES 001 261

A-604.03

Plans will be made to expand the use of a 13-acre natural area for conservation education of all students in the county. Objectives are to create an awareness of environmental problems and their solutions, to provide an understanding and appreciation of environment through the natural and social sciences, and to provide a controlled atmosphere for art education.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

PROBE -- Planning Resource Opportunities for Better Education

Wilcox, John

Otsego County Board of Cooperative Education Services, Unadilla,
New York

Prop. 1967

ES 001 316

A-604.05

Planning will be instituted to identify the needs of elementary and secondary schools in a mountainous area for support in programs for teaching social science concepts through both inductive and deductive learning experiences. Human resources will be brought to bear on such needs and problems through the use of lay and professional expertise potential in the faculties of three colleges, personnel of three museums, and membership of several area cultural institutions. Human and material instructional resources will be identified, cataloged, and related to the teaching needs of the social science programs.

Exemplary Plan for Educational Innovation in the Development of a Social Studies Curriculum, K-12

Smith, Lowell

Mansfield, Ohio

Prop. 1967

ES 001 468

A-604.06

A comprehensive social studies curriculum incorporating in-service training and articulation between elementary, junior, and high school levels will be planned. Representatives from cultural, commercial, industrial, professional, labor, ethnic, and civic segments of the community will synthesize the needs, wishes, and values of society to set the direction of the program.

Supplementary Educational Museum and Resource Center for Clinton, Essex, Franklin, and Hamilton Counties

Harrold, John W.

Clinton County Board of Education Services, Ellenburg Depot,
New York

Prop. 1967

ES 001 625

A-604.07

A multi-county museum and resource center will be established to develop and coordinate the use of regional resources to enhance the teaching of history, social studies, and the natural sciences. The wealth of resources in regional museums, historical sites, and surrounding environment will be inventoried and evaluated for integration into existing and future curricula, to bring enriching materials to the schools, and to bring teachers and students to the resources themselves.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Development of an In-Service Model for Implementing New Methodology in the Social Studies

Kussow, Omar N.
Joint District 8, Madison, Wisconsin
Prop. 1967
ES 001 848
A-604.09

In-service models will be identified to involve teachers in the development of new classroom strategies and questioning techniques to facilitate curricular change in an urban school district. Strategies will be developed and tested for effectiveness in the transition of a social studies curriculum from the more traditional methodology to a concept-oriented inductive approach.

Social Studies Curriculum Study Center -- A Sequential Curriculum on American Society Grades 5-12

Lee, John and Jonathon McLendon
Northwestern University, Evanston, Illinois
Pub. 1968
B-620

This project is designed to: (1) formulate a curriculum that will avoid duplication and facilitate learning in basic aspects of American society, and (2) evolve means by which scholars and teachers may collaborate in developing social studies curriculums, thus closely relating the social sciences and the social studies. The curriculum developed by the cooperation of social scientists and teachers is intended to be a model social studies curriculum.

Preparation and Evaluation of Curriculum Guides and Sample Pupil Materials for Social Studies in Grades K-14

West, Edith
Minnesota University, Minneapolis, Minnesota
Pub. 1967
H-530.1

This project was planned to develop an outline for a K-14 social studies curriculum. Work included: (1) the identification of points of convergence and divergence in the social studies framework, (2) the summarization of current developments and research in social studies education, and (3) the summarization of skills, values, and attitudes to be taught.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Developing Imaginative and Superior Curriculum to Upgrade the Social Sciences

Green, C. M.

Public Schools, Middletown, Connecticut

Prop. 1967

ES 001 853

A-600.01

A new social studies curriculum is being planned for a semi-rural area. Emphasis is placed upon identification of the needs of the slow learner. Consultants from the state department of education, a nearby university, and an educational publications company join with representatives from all local educational agencies to form a planning council. Twelve secondary teachers participated in a 6-week summer workshop and, in cooperation with the consultants, developed a program to: (1) encourage a wider use of new materials, (2) improve teaching methods, and (3) provide released time for teachers to increase their effectiveness as teachers of social studies.

San Mateo County Pace Program

San Mateo County Board of Education

Redwood City, California

Prop. 1966

ES 000 615

F-600.02

This is a K-14 program featuring five parts which will be instituted: (1) "Know and Care," to mobilize community resources, (2) "Early Identification Intervention" to reduce problem behavior, (3) a community action program to provide services, (4) "Project Nations" to enrich the social studies curriculum, and (5) a developmental kindergarten program to help retarded or deviating children.

Social Studies: A Conceptual Interdisciplinary Approach

Udovich, Walter J.

Rose Tree Media School District, Media, Pennsylvania

F-600.03

This program is one initiated in 1966. Generalizations have been determined for each social science pertinent to the entire social studies curriculum. Units of study are structured for each grade level across five basic themes. The disciplines included are anthropology, economics, geography, history, political science, psychology, and sociology.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Social Studies and Integrated Handwork for Opportunity Classes

Baltimore City Public Schools

Baltimore, Maryland

Pub. 1963

ED 017 093

A-601

This curriculum for mentally retarded children was prepared to provide assistance to the teacher who needs suggestions for materials and experiences which will increase pupil understanding. The content of the social living units is presented so that the carefully designed series of experiences will help children develop insight into human relationships and social processes from the immediate environment through the extended environment to the removed environment.

Area-Study Social Studies Curriculum

Trow, W. C.

University of Michigan, Ann Arbor, Michigan

Pub. 1965

C-602

This plan is organized so as to expose students to and involve them in the interaction of the social studies disciplines within a particular setting. The student should be able to think and operate as if he were a part of a certain place at a certain time (i.e., Athens in the Age of Pericles). In addition to "participating" in a certain setting, students are exposed to happenings which precede the setting he is studying and those which follow in order to obtain an understanding of cause and effect in the study of social disciplines.

Regional Demonstration Center for Northeast Vermont

Demick, Doris E.

St. Johnsbury School District, St. Johnsbury, Vermont

Prop. 1967

ES 001 844

A-602.01

A demonstration center will be established in a sparsely populated rural area. The center will present new solutions to the problems of: (1) developing beginning teachers' potential, (2) prompt implementing of research curriculum innovation, and (3) interacting effectively with teacher preparation institutions in curriculum development. The primary aim of the project will be a new social studies curriculum focused on the development of cognitive skills in each student.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Bridging the Gap Between Social Studies Curriculum Development and Implementation -- In-Service Training and Classroom Materials

Driscoll, Donald J.
City Public Schools, Providence, Rhode Island
Prop. 1967
ES 001 831
A-602.02

This proposal reports on the in-service teacher training and follow-up design to be conducted to translate an interdisciplinary social studies curriculum developed by a metropolitan school district into classroom reality. Curriculum materials, guides, and resource units have been prepared, using a geo-historical framework with a multi-text approach. Teachers are trained in new approaches to skills, the use of reference materials, and a library approach to instruction.

Operation Janus

Outlaw, James M.
Interboro School System, Glenolden, Pennsylvania
Prop. 1967
ES 001 826
A-602.03

This proposal describes a new social studies curriculum, based on the use of inductive/discovery methods, to be designed for grades K-12 in a suburban area. Program planning is closely aligned with Bloom's Taxonomy, and with concepts and approaches developed in the social studies curriculum center at Syracuse University. The interdisciplinary approach stresses the historian's concept of multiple causation. A 6-week summer workshop will be conducted to assist teachers in developing new insights in their respective disciplines.

Planning Curriculum with Cultural Enrichment for Northern Appalachia

Lawton, Edgar L.
Bradford County Board of School Directors, Towanda, Pennsylvania
Prop. 1967
ES 001 823
A-602.04

The action-research method is employed to plan curriculum development and cultural enrichment for schools in an isolated rural area. Needs are assessed and curriculum developed and tested. Two control groups are established at each grade level for evaluation purposes. Project staff will develop a guide for an experience-centered, culturally enriched social studies curriculum.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Project to Restructure the Social Studies Curriculum, K-12

Hannigan, Cornelius

Public Schools, Springfield, Massachusetts

Prop. 1967

ES 001 769

A-602.05

A social studies curriculum is being developed by a group of thirty teachers for grades K-12 in an urban/suburban area. A 6-week summer workshop will be conducted to enable teachers to work with leaders of national curriculum projects as consultants. Emphasis will be placed upon incorporating regional needs and regional problems into the structure, based on the most significant national studies.

The Development of a Model for the Metropolitan St. Louis Social Studies Center

Berlak, Harold, Tim Tomlinson and others

Washington University, St. Louis, Missouri

Pub. 1967

ED 012 390

A-617.01

A detailed plan to establish "field stations" of an inter-school innovation agency to train teachers, and for evaluating the station is presented. The rationale, sequences, and scope of a new social studies program which focuses on teaching an understanding of contemporary democracy and the social and economic changes of democratic and non-democratic societies is presented and a sample unit of the curriculum described, along with a model evaluation outline.

Identification of Major Social Science Concepts and their Utilization in Instructional Materials

Price, Roy A.

Syracuse University, New York

Prop. 1963; Completion 1968; \$267,955

EP 000 137

B-636

Objectives of this study are: (1) to identify concepts in social sciences which are essential to the achievement of social studies objectives, (2) to identify methodological tools of social scientists relevant to social studies teaching, and (3) to develop materials at grade levels which will convey basic concepts and tools to elementary and secondary school students. Field testing and evaluation is also included.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Evaluative Teaching Strategies in the Social Studies

Meux, Milton and others
Utah University, Salt Lake City, Utah
Pub. 1967
ED 013 977
A-640

This report describes an exploratory study of three major instructional problems that are encountered in teaching value problems in two social studies topics on environmental contamination.

Social Science Education Consortium

Morrisett, Dr. Irving
Boulder, Colorado
Pub. 1968
H-525.1

This is a project to encourage and facilitate better development and use of innovative elementary and secondary social studies curricula and methods of social sciences. Materials have been developed by a group of social scientists and educators, primarily from midwestern universities. The Consortium adheres to the view that a project should publicize its activities. Fifteen papers are available.

Social Studies Curriculum Center

Price, Dr. Roy A.
Syracuse University, Syracuse, New York
Pub. 1968
H-526.1

This on-going project is dedicated to the advancement of the social sciences through the study of the basic concepts underlying all the various disciplines. The concepts fall into three major categories: (1) substantive concepts, (2) value concepts, and (3) concepts of method. Classroom materials are being developed for grades 5, 8, and 11.

Research Program in the Effects of Games with Simulated Environments in Secondary Education

Coleman, James S.
Johns Hopkins University, Baltimore, Maryland
H-535.1

The Department of Social Relations at Johns Hopkins University has developed the following simulated games for use in secondary social studies classrooms: (1) The Game of Democracy, (2) Parent-Child, (3) Community Response (Disaster) - junior and senior high, (4) Consumer - elementary and junior high, (5) Economic System - junior and senior high, and (6) Life Career - junior and senior high.

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INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

The Greater Cleveland Social Science Program

English, Raymond
Cleveland, Ohio
Pub. 1968
H-520.1

This project for grades K-12 features: (1) the learning of concepts rather than facts, (2) integrated learning which interweaves the concepts of the social science disciplines, and (3) cumulative learning by which the curriculum of each grade is built carefully upon that of the grade preceding it. K-9 materials are available.

SINGLE DISCIPLINE PROJECTS

Anthropology

Mid-Hudson Regional Supplementary Educational Centers --
Project Exemplary Consortia of Natural Science
Ulster County Board of Cooperative Education Services
New Paltz, New York
Prop. 1966
ES 000 190
D-618.01

Local museums are to be used as centers for social studies and science programs. Museum aides are trained with emphasis on the development of historical research skills.

Economics

Economic Education Mobile Enrichment Laboratory
Crosier, C. David
Public Schools, West Springfield, Massachusetts
Prop. 1967
ES 001 599
A-611.01

An economic education mobile enrichment laboratory is being established to bring the principles of economics to students in widely scattered schools. The unit will visit all schools in the district on a pre-planned schedule. A-V and reading reference materials will be used to enhance the problem-solving or discovery approach to the course.

SINGLE DISCIPLINE PROJECTS (CONT.)

Economics (cont.)

Developmental Economic Education

Maher, Dr. John E.

Project DEEP Council on Economic Education, New York, New York

Pub. 1969

D-600.1

Phase I of this five-year nationwide project is to improve economic understanding through teacher education and materials development in 29 major school systems, K-12. Phase II is a further extension of the Joint Council's program, in cooperation with a network of 44 affiliated councils, to share the experiences gained in Phase I.

Geography

Adapting the Spiral Curriculum and Discovery Learning to the Teaching of Geography

Henzel, Sister Joseph M.

Holy Names Academy, Seattle, Washington

Prop. 1967; Completion 1969; \$8,595

EP 010 650

B-613

Basic processes of discovery learning and a special technique of curriculum spiraling will be surveyed and applied to planning sequential curriculum in geography. After identification of generic geographic concepts one (a structural idea) will be isolated and synthesized with a vertical curriculum organization. It will be introduced at the earliest grade level and repeated constantly with increased difficulty at higher grade levels. The concept will then be made compatible with age groups, evolving to spiral growth in study and learning.

Preparation of Teaching Guides and Materials on World Geography, North American Geography and Louisiana Geography for Use in Grades 1-12

Mott, Kenneth

Louisiana State Department of Education, Baton Rouge

Prop. 1965; Completion 1970; \$205,586

EP 010 606

B-614

These teaching materials will be prepared for instructional improvement in geography in both elementary and secondary schools. Guidelines for a sequential concept-based program will be developed. A bibliography of teaching guides and resources for each grade level will be compiled. Teaching guides and course materials will be prepared for certain topics and areas in which instructional improvement is needed. The preparation and evaluation of teaching guides for elective high school geography courses will be undertaken.

Government and Political Science

Operational Learning

Mallory, Otis

Desert Center Unified School District, Eagle Mt., California

Prop. 1967

ES 001 220

A-617.02

Simulation and games are emphasized as a central curriculum element in an operational learning program to enhance student decision-making. During phase I an international simulation technique, which was developed by the Western Behavioral Sciences Institute, is introduced into local secondary schools. An interdisciplinary approach, multi-media instruction, continuous progress, and flexible scheduling are employed.

An Examination of Objectives, Needs, and Priorities in International Education in U.S. Secondary and Elementary Schools

Becker, James M.

Foreign Policy Association, New York

Prop. 1966; Completion 1968

EP 010 321

A-641

An intensive study is proposed to examine the curriculum on international education (all aspects and disciplines bearing upon world understanding). Consultations among teachers, planners, and scholars will be made by interviews, small conferences, and meetings over a period of one year. A national conference will conclude the activity by identifying the needs and providing recommendations for dissemination and discussion.

Improving the Teaching of World Affairs

Long, Harold M.

Glens Falls Public Schools, Glens Falls, New York

Pub. 1968

D-635

This project is a community-effort study of ways to improve the teaching of world affairs in the elementary and secondary schools. Materials are available from the National Council for the Social Studies.

SINGLE DISCIPLINE PROJECTS (CONT.)

History

Project Lighthouse

Shannon, Wilburn

School Department, Scituate, Massachusetts

Prop. 1967

ES 000 303

F-605.02

Programs will be planned to emphasize the historical heritage of a nine-city area. Dramatic presentations, motion pictures, film slides, and other visual materials will be developed for each level in school. Television, amplified telephone, art exhibits, and field trips are some of the techniques to be used.

Operation Treasure Hunt

Board of Education

Bath, Maine

Prop. 1967

ES 000 364

F-605.03

The feasibility of establishing a resource center to teach the history and culture of a 4-county seacoast area will be considered. The program will be planned to make these potential educational areas more accessible to school children.

Mobile History Laboratory Museum

Macy, Marshall

School District 1, Newcastle, Wyoming

Prop. 1967

ES 000 435

F-605.04

A mobile history laboratory museum will be purchased and equipped with permanent storage and display facilities. The museum will contain artifacts of state history. Each module will have its own taped lecture and provision for slide and movie presentations where appropriate. The unit will be taken to schools during the school year and to a national campground in the summer.

SINGLE DISCIPLINE PROJECTS (CONT.)

Human Relations

On the Job Training in Human Relations Education

Manch, Joseph
Public Schools, Buffalo, New York

Prop. 1967

ES 001 276

A-611.03

A program will be planned and a pilot project will be conducted to improve the teaching of human relations as an integral part of the K-12 curriculum. Teachers will be recruited to participate in both planning and pilot phases. These participants will attend a summer workshop on human relations education to acquire methods and to select materials they will use during the school year.

Teaching Strategies for the Culturally Disadvantaged

Taba, Hilda and Deborah Elking

Pub. 1966

ED 013 855

A-591

Two curriculum sequences are designed for a group of predominantly Negro sixth and seventh graders and for a group of white second-generation American eighth graders and presented as instructional guidelines for teachers of disadvantaged students. The sixth-seventh grade unit on "The Family of Man" stresses insight into the nature of human activities and aspirations and a comprehension of the actual and symbolic walls people build. Peer relationships, the family, and immigration populations are topics in the eighth grade unit. Both curriculum emphasize an understanding of self and society. Evaluations describe pupil's growth in attitudes, perceptions, and academic skills.

The Development of Instructional Materials Pertaining to Racial and Cultural Diversity in America

Gibson, John S.

Tufts University, Medford, Massachusetts

Pub. 1967

H-523.1

This is a curriculum improvement program conducted at the Lincoln-Filene Center for Citizenship and Public Affairs. Materials for teacher and student use are available. The student series includes one on "Living Democracy" and one on "Ideology and World Affairs."

SINGLE DISCIPLINE PROJECTS (CONT.)

Sex Education

Family Life and Sex Education

Dolce, Carl

Orleans Parish School Board, New Orleans, Louisiana

Prop. 1967

ES 001 257

A-611.02

A family life and sex education curriculum is being planned with emphasis on stability of the family and sound values of family living. The needs of individuals, the family unit, and society in relation to this area of education will be explored and specific needs of the community in terms of such problems as premarital experiences and venereal disease will be identified. Materials will be selected which reflect the most authoritative research in sociology, psychology, and physiology.

School and Community Participation in Sex and Family Education

Kahn, Mrs. Albert

Public Schools, Bedford, Massachusetts

Prop. 1967

ES 001 440

A-611.04

Sex education and family-life studies will be introduced into the curriculum for grades 1-12 in a suburban area. A family-living committee, composed of representatives from schools, churches, PTA, health agencies, medical professions, and the military, will be formed to plan the program. A sequential program through all grade levels will deal with psycho-social ramifications of sexuality and with problems of family living, as well as with biological reproductive data.

Cooperative Community Program in Sex Education

Perrelli, A. J.

School District 181, Hinsdale, Illinois

Prop. 1967

ES 001 586

A-611.05

A cooperative sex education program will be initiated to develop and test instructional materials for K-12 and offer in-service education to teachers and adult leadership in a suburban area. Guidelines will be developed to identify the basic concepts and content of a school program which will extend beyond the presentation of knowledge about human reproduction and be directed toward the development of an understanding and appreciation of the responsibilities and agreed-upon values which should guide sexual behavior. Materials for students, supplementary teaching aids, and teachers' guides will be developed.

SINGLE DISCIPLINE PROJECTS (CONT.)

Sex Education (cont.)

Development of a Family Life-Sex Education Program for Schools

Parker, Robert and Bernard Janesky
Independent School District 701, Hibbing, Minnesota
Prop. 1967
ES 001 611
A-611.06

An articulated program of family life-sex education will be planned for all students K-12. Advisory committees will be established representing religious, medical, and parental elements of the community. School personnel will: (1) develop long-range plans for the program, (2) develop a base program, which they will periodically review with the advisory committees for the widest possible degree of acceptance, (3) prepare evaluation techniques, (4) design a comprehensive program for K-12, and (5) provide in-service training for personnel.

World Cultures

China Today; India Today; Resource Units in World Cultures
Pennsylvania Department of Public Instruction
Harrisburg, Pennsylvania
Pub. 1962
C-631

These are area study bulletins which deal with the people, geography, history, economy, political structure, and social fabric. The structure includes content, activities, bibliography, and a listing of A-V materials.

Education for International Understanding

Mason, Dr. Joseph
Department of Defense, U.S. Dependents Schools, European Area
Prop. 1967
ES 001 731
A-606.02

A comprehensive international education program will be initiated to enhance international sensitivity and awareness in students attending overseas government dependent schools. Emphasis will be placed on the study of contemporary cultures. Study and field experiences will focus on such cognitive and affective changes as greater understanding and positive attitudes toward cultures and peoples.

SINGLE DISCIPLINE PROJECTS (CONT.)

World Cultures (cont.)

Project for Promoting International Understanding of Latin America in Public Schools through TV

Sinclair, Mrs. Dorothy

Cypress-Fairbanks Independent School District, Houston, Texas

Prop. 1967

ES 001 659

A-606.03

Educational TV will be used to foster a greater understanding of Latin American peoples and culture. The tele-lecture series will supplement the social studies program and will emphasize international understanding and cooperation. The program will be used as a basis for educational research to objectively document the effectiveness of TV in bringing about desirable attitudinal changes in teachers and pupils.

Curriculum Development for African Studies

Carter, Gwendolen M.

Northwestern University, Evanston, Illinois

Prop. 1966; Completion 1968; \$62,781

EP 010 575

B-607

A set of teaching materials for African studies is planned: (1) a syllabus for a one-year course including lectures, reading lists, basic concepts, study questions, and reference materials, (2) a bibliography, and (3) a volume of original contributions around which the syllabus will have been structured. Although designed primarily for undergraduate level, the materials will be sufficiently flexible for introduction into curriculums at both higher and lower levels.

Preparation of Teaching Guides and Materials on Asian Countries for Use in Grades 1-12

Michaelis, John U.

University of California, Berkeley, California

Prop. 1963; Completion 1968; \$193,061

EP 000 226

B-608

Improvement of instruction on Asian countries as an integral part of the social studies program in elementary and secondary schools is the purpose of this project. The main lines of activities to be followed are: (1) preparation of bibliographies of available instructional materials, (2) teaching guides, and (3) evaluation in the schools. Summer workshops and courses will be provided to work on teaching guides and instructional material revisions.

SINGLE DISCIPLINE PROJECTS (CONT.)

World Cultures (cont.)

Conveying an Empathic Understanding of the Civilization of the Indian-Pakistani Subcontinent through the Use of an Integrated Series of Select Films

Levison, Melvin E.

City University of New York, Brooklyn College

Pub. 1967

ED 018 441

A-609

This project tested a method for developing audio-visual "literacy" and at the same time an empathic understanding of another civilization. Results were gratifying as evaluated by a team of educated sociologists and psychologists and indicate that the method has significant potential.

Development of Guidelines and Source Materials on Latin America for Use in Grades 1-12

Gill, Clark C. and William B. Conroy

University of Texas, Austin, Texas

Prop. 1965; Completion 1969; \$87,244

EP 000 312

B-619

A 3-year project has been designed to improve instruction on contemporary Latin American in the social studies programs in U.S. schools. Identification of major ideas essential for a basic understanding of Latin America will be made. Current curriculum materials will be examined and professional consultants will prepare guidelines for the sequence in presenting and introducing key ideas. Teaching guides on selected topics will be prepared, tested, and evaluated. A bibliography will be included.

Oak-Park-River Forest, Illinois: Independent Work in Asian Studies

Tegge, Thomas N.

Pub. 1967

H-690

This new course in Asian studies was designed jointly by the Oak-Park-River Forest High School staff and the director of the demonstration center which serves the school. This independent program for gifted students was loosely structured and the results of student papers, tapes of students, teacher and guest presentations, and recordings of other activities constitute the bulk of the packaged materials, which are available including tapes, general information, and extensive bibliographies.

SPECIALIZED PROJECTS

Conservation Education Improvement Project

Hennebry, Howard M.

University of Wyoming, College of Education, Laramie, Wyoming

Pub. 1968

D-527.1

This is a project to investigate the possibility of increasing the awareness and interest in conservation problems by employing the discovery approach, through analysis of data, during the formative years of children, K-9. The development of recommended procedures for strengthening the status of conservation in public school curricula is also included.

Providing Enrichment Opportunities through Camping and Other Similar Activities

Milwaukee Public Schools

Milwaukee, Wisconsin

Pub. 1966

ED 013 141

A-424

Various forms of outdoor education are provided for 11,680 children from 44 elementary, junior high, and senior high schools. Questionnaires to students, teachers, parents, staff members, administrators, and psychologists led to these conclusions: (1) this is a valuable experience for children to whom such facilities were not generally available, and (2) objectives of developing social-democratic living habits, new recreational and vocational opportunities, and interest and understanding of outdoor environment were well met.

A Camping We Will Go

Wykoff, Jack H. and others

Battle Creek Public Schools, Michigan

Pub. 1967

ED 017 348

A-635.01

This project deals with educational and functional experiences in outdoor education achieved in the areas of social living, work experience, health education, and as an extension of classroom in studies of health, skills, and social studies. Activities are described in terms of time perspective, equipment needed, seasonal activity, and learning. Possibilities and an outlined description of classroom teacher responsibilities in resident outdoor programs are included.

SOCIAL STUDIES

Elementary

INTERDISCIPLINARY SOCIAL SCIENCE PROJECTS

The Influence of Analysis and Evaluation Questions on Achievement and Critical Thinking in Sixth Grade Social Studies

Heenkins, Francis P.

Washington University, Seattle, Washington

Prop. 1966; Completion 1968

EP 010 643

A-453

This proposal reports a comparison between the influence of two types of materials on sixth grade students' critical thinking ability, and social studies achievement. Treatments will consist of the use of text-type materials employing either (1) dominant use of analysis and evaluation questions which demand a breakdown of material to reveal relationships, or (2) use of questions which emphasize recall of factual knowledge. All subjects will use standard social studies texts. Special worksheets for questions will be designed.

Complete Social Studies Course Resources

Chicago Board of Education

Chicago, Illinois

Pub. 1964

ED 001 915

A-445

This report presents extensive resource materials for a complete social studies course in grades K-2. Emphasis is placed on the teaching of American ideals by providing materials and experiences from the various disciplines of the social sciences.

Study Guide for Social Studies and Science, Grades 1-6

Mobile, Alabama

Pub. 1964

C-435

This guide defines eight major conceptual areas with supporting generalizations for each: democracy, interdependence, bond of common humanity, adaptation, variety in life and nature, change, space, and time. Experiences are in four general divisions: economy and geography, civics and group life, historical, and scientific. Experiences are not always in the form of large units of work, and the interrelationship of units and experiences is primary. Guides contain large units, short problems, and related phases of other units. The program should encourage creative teaching.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Sample Units for New Emphases for the Social Studies in the Elementary School, (K-3 and 4-6)
Bucks County Office of Education
Doylestown, Pennsylvania
Pub. 1963
C-438

The spiral approach is used in this project. The format includes: a theme for each unit, content, bibliographies and materials, activities, and teacher and teacher-pupil evaluation. The four major themes are: American Heritage and Citizenship, Man's Needs, Interdependence of People and Nations, and Appreciation and Concern for Other Peoples.

Demonstration Center for the Utilization of Multi-media in Elementary Social Studies Instruction
Phelan, Gregory
Brunswick, Maine
Prop. 1967
ES 001 901
A-415.06

A demonstration center for multi-media approaches to classroom learning will be established in a rural area with a large number of military dependents. The initial project will be concerned with the social studies curriculum. Emphasis will be placed on: (1) creating new teaching techniques, stressing discovery-inductive methods, and (2) stimulating interest through the development of a media oriented program. Demonstration classes, combined with an expanded pre-service program, will be established in cooperation with a nearby state college.

Boulevard School's Conceptual Approach to Elementary Social Science
Mathias, Joa
Kokomo, Indiana
Prop. 1967
ES 001 689
A-415.05

This proposal discusses conceptual teaching. An interdisciplinary approach, and multi-media will be employed to provide a more meaningful social studies experience for students at the intermediate grade level. Electro-mechanical study carrels, books, and A-V materials and equipment will be purchased and installed. A learning materials center, seminar rooms, and other areas will permit experimentation in the use of physical facilities. Multi-texts, trade books, reference books, records, tapes, filmstrips, films, and pictures will be used.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Innovation and Demonstration in the Social Studies, K-6

Wallen, Robert

St. Joseph Public Schools, St. Joseph, Michigan

Prop. 1967

ES 001 442

A-415.04

An interdisciplinary approach to social studies, this project will be offered to elementary school children in three geographically separate districts. Each district will represent a different socio-economic structure. Social studies teachers receive instruction in induction, inquiry, and discovery. Teachers will also receive preparatory instruction in economics, anthropology, political science, and geography.

Use of a Data Storage and Retrieval System to Teach Elementary School Children Concepts and Modes of Inquiry in the Social Sciences

Joyce, Bruce R.

Columbia University, New York Teachers College

Prop. 1965; Completion 1968; \$52,088

EP 010 182

B-401

This report describes a social science data storage and retrieval system to be developed to study problem-solving strategies. It will be suitable for use by primary school children. Teaching procedures will be developed, observers will be trained, and data collected and analyzed.

Development of a Comprehensive Curriculum Model for Social Studies, Grades 1-8, Inclusive of Procedures for Implementation and Dissemination

Taba, Hilda

San Francisco State College

Prop. 1965; Completion 1969; \$747,880

EP 000 273

H-418.02

This is a curriculum development project undertaken in the following phases: (1) the design development and implementation of a social science curriculum for grades 1-8, (2) the construction of a model applicable to other efforts in curriculum innovation, and (3) the development of techniques for implementing and disseminating curriculum innovations. The project stresses cognitive skills. K-6 materials will be published by Addison-Wesley.

INTERDISCIPLINARY SOCIAL SCIENCE (CONT.)

Contra Costa County Social Studies -- Grade One, Two, Three, Four, and Five
Contra Costa County Schools
Pleasant Hill, California
Pub. 1961
C-440

This project developed a social studies curriculum for grades 1-5. Basic concepts and learning experiences are provided for the following: Grade One - "Our School," and "Family Living;" Grade Two - "Supermarket," "Community Jobs," and "Life on a Farm;" Grade Three - "Comparative Study of Different Communities;" Grade Four - "California, Yesterday and Today;" and Grade Five - "Anglo-America."

SINGLE DISCIPLINE PROJECTS

Archeology

Inland Valley Elementary School Archeology Project
Elliot, David L.
University of California, Berkeley, California
Prop. 1966; Completion 1967; \$5,595
EP 010 653
B-402

This program will attempt to increase sixth grade pupils' knowledge of archeology and anthropology by allowing them to participate in primary field research activities. Both student groups will use the archeological evidence to reconstruct the characteristics of an Indian culture. An experimental group will perform in the manner of a professional and the other group will use data already collected. Materials will be prepared and made available to elementary teachers, enabling them to use discovery units in anthropology.

Cultural and Educational Resources Center
Evansville-Vanderburgh School Corporation
Evansville, Indiana
Prop. 1966
ES 000 373
F-415.09

This proposal discusses a resource center to be planned for the study of archeological and historical materials in the Angel Mounds and New Harmony areas. Mobile units with exhibits depicting the history and pre-history of the areas will be considered.

SINGLE DISCIPLINE PROJECTS (CONT.)

Anthropology

The Anthropology Curriculum Project

Bailey, Wilfred C. and Marion J. Rice
University of Georgia, Athens, Georgia
H-418.03

This project develops and tests instructional materials in anthropology for pupil and teacher use in grades 1-7. The materials are developed on the assumption that any field of knowledge consists of a system of concepts, or word labels, which are used to express ideas and describe relationships.

Economics

Economics in the Elementary Schools

Oselinsky, Stephan
Marple Newtown Schools, Newtown Square, Pennsylvania
Pub. 1965
F-415.07

This program is designed specifically to teach children why man and societies have become interdependent by introducing the underlying economic principles of today's society to the youngsters. It is also hoped that teachers will understand the necessity for curriculum revision in the social studies and how fundamental ideas of economics can be made meaningful to young pupils through a structured program.

Economics Supplement to the Social Studies: A Tentative Guide I-IV

Indianapolis Public Schools
Indianapolis, Indiana
Pub. 1962
C-425

Economic concepts, specific objectives, teaching-learning activities, and evaluations are used in relating economic content to social studies units in grades 1-4.

Elementary Schools Economics Program

Rader, William D.
University of Chicago, Chicago, Illinois
Pub. 1968
D-416

This program is aimed at the development of supplementary economics materials for elementary grades. They are designed to be integrated with an existing curriculum or taught as a separate 6-8 week unit. Grades 4 and 5 have been field tested and revised. Grade 6 field testing is still in progress.

SINGLE DISCIPLINE PROJECTS (CONT.)

Economics (cont.)

The Production and Evaluation of Three Computer-Based Economics Games for the Sixth Grade

Wing, Richard L. and others

Westchester County Board of Cooperative Education Services,
New York

Pub. 1967

ED 014 227

A-421

This project is based on the idea that games provide a means of individualized instruction. The results show that: (1) sixth graders technically are able to play computer based economic games, (2) games are at least as effective as conventional instruction, (3) controls retained understandings longer than experimentals, (4) average experimental time was about half the control learning time, (5) students with higher intelligence and reading ability gained more from the games, (6) those who spent the least time at the computer made the greatest gains, and (7) student interest was higher. The games may be played where a 1401 computer is located.

Geography

The Illinois TV Project for the Gifted, A Combined Experimental and Demonstration Project to Test and Demonstrate Televised Enrichment Units for Students at Upper Elementary Levels

Hennes, James D. and others

University of Illinois, Urbana, Illinois

Pub. 1965

ED 018 031

A-423

Each project reported in this publication consists of 12 half-hour video-tape presentations in astronomy, math, and geography. Work in each project is voluntary, no grades are given, and is operated completely apart from the classroom, not involving teachers in any way. Significant improvement was found in learned context for all three courses. Pupils liked the lessons, but little difference in attitude or overt behavior was found between viewers and non-viewers. Independent study ability was related to success.

SINGLE DISCIPLINE PROJECTS (CONT.)

Geography (cont.)

Geography as the Integrative Discipline in Grades K, 1, 2, and 3

Board of Education
Santa Monica, California
Prop. 1967
ES 001 080
A-415.02

In this project special attention will be given to field study. A center will be established for outdoor educational purposes. Basic concepts will be taught and generalizations should emerge from what has been studied and then applied to new information and situations. Students will learn to think geographically.

Elementary School Geography Project

Crabtree, Charlotte
University of California, Los Angeles, California
Pub. 1968
D-454

This is a project to investigate the teaching of geography in grades one to three while studying the effects of instruction in the core concept of geographic theory. Evaluation of field-tests shows marked growth in comprehension and application of geographic principles, but not much difference with regard to the growth of knowledge.

Government and Political Science

Exemplary Student Government-Social Studies Program for the Elementary Schools

Farmington, Utah
Prop. 1966
ES 000 444
D-425.01

An elementary school student government for fifth and sixth grades is discussed in this proposal. A conceptual approach will be used to involve the students in governmental experiences.

SINGLE DISCIPLINE PROJECTS (CONT.)

History

Curriculum Innovation in the Fields of History, Science, Music and Art Within in a Single Institute

Grennan, Jacqueline

Webster College, Webster Grove, Missouri

Prop. 1966; Completion 1968; \$155,474

EP 010 441

B-403

Curriculum materials for the elementary school are to be developed in this project. There will be collaboration between the teacher investigator and the pre-service teacher. New curriculum units will be tried out and later coordinated by the Webster Institute (Webster Grove, Missouri) of math, science, and the arts. The development of materials will include: (1) physical and biological science, (2) biology, (3) physics, (4) art, (5) history, and (6) music.

Instructional Media System

Unified School District

Temple City, California

Prop. 1966

ES 000 122

F-416.03

How a typical school district can employ new processes, technology, media, and curricula to meet identified objectives in terms of student behavior will be determined and an instructional media system planned in this project. A supportive "learning laboratory" component will be designed for testing the effectiveness of existing media. A team will use a systems approach to design a fifth-grade course in social sciences (U.S. history) using new instructional technology.

Human Relations

Intergroup Relations in Social Studies Texts

Harris, Judah

Ohio State University, Columbus, Ohio

Pub. 1965

ED 002 570

A-446

It is concluded in this report that elementary school textbooks leave the impression that present-day religion is not a significant force in our society. Curriculum materials used in Catholic schools and the content treating other religious and ethnic groups are considered inadequate.

SINGLE DISCIPLINE PROJECTS (CONT.)

Human Relations (cont.)

The Development of Instructional Materials Pertaining to Race and Culture in American Life

Gibson, John S. and William C. Kvarceus

Tufts University, Lincoln Filene Center, Boston, Massachusetts
Pub. 1966

ED 010 029

A-422

This is a curriculum development project to adjust instruction programs to include concepts on diversity including the life of the American Negro. Specialists in social science and education review patterns of instruction and curriculum design. Thoughts on potential new media are proposed. Work parties of teachers were established to test the most promising instruction items in classrooms at the K-6 level. Since diagnosis of attitude for individual children by work-party teachers confirmed that children develop attitudes toward racial differences whether or not the school deals with the subject, attitude diagnosis is believed to be a fundamental prerequisite to the development of sequential instruction.

The Effect of the Curriculum Upon the Self-concept of Children in Racially Integrated Fourth-Grade Classrooms

Georgeoff, P. J.

American Educational Theatre Association, Washington, D.C.

Pub. 1968

ED 017 020

A-450

The objectives of this study are to determine: (1) if the Negro child's self-concept improves significantly when he learns about his heritage, (2) if a Caucasian self-concept improved significantly by a study of Negro's heritage and contributions to America, and (3) if community contacts influence children's self-concepts. The self-concept scale of both Negro and white children in untransported experimental groups improved significantly. In integrated neighborhoods, raising the self-concept level of one race appears to raise that of the other as well.

World Cultures

Teaching about Latin America in the Elementary School, An Annotated Guide to Instructional Resources

Gill, Clark and William Conroy

University of Texas, Austin, Texas

Pub. 1967

A-432

This report is an annotated bibliography of written and audio-visual media related to Latin America. It was prepared by the staff of the Latin American Curriculum Project at the University of Texas. It is directed toward use by teachers, supervisors, and curriculum writers in elementary schools.

SINGLE DISCIPLINE PROJECTS (CONT.)

World Cultures (cont.)

Social Studies, Team C Peru
Harvard Boston Summer Program
Cambridge, Massachusetts
Pub. 1965
ED 002 154
A-406

This report describes a social studies topic for fourth grade children. The unit is presented by creating situations that provoke inquiries. It will enable children to compare and contrast life in Peru with their own experiences.

Supplementary Educational Center in the Social Sciences and Humanities for the Metropolitan New York Area
Regional Board of Education
Oradell, New Jersey
Prop. 1966
ES 000 085
F-416.01

A regional center will be established to improve instruction and provide programs in the social sciences and humanities. Activities will be focused initially on the non-western world. The interrelationships of subject matter will be presented by culture area.

The Development of First Grade Materials on "Families in Japan"
Arnoff, Dr. Melvin
Kent State University, Kent, Ohio
Pub. 1968
H-416.02

This project is designed to develop a unit of instruction at the first grade level which is part of a larger proposed social studies curriculum K-12, A Comparative Problems Curriculum.

SPECIALIZED PROJECTS

Fife Lake Pioneer Village Museum
Fife Lake Community School, Fife Lake, Michigan
Prop. 1966
ES 000 690
D-425.02

This project centers around the building of a turn-of-the-century village. Historical activities will be related to the school curriculum. Children will be encouraged to collect rocks and to write social studies reports.

SPECIALIZED PROJECTS (CONT.)

Cultural Enrichment Program for Wells Elementary School Children

Allen, Mrs. Irene M.
Wells, Maine
Prop. 1967
ES 001 129
A-415.03

Field trips will be taken to a nearby city where children will visit museums, an airport, a restaurant, and historical points. Fifth and sixth graders will attend youth concerts and visit historic homes. Authors and illustrators of children's books, naturalists, artists, and historians will speak. Five full length movies will be shown.

A Study of Programed Teaching for Improving Learning Skills

Allender, J. S.
Miami University, Oxford, Ohio
Prop. 1965; Completion 1968; \$71,864
EP 000 108
B-447

The efficiency of programed texts to teach learning skills will be examined in this project. Elementary school children will be given experimental materials dealing with community life. The first stage will deal with the problems of minimum instruction, the effect of practice, and the materials. The second stage will focus on the effect of two types of programed teaching sequences in problem-solving ability.

Planning Project for Elementary Team-Teaching Program

Independent School District I
Lewiston, Idaho
Prop. 1966
ES 000 041
F-415.01

An elementary team-teaching program is to be developed to be used in a school with a flexible building design. The program will include a university extension course in the use of new media. A social studies program will be developed around the governmental structure of the community.

PUBLICATIONS CONCERNING SOCIAL STUDIES CURRICULUM*

Allen, Rodney F., John V. Fleckenstein and Peter M. Lyon (eds.), Inquiry in the Social Studies, Washington, D. C.: National Council for the Social Studies, 1968.

This pamphlet contains articles on the theory and rationale of inquiry plus examples of its use in classrooms.

Clements, H. Millard, William E. Fielder and B. Robert Tabachnick, Social Study: Inquiry in Elementary Classrooms, Indianapolis, Indiana: The Bobbs-Merrill Co., Inc., 1966.

This is a text based on the inquiry technique, which gives both theory and practical illustrations for the elementary social studies teacher.

Cox, C. Benjamin and Byron Massialas, Social Studies in the United States: A Critical Appraisal, New York: Harcourt, Brace and World, 1967.

This is an assessment of the quality and content of social studies instruction in elementary schools and in junior and senior high schools.

Cox, C. Benjamin, William D. Johnson and Roland F. Payette, "Review of Research in Social Studies: 1967," Social Education, XXXII, 557-571 (October, 1968).

Cox, C. Benjamin and Emily S. Girault, "Review of Research in Social Studies: 1966," Social Education, XXXI, 388-396 (May, 1967).

Cox, C. Benjamin, Emily S. Girault and Lawrence E. Metcalf, "Review of Research in Social Studies: 1965," Social Education, XXX, 348-359 (May, 1966).

Fawcett, Verna S. and others, Social Science Concepts and the Classroom, Syracuse, New York: Social Studies Curriculum Center, 1968.

This is an introduction to the conceptual approach to teaching intended for the classroom teacher. It reviews definitions, types, and uses of concepts in the social studies.

*Some of these items are reprinted from "Suggestions for a Social Studies Professional Library," by Malcolm Searle, Social Education, XXXIII, 95-102 (January, 1969). The article contains many additional entries.

Estvan, Frank J., Social Studies in a Changing World, New York: Harcourt, Brace and World, 1968.

This book provides a structure for the social studies, beginning with a review of current status. It includes sections on the sources of curriculum and instruction; the goals, organization, and administration of the curriculum; instruction in skills; cognitive and affective objectives; and proposals for improvement. Each chapter is organized to emphasize the inquiry approach, with a question, development, and resolution. It focuses primarily on elementary school concerns, but is valuable for training K-12 teachers.

Fenton, Edwin, Teaching the New Social Studies in Secondary Schools: An Inductive Approach, New York: Holt, Rinehart and Winston, 1966.

This book is useable as a text for a social studies methods course but also essential for social studies curriculum specialists. It emphasizes inquiry in thrust and format. It represents Fenton's thinking as of 1965.

Fenton, Edwin, The New Social Studies, New York: Holt, Rinehart and Winston, 1967.

This is a review of "the new social studies" as observed by Edwin Fenton after his visits to many social studies project centers a few years ago. It emphasizes inquiry rather strongly. The ideas are dated in terms of Fenton's thinking but are ahead of most ideas about social studies instruction.

Ford, G. W. and Lawrence Pygno (eds.), The Structure of Knowledge and the Curriculum, Chicago: Rand McNally and Company, 1964.

This short book contains five essays on the structure of knowledge and the curriculum. Two by Joseph J. Schwab and the one on social studies by Michael Scriven are excellent.

Fraser, Dorothy M., "Review of Curriculum Materials," Social Education, XXXI, 307-312 (April, 1967).

This annual feature of Social Education contains descriptions of new social studies curriculum materials submitted by districts throughout the country, reviewed by a committee of scholars under the direction of Dr. Dorothy M. Fraser.

Fraser, Dorothy M., "Review of Curriculum Materials," Social Education, XXXII, 362-372 (April, 1968).

Gibson, John, New Frontiers in Social Studies, New York: Citation Press, 1967. Vol. I, Goals for Students, Means for Teachers. Vol. II, Action and Analysis.

Volume I reviews social studies research, development, and curriculum revision projects being undertaken by school systems, state departments, universities, and research agencies. Volume II includes selected recent articles and reports describing concepts, innovative techniques, and new instructional materials being produced into the curricula.

Goldmark, Bernice, Social Studies: A Method of Inquiry, Belmont, California: Wadsworth Publishing Co., Inc., 1968.

This is a review of the author's position on the inquiry method in the elementary school. It deals with the nature of inquiry in the social studies program, and in general education. It also covers criteria for making judgments, the consideration of values, the technique of inquiry in the classroom, and the analysis of inquiry as a technique.

Hanna, Paul R. and others, Geography in the Teaching of Social Studies: Concepts and Skills, Boston: Houghton Mifflin Co., 1966.

This volume presents the theoretical basis for geography in a coordinated social studies program. The book gives teachers the geographic concepts and skills which can be used in teaching the expanding communities of men, and basic human activities. For elementary and junior high school levels.

Jarolimek, John and Huber M. Walsh (eds.), Readings for Social Studies in Elementary Education, New York: The Macmillan Co., 1965.

This is a selection of readings on social studies in the elementary school.

Hebert, Louis J. and William Murphy (eds.), Structure in the Social Studies, Washington, D. C.: National Council for the Social Studies, 1968.

This pamphlet contains articles that discuss structure in terms of content, generalizations, concepts, inquiry, and jurisprudential teaching.

Katz, William L., Teacher's Guide to American Negro History, Chicago: Quadrangle Books, 1968.

This is a very useful guide for teachers. It includes a chapter on materials and several units on American Negro History.

Lee, John R. and Jonathon C. McLendon, Readings on Elementary Social Studies, Prologue to Change, Rockleigh, New Jersey: Allyn and Bacon, Inc., 1965.

This is a selection of readings on a variety of topics, including purposes and philosophy of social studies instruction, the relation of social studies to the social sciences, methods, sources of materials, skills, and professional improvement.

Mager, Robert F., Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1962.

This is a short, enjoyable programmed book that explains very clearly what specific behavioral objectives are and why they are so important for instruction.

Massialas, Byron G. and Frederick R. Smith, New Challenges in the Social Sciences: Implications of Research for Teaching, Belmont, California: Wadsworth Publishing Co., 1965.

Summaries of advanced thinking in each of the aspects of social studies are included. Research findings are translated into specific suggestions for improving future practice.

Massialas, Byron G. and C. Benjamin Cox, Inquiry in the Social Studies, New York: McGraw-Hill, 1966.

This volume discusses social studies instruction labeled as inquiry, reflective thinking, and discovery.

Michaelis, John U. and A. M. Johnston, The Social Sciences: Foundations of the Social Studies, Rockleigh, New Jersey: Allyn and Bacon, Inc., 1965.

This is a compilation of essays on the nature of social sciences: history, geography, political science, economics, anthropology, sociology, psychology, and philosophy. Included is a review of new projects and materials which show how social studies are based on the social sciences.

Morrissett, Irving (ed.), Concepts and Structure in the New Social Science Curricula, West Lafayette, Indiana: Social Science Educational Consortium, Inc., 1966.

This is a report of a conference held by the Social Science Education Consortium in 1966. It contains much of the most advanced thinking about social studies education. Included are papers on concepts and structure of different social sciences together with the transcript of the discussions which followed. The relationship between teaching strategies, values, and evaluation is a prominent part of the proceedings.

Muessig, Raymond H. (ed.), Social Studies Curriculum Improvement: A Guide for Local Committees, Bulletin No. 36, Washington, D. C.: National Council for the Social Studies, 1965.

This guide identifies fundamental elements in curriculum development and outlines step-by-step procedures for arriving at improved patterns. It discusses roles of principal, supervisor, consultant, and the NCSS in bringing about change.

Oliver, Donald W. and James P. Shaver, Teaching Public Issues in the High School, Boston: Houghton Mifflin Co., 1966.

This book covers the Oliver and Shaver approach to social studies curriculum-making, from the theoretical basis through objectives and curriculum implications. Included is the report on the experiment in which the theory was put to work. It is an important contribution to the field.

Shaver, James P. and Harold Berlak (eds.), Democracy, Pluralism, and the Social Studies, Boston: Houghton Mifflin Co., 1968.

These readings examine the major questions of social studies teaching: objectives, conceptions of society and the curriculum, history and the social studies, thinking, and research. It has thought-provoking articles by social scientists and philosophers, as well as social studies educators.

LANGUAGE ARTS and SOCIAL STUDIES

Secondary

INTEGRATED PROJECTS

A Report on Team Teaching American History and Literature
Bellevue Public Schools

Sammamish Senior High School, Bellevue, Washington

Pub. 1963

ED 002 572

A-821

Provisions are made in this project for large group instruction, small group discussion, and independent study in a two-hour time block. Teachers used joint planning for daily and weekly objectives, pooled special areas of interest and skills, and presented a more varied and stimulating program than one teacher could do. The curriculum was strengthened and greater learning resulted from more attention to student's individual needs.

An Experiment in Flexible Scheduling in Team Teaching
Georgeades, William and Joan Bjelke

University of Southern California, Los Angeles, California

Pub. 1964

ED 002 499

A-820

This is a four-period block program consisting of English, algebra, and world geography. The program includes large group lectures, small group discussions, independent study, and six independent study halls. Pupil performance in English in this schema and from a regular class were compared as well as pupil and teacher reactions. Statistical analysis showed that differences in improvement were not significant but teachers found many advantages: "there was more individual attention for students; facilities and equipment received maximum use; and time for consultations increased.

World Geography Guide, Grade Seven

Madison Public Schools

Madison, Wisconsin

Pub. 1963

C-814

The course content of this program, called "World Geography," is correlated with a language arts program. The two beginning units are "The Need of Man" and "Developing World Resources." Aims, concepts, methodology, activities, evaluations, materials, and aids are included. It is integrative and flexible and has a literature and reading emphasis.

INTEGRATED PROJECTS (CONT.)

Application for a Pilot - Operational Grant to Follow-up
a Funded Planning Grant for the Neshaminy Reading Team
Program

Milner, Mrs. Clara D.
Neshaminy School District, Longhorne, Pennsylvania
Prop. 1967
ES 001 710
A-814.02

A developmental reading program in science, social studies, math, and English, using an interdisciplinary team approach, will be tested in grades 7-9. The program will be designed to demonstrate to teachers, administrators, and guidance counselors that all junior high school students, including the academically talented, have need for developmental reading instruction in each of their subject areas.

Humanities for Leisure Time

Lang, Leonard
City School District, Parma, Ohio
Prop. 1967
ES 001 531
A-814.03

In this project, social studies oriented humanities courses, designed to develop greater cultural awareness in the non-college-bound student, will be instituted at the tenth grade level. Course content will be heavily oriented toward A-V presentations, including commercial feature-length films. The student will be given direct confrontation with the humanities through those human values with which he is primarily concerned at his age level. Course units include man's search for identity, response to inner conflict, need for self-expression, and environment. These areas will be related to the lives of such personages as Rembrandt, Van Gogh, and Freud.

Planning a Vocational-Humanities Centered Curriculum

Mathias, J. R.
Anderson Valley Unified School District, Boonville, California
Prop. 1967
ES 001 088
A-814.04

A two-level high school curriculum will be planned in this project. All students in the lower two grades will take courses based on vocational units. Paralleling the vocational units will be a humanities course designed to explore human problems in a technological society. At the upper level (11 and 12) students will follow a more unstructured curriculum of their own choosing.

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INTEGRATED PROJECTS (CONT.)

School Campsite Summer Humanities Program

Neuhard, Harry

Area School District, Brookville, Pennsylvania

Prop. 1967

ES 001 395

A-814.06

A summer camp program, using the school facilities for dormitories, will be offered to junior high school students in a disadvantaged rural area. The building of strong interpersonal adult-child relationships will be stressed, and round-the-clock dormitory mother-father relationships will attempt to develop standards of behavior which are often lacking in the students' homes. The school plant will be used as an instructional, resource, and enrichment area. An experimental program in the humanities, stressing drama, the arts, music, crafts, and the social sciences, will be offered.

River Dell Center for the Promotion of the Humanities

Ora Dell, New Jersey

Pub. 1966

ED 014 008

A-814.08

This project features: (1) plans for an interdisciplinary course for high school seniors, (2) introduction of a humanities approach to teaching all high school grades in English, history, language, music, and art, (3) an in-service course, and (4) information dissemination to serve as a model and guide. This report includes goals, materials, and equipment, a tentative outline of course, and content.

Humanities in a Junior High School

Knight, Bonnie M.

Branciforte Junior High School, Santa Cruz, California

Pub. 1966

ED 010 943

A-800

In a two-period daily time block, academically able seventh graders in Branciforte Junior High School, Santa Cruz, California, learn English, literature, and Latin and investigate topics in archeology, cultural anthropology, linguistics, psychology, philosophy, Greek literature and culture, Hebrew literature and culture, and fine arts. They read extensively, write prose and poetry, and edit and produce classical dramas. Unifying themes are heroes and heroines of literature, and the ethical concepts of different cultures. Resources of community, school library, and other courses in curriculum are used.

INTEGRATED PROJECTS (CONT.)

Eclectic, Experimental Programs in Composition

Jewett, Arno and others
U. S. Office of Education
Pub. 1964
C-811

The purposes of the NEA Composition Project are to increase efficiency; develop sequential programs; individualize instruction; apply research findings in the classroom; to make every teacher a teacher of English; and to lead students toward effective communication in all subjects. Team-teaching labs are used in English and history; English and biology, etc. The project was tested in nine schools in the U. S. It features a three to five year program for grades 7-12.

The CUE (Cultural Understanding Enrichment) Report and Appendix B

State Education Department
Albany, New York
Pub. 1966
ED 010 373
A-803

This program is designed to bring arts and humanities to students through the areas of English, social studies, science, industrial arts, and home economics. Elements of the system are: (1) curriculum related resource collections of newer media, (2) guides for media use, and (3) suggested student experiences. All were developed and pilot tested without necessity for major curriculum change, additional school personnel, or large expenditures of time, energy, and money. The appendix contains articles and newsletters which describe the projects, and sample segments of materials.

Project to Establish an Exemplary Junior High School Program in the Language Arts and Social Studies

Juilfs, Dr. Erwin
Lane County Board of Education, Eugene, Oregon
Prop. 1966
ES 000 721
D-814.01

This proposal describes a summer workshop to be held for in-service training. During the workshop, a block teaching procedure will be analyzed and an exemplary program will be planned with a new approach and new teaching techniques for language arts and social studies.

INTEGRATED PROJECTS (CONT.)

Gleanings from a Summer Institute

St. Paul, Minnesota

Pub. 1967

ED 018 413

A-822

This report gives a description of curriculum experimentation involving: (1) composition and rhetoric, (2) humanities - "Man, the Hero," and "Man and the Gods," (3) literature and man's search for community, and (4) literature of protest-- what prompts and expresses it.

NON-INTEGRATED PROJECTS

Teaching Critical Thinking in the Secondary School

Dull, Lloyd W. and others

Ohio Education Association, Columbus, Ohio

Pub. 1964

ED 013 687

A-815.01

This report presents methods, procedures, and techniques for teaching critical thinking (problem solving) in junior-senior high school. Critical thinking is defined as suspension of judgment in problem solution. Considerable attention is devoted to specific techniques and suggestions for teaching critical thinking in the English, social science, physical sciences, mathematics, and arts programs.

Curriculum Prospectus No. 4 -- The Non-Graded Program

Melbourne High School Instructional Staff

Melbourne High School, Florida

ED 002 709

A-815

This report describes the purposes, curriculum structure, teachers' role, and types of programs in English, science, math, and history in a non-graded high school in Melbourne, Florida.

NON-INTEGRATED PROJECTS (CONT.)

Washoe Awareness Study Project -- WASP

Moss, Marvin

Washoe County School District, Reno, Nevada

Prop. 1967

ES 001 271

A-814.07

This project will study current curriculum, teacher utilization, and existing facilities. Pilot programs will determine possible changes beneficial to a county school district. The study will include refinement of current curriculum and provision of maximum use of existing facilities. Initial projects will include team teaching of senior high sophomore English and junior high social studies.

Curriculum Guide for the Slower Learner in Secondary English, Social Studies, and Science

Mexico Public Schools

Mexico, Missouri

Pub. 1966

ED 014 483

A-805

This English curriculum emphasizes development of oral skills through imitation and consistent practice. The language arts program for junior high is organized topically. The senior high level uses thematic units which deal with human values and personality and character development. The laboratory approach is recommended.

Opportunity Classes for the Slow Reader, Grade 7-12

Waco Independent School District

Waco, Texas

Pub. 1960

ED 001 734

A-809

This report features carefully planned and tested guidelines set forth for the selection of pupils, standards for grading, and graduation requirements. Lesson plans and suggestions, materials and textbooks are included. The courses covered are language arts, junior high arithmetic, high school mathematics, general and consumer math, general science, biology, and social studies. Suggestions are made for cooperating with resource persons within the community.

NON-INTEGRATED PROJECTS (CONT.)

Demonstration Center -- Part I, Secondary School Programs for Gifted Students in English, Social Science, Mathematics, and Science; Part II, Elementary School Programs in Scientific Inquiry for Gifted Students

Jackson, David M. and J. Richard Suchman
University of Illinois, Urbana, Illinois
Prop. 1963; Completion 1966; \$275,958
EP 000 459
B-813

The first part of the program will demonstrate methods and materials for seventh grade projects in English, math, science, and social science in five high schools interested in innovations. The second part of the program will feature an eight-week summer curriculum development institute which will prepare methods and materials for use in elementary grades.

LANGUAGE ARTS and SOCIAL STUDIES

Multi-level

INTEGRATED PROJECTS

Place Names in the Classroom

Harder, Kelsi B.

Pub. 1967

ED 017 500

A-911

This report suggests that a study of proper names in the classroom can give students: (1) a curiosity about persons and places, (2) the pleasure of discovery of the process of naming, (3) techniques of search by interviews and primary documents, (4) experience in integrating several disciplines, (5) information on language changes and the importance of place names in historical, political contexts, and (6) an opportunity to discover colorful local history.

How a Language Experience Program Works

Van Allen, Roach

Pub. 1967

ED 012 226

A-905

In this program the teacher helps each child become increasingly sensitive to his environment and succeed through a variety of language experiences. Twenty experiences are grouped in the following three categories to aid the teacher in selecting an appropriate activity: (1) extending experience to include words, (2) studying the English language, and (3) relating ideas of authors to personal experience. Activities and advantages of the program are included in this report.

Operation Treasure Hunt

Hodgman, Crosby

Board of Education, Bath, Maine

Prop. 1967

ES 001 367

A-901.06

A mobile resource unit will be established to bring cultural enrichment to isolated rural areas. Human resources will be used to the fullest extent, as the area abounds in non-resident and new-resident professional creative talent. The program will offer an interdisciplinary approach in: history, art, drama, crafts, and music. The unit will feature supplementary programs offered by local musicians, drama groups, and artists. History will be presented through creative dramatics, arts, and crafts, through actual involvement and personal guidance.

INTEGRATED PROJECTS (CONT.)

Planning for Personalized Experiences in Natural History, the Humanities, and the Performing Arts

Broughton, J. H.
Whitfield County Board of Education
Dalton, Georgia
Prop. 1967
ES 001 224
A-901.04

An enrichment program in the areas of natural history, the humanities, and the performing arts will be planned for a rapidly growing rural area. Emphasis will be placed upon improving the student's self-concept through an appreciation of his natural surroundings. Individual creativity will be stressed in order to develop local talent for a nearby tufted textile industry.

Improvement of Auding and Scholastic Achievement Through Audio-Textbooks

Nichols, Dwight
Moffat County School, Craig, Colorado
Prop. 1967
ES 001 571
A-901.03

A sequential auding, or listening improvement program will be designed and audio textbooks developed for reluctant readers. A two-pronged attack will be planned to: (1) build an awareness and understanding of auding activities; and (2) develop a useful and meaningful device for students to receive basic information and knowledge of the sciences and social studies.

Development of Programed Cross Media Units

Kennard, Albert
Jefferson Davis Parish School System, Jennings, Louisiana
Prop. 1967
ES 001 900
A-901.02

Programed multi-media teaching units will be developed to facilitate multi-sensory learning for students in a predominantly urban area. Cross media materials in the subject areas of language arts, social studies, math, and science will be prepared, duplicated, and provided to teachers at each grade level in district schools. In-service training will be conducted.

INTEGRATED PROJECTS (CONT.)

Teaching the Essential Reading Skills in Social Studies

Kravits, Alvin

Columbia University, New York, New York

Pub. 1967

ED 014 378

A-900

This report describes a directed reading activity plan which the Teachers College at Columbia University has formulated as part of an overall approach. It also includes vocabulary development, a study formula, and study skills instructions.

NON-INTEGRATED PROJECTS

Enrichment Classroom Challenge

Gibbony, Hazel L.

Pub. 1966

ED 012 995

A-903

This is a manual containing enrichment suggestions for language arts, social studies, science, arithmetic, foreign language, art, and music at the elementary level and in English, social studies, science, math, modern language, Latin, art, and music at the secondary level. Activities are designed for the individual, small groups, and entire classes.

Proposal for the Proper Utilization of Student Transportation Time

Hipkins, Dr. LeRoy

Watershed School District, Gunnison, Colorado

Prop. 1967

ES 001 092

A-901.05

Individualized and group programs will be offered to students while riding the school bus. Programs will be developed for three levels: grades 1-3, 4-8, and 9-12; and will be categorized into English, social studies, science, fine arts, and recreation.

LANGUAGE ARTS and SOCIAL STUDIES

Elementary

INTEGRATED PROJECTS

Regional Cooperative Outdoor Education Program
Stanley, Orland
Community Unit School District 2, Marion, Illinois
Prop. 1967
ES 001 688
A-701.05

Resource personnel, mobile services, equipment, and instructional materials to be introduced in a county in this project are to stimulate the use of the curriculum potential of the outdoor environment. Natural and cultural resources outside the classroom will be used to provide students in grade K-6 with extended experience in arithmetic, art, science, social studies, language arts, and conservation education. Two mobile units will be acquired and equipped with reference books, materials, and other items for the use of students.

Pilot Demonstration Program in Developing Creative Problem-Solving in Selected Elementary Students
Casagrande, Leroy J.
School District 1, Silver Bow County, Butte, Montana
Prop. 1967
ES 001 909
A-701.03

Creativity-centered instruction will be offered to low achieving elementary school students. Participating teachers will attend a 3-week training session at the state university to develop skills necessary for fostering creative activity. One full day of each school week will be devoted to program improvement and teacher/staff consultation. Teachers will use the interdisciplinary approach to show the inter-relationship of substantive fields. The principles of E. Paul Torrance will form the guidelines of the program.

NON-INTEGRATED PROJECTS

Model Learning Centers for New Media Teacher Training
Noffsinger, Carl F.
Madison Township Public Schools, Trotwood, Ohio
Prop. 1967
ES 001 922
A-701.06

Cooperative, continuous services for curriculum improvement and teacher training will be initiated in this project. Learning center complexes will be provided. Model school services will be developed in four phases. Elementary teachers from new schools will be involved in curriculum development in language, arithmetic, English, and social studies.

Materials and Activities for Teachers and Children
Kresse, Frederick H.
Boston, Massachusetts
Pub. 1968
H-701.09

This project is to develop and evaluate multi-media kits to find out the role that real objects play in the learning process and to discover principles for combining materials and activities into effective teaching/learning instruments for grades K-6. Examples of unit foci: (1) Houses - environmental studies, and (2) The Match Box Press - the writing, illustrating and printing of a book.

CHANGING TEACHER BEHAVIOR

PROJECTS RELATING TO TEACHER BEHAVIOR

In-Service

Designs for In-service Education

Bessent, E. W. and others

University of Texas, Austin, Texas

ED 011 591

A-1055

Three different approaches to in-service education are described in this report which include sequences of learning activities to be presented within the organizational context of one's work. They are: (1) the laboratory approach, (2) the training approach, and (3) the teaching demonstration model.

Cues and Clues in the Creative Classroom

Michigan State Board of Education

Lansing, Michigan

Pub. 1966

ED 014 896

A-1059

This portfolio contains a number of illustration plates, each highlighting a specific instructional material, chalkboards, bulletin boards, graphs, models, and charts. The bibliography calls attention to related materials. This program is suggested for use in in-service training.

In-Service Education -- Psychological Perspectives

Asher, James J.

University of California, Berkley, California

Pub. 1967

ED 015 891

A-1106

This report contains: (1) the history of in-service education, (2) ideal goals, (3) the analysis of programs which have been tried, (4) "the acceptance of innovation" - which explores the question of resistance, (5) evaluation, (6) future programs, and (7) recommendations for improvement.

PROJECTS (CONT.)

In-Service (cont.)

Provisions for Potential Drop-outs through In-Service Education for Teachers

Chicago Public Schools

Chicago, Illinois

Pub. 1964

ED 013 769

A-1107

Existing programs are described for potential drop-outs and recommendations for expansion and improvement. Some existing programs are (1) regular in-service sessions where the drop-out rate is high, (2) periodic faculty meetings, (3) a faculty committee to give direction in providing motivating learning projects, (4) individual assistance to teachers, (5) family discussions at the district level, and (6) special orientation of new teachers.

The New Elementary School

Frazier, Alexander

NEA

Pub. 1968

ED 017 341

A-1108

Some papers included in this booklet deal with the status of in-service education for elementary teachers and new models for elementary teachers.

Democracy and Communism in World Affairs

American Bar Association

Chicago, Illinois

Pub. 1963

C-1053

This guide is a syllabus for the planning of teacher workshops, seminars, and in-service education programs.

A Regional Consortium for the Continuing Education of Teachers

Minnis, Douglas

University of California, Davis, California

Pub. 1966

C-1104

This is a description and discussion of in-service duties which it is felt could be performed by a central regional organization.

PROJECTS (CONT.)

In-Service (cont.)

Tri-County Cascade Range Project for Improving Teacher Preparation

Ashland, Oregon

Prop. 1966

ES 000 151

A-1008

The program is planned to improve the professional capabilities of selected teachers as clinical supervisors and teachers of teaching strategies. Training is to include interaction analysis, inquiry process, creativity, and the basic courses, math, English, and social studies.

Planning a Comprehensive Training Program Designed to Significantly Upgrade Teacher Competency

Pino, Edward

Cherry Creek School District, Englewood, Colorado

Prop. 1967

ES 001 093

A-1008

Pre- and in-service training methods will be studied in this project as well as present employment induction practices. The program will be planned in cooperation with teacher training institutes. Training needs and priorities will be established.

Secondary School Demonstration Center for Urban Youth

Lloyd, Dr. Robert

Public Schools, Baltimore, Maryland

Prop. 1967

ES 001 132

A-1009

A secondary level demonstration center will be planned to provide in-service training to teachers in urban schools, equipped with closed-circuit TV for viewing purposes. Long-range objectives are to improve the understanding and competency of teachers in dealing with the disadvantaged and to achieve a more racially integrated staff.

PROJECTS (CONT.)

In-Service (cont.)

Cowlitz-Wahkiakum In-Service Education Center

Clanfield, Mary

Cowlitz-Wahkiakum County Schools, Kelso, Washington

Prop. 1967

ES 001 207

A-1011

An in-service education center will be established to help teachers and administrators up-date and improve teaching strategies, curriculum, and organization. In-service programs will be designed to change the behavior of teachers in their relationship with pupils. The programs will include a study of child behavior, interaction among teachers and pupils, differences in student backgrounds, and ways to permit students to become more self-directive.

Program of Teacher Re-education for Curriculum Improvement

Colbert, Dr. William

City Schools, Reidsville, North Carolina

Prop. 1967

ES 001 279

A-1012

A program of in-service teacher education will be conducted to provide the required knowledge to individualize instruction and to develop a skill-centered curriculum for K-12. Instruction will include diagnosis and educational psychology, and individualized instruction. Field experience in diagnosis will be provided by working with approximately 50 children.

Human Relations Laboratory for School Administrators

McElvaney, Dr. Charles

Allegheny County Board of School Directors, Pittsburgh, Pennsylvania

Prop. 1967

ES 001 288

A-1013

Through the laboratory method, administrators will be trained to work more effectively with people. This program will strive to facilitate change, bring about cooperation and collaboration, open channels of communication, and develop an effective educational team. Participants will gain personal awareness and diagnostic ability, and will practice action skills with individuals, groups, and organizations.

PROJECTS (CONT.)

In-Service (cont.)

Individualization of the In-Service Program for Professional Staff

Taylor, M. P.

Joint School District 1, Wausau, Wisconsin

Prop. 1967

ES 001 489

A-1014

In-service training for teachers and administrators will be individualized on a small-group basis through the use of telecourses in a 3-county area. Programs will be implemented through the use of amplified telephone receivers and remote blackboard telewriters in a central conference area at each school location.

Self-Concept Improvement -- Teachers and Students

McMahan, Joseph

City School District, Salinas, California

Prop. 1967

ES 001 500

A-1015

Self-concept and self-expectancy will be developed in elementary students through a program providing each child with experiences which will aid in enhancement of his self-image. Efforts will be concentrated in: (1) sensitivity training for in-service teachers to develop awareness of teacher-pupil communication, and (2) a classroom program designed to develop and encourage self-expression in students.

Instructional Materials Center

O'Neil, Paul L.

Supervisory Union 21, Hampton, New Hampshire

Prop. 1967

ES 001 523

A-1016

An instructional materials center will be expanded to serve a two-county area and to offer more extensive in-service teacher training in the use of mass media. A graphic arts center will be incorporated and should improve teacher effectiveness through the use of modern media. Community resource agencies will be encouraged to contribute such items as film strips on local geography.

PROJECTS (CONT.)

In-Service (cont.)

Plan and Implement In-Service Training of Teachers for Individualized Instruction for a Demonstration School

Claypool, James A.

Public School District 6, West Fargo, North Dakota

Prop. 1967

ES 001 631

A-1017

In-service training in the individualization of instruction will be conducted for teachers participating in a demonstration program for a middle school. The program will be planned and implemented to: (1) define the role of the teacher in a new school program, (2) build units in individual instruction, and (3) print the developed units for dissemination and use by others. Teaching teams will be set up in language arts, social sciences, science, and math.

Project TEACHER -- Teacher Education And Child Help through Educational Research

Ishee, Robert D.

Geauga County Board of Education, Chardon, Ohio

Prop. 1967

ES 001 639

A-1018

Project TEACHER will focus on the teacher and the classroom as the research laboratory to become an integral, functioning part of the research scheme. The teacher's ability to recognize educational problems for research and to provide the data for conducting research at the classroom level will be developed through in-service training.

Demonstration of Clinical Programming Methods and Dissemination of Results of Self-Instructional Clinical Problem-Solving Project

Wilds, Preston L.

Georgia Medical College, Augusta, Georgia

Prop. 1966; Completion 1968; \$135,150

EP 010 110

B-1019

A self-instructional technique using programmed learning materials to assist teachers in the clinical disciplines will be demonstrated and discussed. The purpose of this technique is to develop teacher programming knowledge and skills in individual fields of proficiency. An evaluation will be made with respect to changing attitudes of participants and to leaving them to initiate their own programs.

PROJECTS (CONT.)

In-Service (cont.)

Inter-University Film Project -- The Production of Five Stimulus Films to be Used in Teacher Education

Gliescman, David and Donald G. Williams

University of Missouri, Kansas City, Missouri

Pub. 1967

ED 015 644

A-1020

This project is designed to produce problem centered films for teacher education and to develop instructional guides and evaluation plans. Appendices include instructional guides to 16 films, 2 evaluation instruments, and a questionnaire for teachers.

Far West Laboratory for Educational Research and Development

Hemphill, John

University of California, Berkley, California

Prop. 1966; Completion 1969; \$2,443,741

EP 000 825

B-1021

This laboratory will focus on improving the effectiveness of school personnel by: (1) the development, evaluation, and implementation based upon models and on simulations of teacher behavior, and aimed at basic skills and knowledge related to basic teaching performance, teaching non-typical groups, new educational programs and new curricula, and (2) the conduction of research in developmental and operational tasks to bring into existence effective use of options available to school personnel as they make decisions in the organization and operation of schools.

In-Service Training in Computer Assisted Instruction for Vocational Teachers

McGregor, George

Providence College, Rhode Island

Prop. 1966; Completion 1967; \$19,926

EP 010 509

B-1022

Teachers in this program have been provided with basic training and course writing techniques for inserting individual lessons into proper format. They have written lessons and begun to plan the content of a semester course. The follow-up will provide training in writing individual lessons in a specific subject. Testing these lessons with a pilot group of students is also planned.

PROJECTS (CONT.)

In-Service (cont.)

Illustrative Lesson: A Technique for In-Service Education

Schminke, C. W.

University of Oregon, Eugene, Oregon

Pub. 1962

C-1023

(This technique is the case-study of a classroom used for in-service instruction which serves as a good review for instructional practices. It is flexible, non-prescriptive, and avoids personal reference.

Leadership Training Institute for Preparing Teachers for School Staff Desegregation

Adams, Mark

Miami University, Coral Gables, Florida

Pub. 1968

ED 017 598

A-1024

The report of this program indicates that participants underwent positive changes in racial attitudes and that their teaching methods and self-concept in a desegregated classroom were changed. Following the program 74 of 80 participants taught in desegregated schools.

The Development of Training Lessons for Pre-Service and Initial In-Service Vocational Teacher Education Recorded and Presented Through Video Tape and Seminar Discussions

Wick, S. K.

Minnesota, State Department of Education, St. Paul, Minnesota

Prop. 1965; Completion 1966; \$25,470

EP 000 920

B-1025

The initial objectives of this program are to: (1) select and validate the content for pre- and in-service teacher training, record and present lessons through video tapes and TV with seminar discussions, and (2) determine the feasibility of presenting teacher training via TV and extension of TV programs to Minnesota vocational schools.

PROJECTS (CONT.)

In-Service (cont.)

Self-Taught -- A Painless Approach

Polonski, Norm

San Diego Teachers Association, San Diego, California

Pub. 1967

ED 015 168

A-1026

This report discusses a plan for voluntary, teacher-centered in-service programs to take place within a school day, using many available teacher-education films. While students of each department are viewing an appropriate film, teachers are viewing another film, chosen from a list of 66 compiled by the secondary instructional committee. The plan would be entirely voluntary but likewise would offer no artificial incentives.

Use of Television in In-Service Education

Tarbet, Donald G.

University of North Carolina, Chapel Hill, North Carolina

Pub. 1963

C-1027

"Methods for Modern Teachers" is a series of programs presented on station WUNC-TV, educational TV station of the University of North Carolina. The programs are planned by a committee of school supervisors, principals, superintendents, college staff, DPI staff, and WUNC staff. It considers problems for the coming year and plans the program accordingly. A committee of 25 is used. Personnel are selected to present programs which are shown at faculty meetings.

Portable Mathematics Laboratory for In-Service Teacher Education

Williams, C. M.

Ohio State University, Columbus, Ohio

Pub. 1960

C-1028

Selected supervisors attend a 4-week summer workshop in which they develop and equip a portable laboratory. Each supervisor has use of the laboratory for a 3-week period for in-service workshops on the local level. At the end of the year, supervisors gather to evaluate experiences and to re-evaluate the portable laboratory and make improvements. They develop a filmstrip and handbook dealing with the contents and use of the portable laboratory. Supervisors (in teams of two) conduct district workshops for other supervisors. "New supers" can then use the portable laboratory in their locales. If successful, the portable laboratory could be "packaged" for widespread use.

PROJECTS (CONT.)

In-Service (cont.)

Nine Small Districts in New York Share Costs of Teaching Teachers the Latest

Singer, I. J.

First Supervisory School District, Erie County, Williams-ville, New York

Pub. 1963

C-1029

In this project, a cooperative in-service training center is equipped as an audio-visual laboratory. A library of the latest developments in curriculum and other areas as well as guest lecturers are included in the project.

Pilot Short Term Workshops on Training Entire Staffs of Selected Elementary Schools on the Effective Utilization and Adaptation of New Instructional Media for Developing Creativity

Williams, Frank E.

Macalister College, St. Paul, Minnesota

Prop. 1965; Completion 1967; \$14,814

EP 010 360

B-1030

Periodic workshops will be held to inform teachers about new developments in instructional media and to train them in new uses of media for developing creativity in school classrooms. Five schools in St. Paul will become known as project schools. They will be required to establish their own teacher in-service programs based on their workshop experiences. The project office will act as a depository-dissemination service.

Project to Establish an Exemplary Junior High School Program

Eugene, Oregon

Prop. 1966

ES 000 721

D-1031

This project is a summer workshop for 50 English and social studies teachers to analyze social studies and language arts block teaching procedures and provide in-service training in these subjects. Consultants will participate in such procedures as inquiry methods of instruction and team teaching with small groups.

PROJECTS (CONT.)

In-Service (cont.)

Planning a Demonstration Center for the Training of Teachers and other Educational Personnel in an Individualized Learning Concept in Grades K-5

Hancock, Thomas

Cypress-Fairbanks Independent School District, Houston, Texas

Prop. 1967

ES 001 839

A-1032

A demonstration center will be planned for pre- and in-service teacher training in the individualization of instruction for school districts and universities in a metropolitan area. Model educational programs will be created, demonstrated, and implemented for teacher observation and practice. Training programs will be organized in various formats. Teachers, administrators, college, and university personnel will write curriculum materials applicable to the individualized concept.

Training Program Designed to Change Teacher Perception and Behavior

Kimple, James

South Brunswick Township Board of Education, Kendall Park, New Jersey

Prop. 1967

ES 001 806

A-1033

A sensitivity training program will be conducted for teachers and administrators to develop significant change in teacher perception of the learner and the learning process, as well as change in classroom practices. Emphasis will be placed on: (1) developing trust among staff members, (2) increasing sensitivity to the effects of teacher behavior upon others, and (3) increasing sensitivity to the needs of children.

Use of Video Tape in In-Service Training for the Purpose of Improving Teaching

Holycross, Donald

Independent School District 742, St. Cloud, Minnesota

Prop. 1967

ES 001 782

A-1034

Instructional improvement will be planned for a 3-county area, using video tape as a basis for a lab approach to in-service professional development. Video technology will be used as a visualizing process to introduce teachers to the most modern and effective techniques of the profession, and subsequently, to allow them to observe their own personal experience in applying these methods.

PROJECTS (CONT.)

In-Service (cont.)

Operation Bootstrap-Interweave

Tobin, Dr. John

East Maine School District 63, Niles, Illinois

Prop. 1967

ES 001 757

A-1035

Multi-district continuous in-service teacher training will be initiated to upgrade elementary instruction and accelerate educational change in an urban area. Selected teachers and consultants will develop structured programs to increase teaching competence in the sciences, social studies, and math. An inductive, experiential-discovery approach will be employed with selected new content and processes. The similar processes and techniques of the three subjects will be interwoven for more effective application.

Exemplary Education in Enterprise

Underwood, Jesse

Enterprise Elementary School District, Redding, California

Prop. 1967

ES 001 747

A-1036

A demonstration learning center will be planned to introduce model programs from schools throughout the educational world to teachers in a mountainous rural 7-county area. A demonstration school will be established to provide a controlled situation in which to scientifically administer and evaluate educational materials and methods. Teachers will both observe and teach at the center to insure thorough acquaintance with current practices.

Permanent Self-perpetuating System of In-Service Training for Teacher Development

Hill, Roy C.

County Superintendent of Schools, San Bernadino, California

Prop. 1967

ES 001 677

A-1037

Teacher effectiveness in improving class participation and student achievement will be increased through the development of clinical teachers and auxiliary staff to provide help within the classroom. A prototype project, designed to result in a self-perpetuating in-service program, will be conducted for three years in one school district. District personnel will be trained to conduct the program, which will become a regular part of their job.

PROJECTS (CONT.)

In-Service (cont.)

West Texas Innovative Education Center

Brock, Jack
Independent School District, Alpine, Texas
Prop. 1967
ES 001 933
A-1038

Instructional TV will be used to bring educational improvement to an isolated area. Pre-developed programs of televised instruction will be drawn from an extensive inventory maintained at the production center. ETV will also be used for in-service training programs for teachers. The in-service courses will include utilization procedures in specialized subject or problem areas, and will be oriented toward improving the teachers' professional performance in the actual classroom.

Area Pilot Project for In-Service Education

Larson, Ira
Linn County Board of Education, Cedar Rapids, Iowa
Prop. 1967
ES 001 895
A-1040

In-service teacher education will be provided in a 7-county area through an intermediate unit of professional consultants augmented by professional, technical, and material support. Test projects will be conducted in the areas of language arts, social studies, guidance and counseling, music, and library services to demonstrate the feasibility of providing in-service and other educational programs on a multi-county basis. Approximately 3/5 of the consultant's time will be spent in working within local schools, with the remainder spent in working with other project staff and in the planning, preparation, and/or acquisition of resource materials to augment local in-service activities.

REACH -- A Proposal for Extending Exemplary Approaches to the Education of Continuation Students

Ehlers, Robert
Office of County Superintendent of Schools, Riverside, California
Prop. 1967
ES 001 084
A-1041

A continuation high school will be established to serve dropouts and potential dropouts. A comprehensive in-service training program will be conducted for personnel and a teacher training program specializing in continuing education will be instituted at a nearby state college.

PROJECTS (CONT.)

In-Service (cont.)Cooperative Approaches for Using Services in Education

Marksham, Julian

Volusia County Board of Public Instruction, Deland, Florida

Prop. 1967

ES 001 110

A-1042

A professional development center will be established to give increased attention to meeting personal needs of children. An in-service program will be designed to bring about attitudinal changes in teachers and, through them, in pupils. Workshops will train classroom teachers in creation of instructional materials.

Center for the Development of Effective Organizational Patterns and Personnel for Instructional Improvement

Johansen, Lloyd N.

Unified School District 1, Racine, Wisconsin

Prop. 1967

ES 001 556

A-1043

This project will offer laboratory training in new organizational patterns for instructional improvement to teachers in an 8-week summer session. Teachers will work with the laboratory staff to assess the potential use of new organizational patterns and to evaluate new techniques and materials for these arrangements. Emphasis will be placed on helping the teacher to change behavior in the instructional setting.

The Extended Summer Program -- A Two-Year Summary

Calton, Jay and others

Jefferson County Public Schools, Lakewood, Colorado

Pub. 1966

ED 012 263

A-1044

To provide teachers with training in team teaching, non-grading, and effective staff utilization as a means of improving pupil instruction, an extended summer program was conducted in 1965-66. Graduate or district-organized in-service credits were given. Findings indicate that participating teachers exhibited growth in: (1) ability to teach for process goals, (2) ability to evaluate pupil growth in relation to process goals, (3) understanding advantages and disadvantages of team teaching, and (4) the use of performance criteria in developing educational objectives.

PROGRAMS (CONT.)

In-Service (cont.)

Classroom Episodes for Teaching Psychological Principles and Concepts of Learning

Sullivan, Howard J. and others
Arizona State University, Tempe, Arizona
Pub. 1966
ED 010 386
A-1045

Sixteen episodes in this report were selected because: (1) they relate closely to improve principles and concepts of learning, (2) they have high instructional value for prospective teachers. Tape recordings, typescripts, and filmstrips were made of a wide variety of classroom events from on-going programs, then were sequenced for effective instructional use. Notes and a glossary of concepts are included for each episode.

Computer Assisted Instruction

McGregor, G. C.
Providence College, Providence, Rhode Island
Pub. 1965
ES 012 385
A-1046

A course in the use of CAI was given to twenty teachers of vocational education and nine teachers of mentally handicapped (1) to develop a group of teachers who would understand CAI and who would be proficient in a "course writer" technique for converting individual lessons into the proper format for CAI, and (2) to prepare sample lessons for CAI in a variety of vocational course areas. The report includes descriptions of: (1) the operation of equipment, (2) advantages of CAI, and (3) guidelines for the course and four programmed lessons.

Guidelines for Conducting a Self-Assessment In-Service Training Program

Grover, Herman
Marion Junior High School, Marion, Illinois
C-1047

This is a detailed leadership manual which spells out rationale, tools, implementation, desired outcomes, and evaluation techniques of an in-service training program.

PROJECTS (CONT.)

In-Service (cont.)

Teacher Self Assessment

Rogge, Dr. William M.
SRA, Chicago, Illinois
Pub. 1969
C-1048

This publication is a series of eight units to provide the curriculum for in-service training meetings. It is designed for use by many small groups of faculty members.

In-Service Education -- An Integral Part of the Illinois Plan for Program Development for Gifted Children

University of Illinois

Urbana, Illinois

Pub. 1965
ED 002 103
A-1049

Basic features of summer institutes reported here are that faculty should pursue self-assessment of practices, models of goals should be provided, faculty should be able to practice while still in in-service programs and should be able to continue self-assessment after the program ends.

Self-Evaluation in In-Service Teacher Education

Jensen, Paul H.

Oregon State Superintendent of Higher Education, Monmouth, Oregon

Prop. 1966; Completion 1968; \$146,084
EP 000 257
B-1122

The effectiveness of a self-instructional in-service training program (using video recordings) for teachers will be examined. The plan is to compare changes in performance of five randomly assigned groups of in-service teachers.

PROJECTS (CONT.)

Pre-Service

Successive vs Simultaneous Attainment of Instructional Objectives in Classroom Simulation

Kersh, Bert Y. and Paul A. Twelker

Oregon State System of Higher Education, Monmouth, Oregon
Prop. 1965; Completion 1967; \$77,756

EP 000 165

B-1074

This is a continuing study of an earlier program. In this phase simulation of classroom incidents for pre-service teacher training will be conducted. The simulation technique deals with four instructional objectives taught simultaneously. This program should have a major bearing on the development of future packages of classroom simulation materials and will determine whether different teaching strategies should be used with different students.

The Teacher and Group Development

O'Hare, Mary Rita

Pub. 1965

ED 013 787

A-1076

From a number of accounts of their general attitudes toward the group process as they understood it, it was determined in this study that teachers, during their professional preparation should have group process experience, and their preparations and attitudes should be more extensively studied.

Needed Research in Teacher Education -- Sensitivity Training and the Process of Change

Roberts, Julian

Pub. 1967

ED 013 797

A-1077

To help prepare (pre-service) teachers for adequate handling of change, this report suggests that sensitivity training would foster new role concepts for students and teachers and improve interaction in a classroom situation.

PROJECTS (CONT.)

Pre-Service (cont.)

A Descriptive Research Study of Bi-Racial Student Teacher Teams

Shondel, Pearl W.

Philander Smith College, Little Rock, Arkansas

Prop. 1967; Completion 1969; \$9,388

EP 011 008

B-1078

This program is designed to aid white and Negro prospective teachers in working together. It is designed to provide student teachers with experience in human relations and to acquaint them with attitudes, strengths and problems of each others race. By working together, it is hoped these students will be prepared for assignments in integrated schools. Attitudes will be measured before and after the students' participation in this project.

An Evaluation of the Intensive Teacher Training Program

Hanis, Albert J. and others

City University of New York, New York, New York

Pub. 1967

ED 012 716

A-1079

To help overcome an anticipated teacher shortage an intensive training program for liberal arts graduates was conducted during the summer of 1966. Those who completed the program and took positions also attended a special fall seminar. Most trainees and instructors felt the program should have included some form of student teaching. Many trainees were critical of their assignments (teaching location) and pupils.

Teacher Education Project, Follow-Up of Selected Practices

Chicago, Illinois

Pub. 1963

ED 013 770

A-1080

This follow-up of an earlier study of teacher education practices solicited more detailed information. Specific practices under five major topical areas were distributed, variously, among "great cities" respondents concerning: (1) teacher recruitment, pre-service programs, problems, and events, (2) preparation for student teaching, (3) in-service practices, teacher aides, a reading center, and special programs, and (4) in-service practices for helping administrations to deal more effectively with teaching problems.

PROJECTS (CONT.)

Language Arts

Developing Leadership Personnel for Model Language Arts Programs

McLeod, Pierce

Macomb County School District, Mt. Clemens, Michigan

Prop. 1967

ES 001 906

A-1000

A pool of leadership personnel will be developed to conduct in-service teacher training in the improvement of language arts skills for underachievers in a metropolitan area. Resource specialists will be employed to familiarize school personnel with: (1) exemplary language arts programs and research, (2) the use of supplementary services and centers, and (3) the development and implementation of language arts programs suitable to the needs of local schools.

Regional Approach to the In-service Education of Teachers

Farnsworth, William

Allegheny County Board of Cooperative Education Services,
Belmont, New York

Prop. 1967

ES 001 526

A-1001

In-service education, stressing language arts and reading, will be offered to teachers in a low-income rural area. An in-service specialist will be employed to: (1) visit each school in the county, (2) work with the faculty, administrator, and supervisors in determining the needs of the individual school, and (3) isolate and help solve local problems.

Demonstration Program of Teacher-Pupil Interaction in Rural Schools

Watkinsville, Georgia

Prop. 1966

ES 000 378

A-1003

This study describes a center established to demonstrate a comprehensive instructional program. Emphasis will be on early educational stimulation, increased teacher-pupil relationships, and language arts, including a continuous progress program in reading.

PROJECTS (CONT.)

Language Arts (cont.)

Remedial Reading Teachers -- Where do You Find Them?

Comstock, Aldythe T.

IRA, Newark, Delaware

Pub. 1967

ED 013 728

A-1004

Batavia, Illinois, experimented with a plan for training its own reading teachers. Former teachers and other well-qualified individuals living in the community were hired to teach two to four days each week. Reading coordinators provided in-service direction.

Development of Reading and Language Materials for Grades 7-9 in Depressed Urban Areas

Smiley, Marjorie B.

City University of New York, Hunter College, New York

Prop. 1962; Completion 1968; \$285,124

EP 000 146

B-1005

This curriculum center will: (1) collect and develop language learning which will be used in schools serving children from underprivileged areas, (2) develop curriculum and teaching guides for pre- and in-service training of English teachers who teach these children. Efforts will be aimed at students whose reading would not require their placement in remedial classes when other efforts are successful.

An Experience in Reading for Teachers and Students

Layton, James R.

Charlotte, North Carolina

Pub. 1967

ED 014 379

A-1006

This is a six-week summer reading program to help 600 elementary school children with reading problems and to develop an in-service program for teachers who wish to improve techniques while earning graduate credits.

PROJECTS (CONT.)

Language Arts (cont.)

Non-Basal Textbook Reading Program
City School Board
Hampton, Virginia
Prop. 1967
ES 000 234
F-1007

An in-service program will be planned and research conducted to match reading material to the interests, abilities, and backgrounds of students. The program will be oriented to training and growth of teachers as well as achievement and growth of pupils.

The Art of Questioning in Reading
Los Angeles City Schools
Los Angeles, California
Pub. 1966
ED 011 827
A-1050

This is an instructional bulletin for workshop use to assist in developing thought-provoking questions. Sample lessons illustrate examples of questions on adult, primer, second, and sixth grade levels.

English Institutes -- Composition
Fordyce, Dorothy W.
NDEA
Pub. 1967
ED 017 509
A-1101

In-service training programs were proposed for teachers' deficiencies. It suggests individual teacher techniques such as multiple-student critiquing of themes, taping comments, and criticizing only one aspect per set of themes.

PROJECTS (CONT.)

Language Arts (cont.)Identifying and Meeting the Individual Needs of Children in Reading; State-Wide Reading Workshop

Carefoot, Judith
 Kansas City, Missouri
 Pub. 1967
 ED 016 593
 A-1102

This report discusses: (1) remedial reading, (2) the McREL reading program and meeting individual needs, (3) reading as reasoning, and (4) controversy over instructional techniques. It was resolved that: (1) remedial reading should be part of daily instruction, (2) reading difficulties could be prevented through a balanced, flexible and continuous program, (3) reading should be taught as a reasoning process, and (4) teachers should look for techniques or combinations by which each child learns best.

Report on Southwestern Texas State College Research Conference on Ten Problems of Dyslexia and Related Disorders in Public Schools of the U.S.; Report of the Working Group on Teacher Preparation

Pub. 1968
 ED 017 431
 A-1103

Recommendations for improving teacher education, including the study of dyslexia, are presented in this report. It recommends preparation of a pilot report as material for workshops and other in-service training. Also recommended is an interdisciplinary approach to further research.

Proposal to Establish a Unified English Language Curriculum for Rural and Coastal Maine Schools

Smith, John
 Brunswick, Maine
 Prop. 1967
 ES 001 127
 A-1171

The objectives of this project are: (1) to lower the drop-out rate among linguistically handicapped, and (2) to increase appreciation of students for positive elements of their cultural heritage. The program has three phases: (1) in-service training for 55 teachers of English and language arts to impart recent developments and provide a resource for other schools, (2) a six-week summer writing session to develop teaching material for K-12, including taped drills, mimeographed units, and program instruction, and (3) trained teachers will apply training and summer-developed materials in their classes.

PROJECTS (CONT.)

Language Arts (cont.)

Reading in the Total School Curriculum

Raude, Sidney J.

Pub. 1967

ED 013 178

A-1172

This report describes some ways to incorporate the whole faculty into a reading improvement program, including realistic and effective in-service education.

Creativity in the Teaching of English

Taylor, Calvin

University of Utah, Granite School District, Salt Lake City, Utah

Pub. 1966

ED 014 475

D-1173

The active participation of the student in the learning situation is one objective of this project which will eventually be expanded to include other districts in the state.

Linguistic Research and Demonstration Project, Grades K-12

Midciff, Ronald

City Board of Education, Rome, Georgia

Prop. 1966

ES 000 710

D-1174

Teacher training will be provided in the linguistic approaches to the teaching of English. A research and demonstration center will be established where curricular materials will be developed.

PROJECTS (CONT.)

Dealing with Disadvantaged Students

Production of Five Films for Teacher Training in Learning and Teaching Strategies for Disadvantaged Children

Jacobs, James

Board of Education, City School District, Cincinnati, Ohio

Prop. 1967

ES 001 163

A-1010

Five 30-minute films related to learning and teaching strategies will be produced to provide teachers with the knowledge, understanding, skills, and sensitivity needed to educate disadvantaged children. One film will concern related learning to prior and present experience and will involve ways to discover prior and present learning which may affect readiness and differences among learners. The second film will cover the basing of learning on real objects and experiences.

Project BOOTSTRAP -- Better Opportunities for Teachers and Students to Realize the Awareness for Progress

Bevins, J. M.

Buchanan County School Board, Grundy, Virginia

Prop. 1967

ES 001 938

A-1039

Project BOOTSTRAP will be initiated in an isolated mountainous area to improve the educational capabilities of teachers in teaching disadvantaged students to cope with today's world. An educational training center will be established and staffed with skilled personnel selected and approved by a sponsoring college. College educational courses will be conducted to train, upgrade, and certify indigenous non-degree and un-certified teachers, supervisors, administrators, and other staff members presently employed in the school system.

Production of a Motion Picture for the In-Service Training of Teachers in Problems of Human Relations in Teaching the Socio-economically Disadvantaged

Breitrose, Henry S. and Janet K. Vaelker

Stanford University, Palo Alto, California

Pub. 1967

ED 013 277

A-1138

A black-and-white sound film "For All My Students" contrasts poor and effective teaching techniques in integrated classrooms. It attempts to convey that dealing successfully with classroom human relations problems can determine success or failure in teaching disadvantaged students.

PROJECTS (CONT.)

Dealing with Disadvantaged Students (cont.)

An Intern Program for Teachers Assigned to Urban Neighborhoods of Low Income

Strom, Robert D.

Ohio State University, Columbus, Ohio

Prop. 1965; Completion 1967; \$71,249

EP 000 611

B-1139

An intern program will be established to demonstrate the internship of in-service education for teachers assigned to neighborhoods of low income; to prepare a description of experiences to be used as a guide for other urban centers; and to assess the value of the program and its component dimensions in terms of teacher increased confidence and competence. A summer workshop will be conducted for new teachers assigned to schools in low-income neighborhoods.

Teacher Education in a Social Context

Klopf, Gordon J. and Garda W. Bowman

Barik State College of Education, New York

Pub. 1966

ED 015 881

A-1140

This study of the preparation of school personnel for working with disadvantaged children and youth concludes that: (1) teacher education curricula should deal intensively with the process of change both theoretically and experimentally, (2) the growth sciences (sociology, psychology, anthropology, etc.) need to be taught as integrated constructs with an emphasis on their significance for the educational process, (3) diagnostic principles and skills must be included in teacher's curriculum, and (4) more student teaching and intern programs are necessary.

A Graduate Training Course in Teaching the Disadvantaged Child

University of Minnesota

Minneapolis, Minnesota

Pub. 1966

ED 018 484

A-1141

These documents include materials used in a graduate training course on teaching the disadvantaged child. They include: (1) sample attitudes questionnaire, (2) course evaluation forms, (3) course description (a series of video-taped lectures), discussion periods, readings, (4) background information blank for participants, and (5) analysis of participants' responses to the course.

PROJECTS (CONT.)

Dealing with Disadvantaged Students (cont.)

Lincoln's Learning Center, An Experimental Junior High of Minneapolis Public Schools -- Summary of Evaluation Procedures and Results for the First Two Years, 1964-66

Faunce, R. W.

Minneapolis Special School District, Minnesota

Pub. 1967

ED 018 489

A-1144

This report discusses a school established to explore methods of giving meaningful education to 45 disadvantaged students by eight teachers.

The Preface Plan, A New Concept of In-Service Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income

Strom, Robert D.

Ohio State University, Columbus, Ohio

Pub. 1967

ED 017 596

A-1145

This is a program to increase confidence and competence of teachers. Twenty-one teachers (nine with no previous experience) are given a six-week summer workshop which included lectures, visits, films, juvenile court attendance, teaching small groups of children, and speaking with mothers receiving aid to dependent children.

Programed Instruction as a Strategy for Developing Curricula for Children from Disadvantaged Backgrounds

Gotkin, Lassar G.

New York University, School of Education, New York, New York

Pub. 1967

ED 015 782

A-1147

This reports the use of matrix games to indicate the child's cognitive and articulation abilities so that difficulties in these areas can be discovered.

PROJECTS (CONT.)

Dealing with Disadvantaged Students (cont.)

Ypsilanti Human Relations Program

Barber, Ray W.

Ypsilanti, Michigan

Pub. 1967

ED 016 740

A-1148

This project attempts to modify teacher attitudes toward Negro children, to equip teachers with skills to do a better job, to accomplish the same objectives with school principals, and to survey building needs in terms of continued desegregation.

The Significance of Socially Disadvantaged Status

Riessman, Frank

Pub. 1963

ED 013 258

A-1150

Contrary to what many teachers believe, the strength of the disadvantaged child's concrete and physical learning style does not preclude academic success nor does it require his being tracked into a vocational curriculum. Understandings of this kind will permit teachers to make effective use of such potentially useful techniques as role playing.

Head Start Telelecture Project, A Feasibility Study to Assess the Potential of Telelecture as a Medium for In-Service Teacher Training in Appalachia

Education, Inc.

Charleston, West Virginia

Pub. 1967

ED 017 163

A-1151

Procedures in this study were discussed in six sections: (1) project planning based on a survey of literature on telelectures, (2) selection of participants, (3) selection of training materials, (4) planning and implementing a workshop, (5) planning and implementing the telelecture conference series, and (6) evaluation. A final section gives conclusions and recommendations.

PROJECTS (CONT.)

Dealing with Disadvantaged Students (cont.)

Imperatives for Change, Proceedings of the New York State Education Conference on College and University Programs for Teachers of the Disadvantaged

Jablonsky, Adelaide and others
Yeshiva University, Ferkauf Graduate School

Pub. 1967

ED 018 454

A-1152

In this study, proceedings report 19 discussion debates in four areas, including concern for techniques (pre-service student teaching, field work, in-service education, instructional equipment, resources, and innovative methods).

An Experience with the Life and Work of the Disadvantaged for the Pre-Service Education for Home Economics Teachers East, Marjorie

Penn State University, University Park, Pennsylvania

Prop. 1965; Completion 1967; \$34,963

EP 010 447

B-1153

Pre-service home economics teachers will spend 12 weeks living and working in a disadvantaged situation with high school educated youth. Most will be helping youth become more adept in managing homes and jobs. All will be expected to show improvement in attitudes toward people different from themselves, self actualization, and open-mindedness as measured by specific tests.

An In-Service Education Program to Facilitate Integration in Oak Ridge Schools through Improvement of Language Skills and Related Curriculum from K-Junior High

Watson, William Jene

Oak Ridge Schools, Tennessee

Pub. 1966

ED 013 140

A-1175

This program attempted to prepare Negro students at a racially segregated elementary school for successful integration in a differential education program at an integrated junior high school. Considerable gains were made in terms of IQ points and reading ability.

PROJECTS (CONT.)

General

Social Factors in the Adoption of New Teaching-Learning Techniques in the Elementary School; Acceptance of New Education Practices by Elementary School Teachers

Gottlieb, David and Wilbur B. Brookover

NDEA

ED 011 958

A-1089

Findings of this report showed that most teachers see acceptance of a specific change as something contingent chiefly upon the relevant policies of their administration and tend to see their own role primarily as that of a teacher subject to administrative change. Other factors also are discussed.

Organizational Resistances to Innovative Roles in Educational Organizations

Seiber, Sam D.

Columbia University, New York, New York

Pub. 1967

ED 015 536

A-1105

This report identifies four aspects of the public education system which limits application of diffusion research from other social systems and proposes a new "status occupant" strategy emphasizing the role of the teacher as innovator for inducing educational change.

Creation of a Teachers and Writers Center

Kohl, Herbert R.

Columbia University, New York, New York

Prop. 1967; Completion 1968; \$75,000

EP 010 734

B-1176

The center will be established to develop a program of revision of English curricula through the collaboration of teachers and writers. A coordinating committee will be formed and programs for teacher training, resource teachers, drop-outs, and Saturday classes will be established.

PROJECTS (CONT.)

General (cont.)

Improving Teaching Strategies through Video-Taped Demonstrations

Permenter, R. A.

Beaumont, Texas

ES 000 514

A-1170

Instructional TV is used in this project to provide in-service and pre-service training in teaching techniques and methods to 4,310 teachers, supervisors, administrators, and college students.

RESEARCH STUDIES RELATING TO TEACHER BEHAVIOR

In-Service

A Research Study of the Effects of Demonstration Teaching Upon Experienced and Inexperienced Teachers

Hanis, Ben M.

University of Texas, Austin, Texas

Pub. 1966

ED 010 798

A-1083

The investigator focused his attention upon determining the value of the formal teaching demonstration for promoting teaching development. Three groups of second and third grade teachers in an in-service education program and a similar number of elementary teacher preparation students were exposed to a series of highly developed teaching demonstrations in a uniform fashion.

Teacher's Attitudes About Creativity

Triffinger, Donald J. and others

ED 013 803

A-1090

To determine the effects of an in-service program on teachers' attitudes about creativity, 250 teachers and administrators from all levels attended a four-day institute in problem-solving. After the program, it was found that more teachers agreed with these statements: (1) "the creative child is not likely to be well-liked by classmates," (2) it is possible to improve a student's ability to think creatively and solve problems, (3) "I could identify the children in my classroom who are the most creative," and (4) there is a very thin line between the very creative and the very pathological.

RESEARCH STUDIES (CONT.)

In-Service (cont.)

A Descriptive Analysis of an In-service Program in Reading on Teachers' Attitudes and Classroom Behaviors and Pupils' Reading Achievements and Attitudes in Grades Four, Five, and Six

DeCarlo, Mary
University of Pittsburgh, Pennsylvania
Pub. 1967
C-1068

The purpose of this study is to evaluate the effectiveness of an in-service education program in terms of changes in teachers' attitudes and classroom behaviors, and changes in pupils' reading achievement and attitude. Three techniques combined: (1) one week pre-school seminar, (2) bi-weekly seminars, and (3) tri-weekly visitations and consultant services.

Procedures for Creating a Media Environment to Help Change Teacher Role from Disseminating Information to Guiding Independent Learners

Bondra, George
Bedford Public Schools, Mt. Kisco, New York
Prop. 1965; Completion 1968; \$181,418
EP 000 268
B-1069

This research will be concerned with a change in teacher role as implemented by in-service training and actual use of a dial-select audio-video system. The study will demonstrate that teachers can be changed.

Principal and Teacher Perceptions of School Faculty Meetings

Amidon, Edmund and Arthur Blumberg
University of Chicago, Chicago, Illinois
Pub. 1966
ED 012 696
A-1070

The effects of faculty meetings on teacher morale were investigated in this study. Teachers' responses were mainly in the negative to neutral range while principals' responses tended to be positive. Differences between teachers' and principals' responses were significant statistically. Results were interpreted as showing that teachers were concerned with classrooms but principals with the entire school. The gap suggested the need for research on school as an organizational entity and for devoting in-service training to organizational development.

RESEARCH STUDIES (CONT.)

In-Service (cont.)

"Breakthrough," In-Service Education for all Schools

O'Hanlon, James O. and Vera Witters
Nebraska State Department of Education

Pub. 1967

ED 015 147

A-1071

A study of in-service education programs in Nebraska high schools and of strong programs in neighboring states is presented in this report. One-hundred sixty-five teachers and one-hundred fifty-five administrators surveyed their comments and the criticism was summarized. Most wanted help in analysis of student motivation, individualization of instruction, and innovation. Recommendations are also included.

A Study of the Impact of an In-Service Education Program on Teacher Behavior

Ashley, James Phillip
University of Texas, Austin, Texas

Pub. 1967

C-1072

The purpose of this study was to test an in-service program for the teaching of Science -- A Process Approach. The direct observation method with a rating form was used. Significant behavior change occurred between observations. Some attitude variables were correlated with teaching strategies. Experience was not related to change. Primary teachers showed greater change than intermediate teachers.

The Effectiveness of a Correspondence Study Method for Teaching Mathematics in In-Service Elementary School Teachers Using Programed Instruction and TV

Green, George
Florida State University, Tallahassee, Florida

Pub. 1967

C-1073

The purpose of this study was to examine the effectiveness of a correspondence study method for teaching mathematics to in-service elementary school teachers, using an instructional system employing television and programed instruction. The results showed that these techniques can be used effectively with average and above-average teachers.

RESEARCH STUDIES (CONT.)

Pre-Service

The Identification and Analysis of Problems of First-Year Teachers

Broadbent, Frank W. and Dr. R. Cruickshank

Pub. 1965

ED 013 786

A-1092

Questionnaire replies of graduates in this study showed a significant recurrence of certain teaching problems which fell in six categories: (1) methods, (2) evaluation of students, (3) discipline, (4) parent relations, (5) routines and materials, and (6) personal. Results were used to plan pre-service experience exposure which should alter the number and intensity of such problems.

Training in the Control of Verbal Teaching Behavior Theory and Implications

Hough, John B.

Syracuse University, Syracuse, New York

Pub. 1967

C-1075

The purpose of this study is to shape flexible, functional verbal teaching behaviors in beginning teachers.

Increasing Task-Oriented Behavior -- An Experimental Evaluation of Training Teachers in Reinforcement Techniques

Krumboltz, John D. and Dwight L. Goodwin

Stanford University, School of Education, Palo Alto, California

Pub. 1966

ED 010 017

A-1081

This study tested methods of increasing task-oriented behavior in attentive second grade pupils. On the assumption that teacher reminders to "get back to work" might provide unintentional reinforcement and that the teacher might not be giving sufficient recognition where the child was attending, the contingencies were revised for the experimental procedure. The application of reinforcement methods by experimental group teachers was less than desired; however, the group did not show a significant greater frequency of task-oriented behavior. The results suggest that training of teachers was crucial to study and raise questions about the efficiency of cognitive methods in changing teachers' behavior.

RESEARCH STUDIES (CONT.)

Pre-Service (cont.)

Analysis of Patterns of Student Teaching

Connor, William H. and Louis M. Smith

Washington University, St. Louis, Missouri

Pub. 1967

ED 017 965

A-1082

The objective of the research was to gain a preliminary understanding of some of the different kinds of consequences that occur in the education of teachers as a result of different patterns in the organization of student teaching experience.

Dealing with Disadvantaged Students

Establishment of Two Centers to Improve the Preparation of Teachers of Culturally Disadvantaged Students Emphasizing Occupational Understanding Leading to Technical Vocational Competence

Lawrence, Paul

California State Department of Education, Sacramento, California

Prop. 1966; Completion 1968; \$712,648

EP 010 155

B-1142

Three experimental teacher training centers will provide teachers with additional insights, techniques, and materials to enable them to communicate more effectively with culturally disadvantaged youth. Programs at the center will involve both pre-service and in-service teacher education. This is an extensive program administered by the California State Department of Education.

Development of an Instructional System

Melanzno, Ralph J. and Gerald Neuemark

Los Angeles, California

Pub. 1968

ED 17 432

A-1143

Four elementary schools in Los Angeles participated in a 1 1/2 year program to identify first grade Mexican-American problems, to develop instructional procedures to overcome them. Seven techniques were used: (1) teacher-led orientation, (2) small group helpers, (3) structured individual tutoring, (4) unstructured individualized tutoring, (5) small group tutoring, (6) teacher as tutor, and (7) parents as tutors. It was shown to be effective but needs fewer problems and much more research.

RESEARCH STUDIES (CONT.)

General

A Project to Provide Resources to Enable Teachers to Assess and Develop Intellectual Skills in Young Children

Russis, Anne M. and others

New York City Board of Education, New York, New York

Pub. 1965

ED 015 770

A-1056

This report discusses four basic assumptions which are applied to classroom situations through the development of a guide for teachers, testing and instructional materials, and written exercises. All are related to intellectual rather than to social, emotional, or motor skills. It has been used, appraised, and revised for use in more schools in the 1965-66 school year. Future research is to determine long-range effects.

Remaking the World of the Career Teacher, Record of Teacher Education, and Professional Standards Regional Conferences

Edelfelt, Roy A. and others

NEA, Washington, D.C.

Pub. 1966

ED 017 992

A-1057

In this project, new ways are sought to solve problems such as lack of time to plan and teach, lack of in-service education requirements, lack of direction for beginning teachers, lack of school-college cooperation and excessive non-instructional duties. The study presents 16 of 100 proposals discussed with attention to the improvement of supervision, instructional lab centers, preparing teachers for innovation, and individualized professional growth programs.

Media Competencies for Teachers, A Project to Identify Competencies Needed by Teachers in the Use of the Newer Media and Various Approaches to Achieving Them

Meierhenry, W. C.

University of Nebraska, Teachers College, Lincoln, Nebraska

Pub. 1966

ED 012 713

A-1084

This study reports the composite results from seven specific and independent studies which contribute to the investigation indicated in the title.

RESEARCH STUDIES (CONT.)

General (cont.)

High School Self-Evaluations and Curriculum Change

Hines, Vance A. and William M. Alexander
University of Florida, Gainesville, Florida
Pub. 1967
ED 017 971
A-1086

This study explored the hypothesis that high school self-evaluations based on the national study of secondary school evaluation produce curriculum change and have an impact on the behavior and attitude of the teachers. The principal finding was that change occurred at a higher rate in those schools engaged in self-evaluation.

Teacher Participation in the Community, Role Expectations and Behavior

Carson, Robert B. and others
University of Oregon, Eugene, Oregon
Pub. 1967
ED 014 798
A-1087

Questionnaire survey data was analyzed in this study. The results indicated that social participation and aspirations with respect to educational activities and community life are limited for most teachers in three ways: (1) teachers believe their wide participation in such activities is inappropriate, (2) they have not participated extensively, and (3) they do not aspire toward powerful decision-making roles either in education or community life.

The Innovation and Sharing of Teaching Practices, A Study of Professional Roles and Social Structures in Schools

Chester, Mark A. and Haleim I. Barakat
University of Michigan, Ann Arbor, Michigan
Pub. 1967
ED 014 816
A-1088

The findings of this study indicate that teachers who feel that their own personal power and that of their colleagues is influential in school decision-making processes are more often involved in innovating and sharing, as are those involved in professional exchange transactions. Pressure to conform to school norms and procedures, felt by staff, is negatively related to innovation. Sharing requires a mechanism for information processing among peers, while innovation does not.

RESEARCH STUDIES (CONT.)

General (cont.)An Evaluation of an Experimental Program of Assistance for Newly Appointed Teachers in Special Service Elementary Schools

Teitelbaum, Duna

Board of Education of the City of New York, New York, New York

Pub. 1961

ED 002 344

A-1091

Each of the seventeen teacher-training consultants reported in this study worked in a cluster of three schools. Situations in which their services were available were compared with situations in which no consultant services were provided. Experimental teachers expressed more confidence than did the control teachers in their abilities to teach. Principals reported that experimental teachers showed greater professional growth.

Creating Climates for Growth

Fuller, Frances F. and others

University of Texas, Austin, Texas

ED 013 989

A-1093

Teacher-pupil-parent relationships are explored in this study and the analysis is based on findings of studies and projects - "Mental Health in Teacher Education," and "Personality, Teacher Education and Teacher Behavior Project." The underlying premise was that teachers need to know themselves and their environment, fully.

The Teacher's Role in Classes Using Self-Study Materials

Coulson, John E.

Pub. 1967

ED 015 169

A-1094

Two studies are described in this report. The results of the first led to the suggestion that the teacher should program his own behavior as carefully as the instructional material is programmed. This is necessary to teach the material effectively.

RESEARCH STUDIES (CONT.)

General (cont.)

Relationships Between Teacher Characteristics and Student Behavior

Wallen, Norman E.

University of Utah, Salt Lake City, Utah

Pub. 1966

ED 010 390

A-1095

The four parts of this teacher behavior study were: (1) control of class, (2) affiliation with the student, (3) stimulation of presentation, and (4) academic achievement orientation. From analysis of resulting data it appeared that third grade teachers should be stimulating and intellectually effective and, at the same time, warm and supportive persons, if such desirable outcomes as "gain in divergent thinking" are to be achieved.

School and Family Background Correlates of Children's School Anxiety

Dunn, James A.

University of Michigan, Ann Arbor, Michigan

Pub. 1967

ED 013 473

A-1096

The results of this study showed that the general emotional tone of the classroom is related to the affective image of the teacher as perceived by the child. Personal affect states seem more involved with teacher-peer relations than with personal and family background factors. Greater attention should be paid to teacher-pupil and pupil-pupil interaction and to the classroom climate.

An Observational Study of School Discipline

Raney, Joseph

University of Nevada, Reno, Nevada

Prop. 1967; Completion 1969

EP 010 759

A-1097

This project is based on the belief that the skills involved in classroom management can be identified by close observation of the classroom situation. Observations will be made of six junior high school classes over a period of 16 weeks to obtain information about the relative effectiveness of techniques used by teachers to maintain classroom control, which is needed to provide a basis for appropriate teacher training experiences.

RESEARCH STUDIES (CONT.)

General (cont.)

The Influence of Human Relations Laboratory Training upon the Perceived Behavioral Changes on Secondary School Seminar Instruction

Kraft, Larry

Michigan State University, Lansing, Michigan

Pub. 1967

C-1098

The purpose of this research was to determine types and degrees of on-the-job perceived behavioral changes which result from the laboratory method of learning, as reflected in a group of secondary seminar instructors. Teachers (participants) improved on 18 measured points. Highly significant perceived behavioral change by participants, co-workers, and principals occurred.

A Comparative Study of Change in Teacher Behavior as a Function of Face-to-Face Discussion, The Administrative Bulletin and Self-Confrontation

Higgins, James

Northwestern University, Evanston, Illinois

Pub. 1967

C-1099

This report includes a comparison of three techniques designed to change teacher behavior. Results of behavior change varied with techniques and change was related to years of experience.

Changing Teacher Morale -- An Experiment in Feedback of Identified Problems to Teachers and Principals

Bentley, Ralph B.

Purdue University, Lafayette, Indiana

Prop. 1965; Completion 1967; \$68,408

EP 010 146

B-1100

This project is concerned with changing teacher morale and identifying problems to teachers and principals. A pre-test, post-test, experimental groups design will be used. It will consist of feeding back to teachers and principals information about problems and tensions, identified by teachers, as affecting their morale. The dependent variable will be measured by the Purdue Teacher Opinionnaire.

RESEARCH STUDIES (CONT.)

General (cont.)

Directive-Nondirective Teacher Effectiveness

Tuckman, Bruce

Rutgers, The State University, New Brunswick, New Jersey

Prop. 1966; Completion 1968; \$28,054

EP 010 240

A-1136

The objectives of this project are: (1) to develop and evaluate a measure of teacher directiveness, (2) to test the hypothesis that directive teachers produce better criterion performance and more favorable attitudes among students who are directive oriented while nondirective teachers do the same with nondirective oriented students, and (3) to test a hypothesis. The study will add evidence to the controversy of directive versus nondirective teaching.

Relations between Teacher Practice and Knowledge of Reading Theory in Selected Grade School Classes

Guszk, Frank J.

University of Wisconsin, School of Education, Madison, Wisconsin

Pub. 1966

ED 010 191

A-1067

The study results are presented in terms of comprehension theory, comprehension development, and the relations between knowledge and practice. Implications are made for pre- and in-service teacher education.

INTERACTION ANALYSIS RELATING TO TEACHER BEHAVIOR

Feedback

The Development of FAIR Categories

Handy, Ricky and others

Pub. 1965

ED 011 594

A-1137

This report includes a transcription of a group discussion to develop a scale for quantified ratings of the interactions of student teachers and pupils in a 15-minute lesson presented by the film of a student. Interactions were to be judged on the Amidon-Flanders interaction scale and a new scale to be developed to permit quick quantitative judgments and recording from observation of the film.

INTERACTION ANALYSIS (CONT.)

Feedback (cont.)

Interaction Analysis -- Recent Developments

Amidon, Edmund

Temple University, Philadelphia, Pennsylvania

Pub. 1966

ED 013 776

A-1111

A modification of Flander's interaction analysis is proposed to encompass some features of related systems and to provide a specific feedback tool for analyzing one's own teaching, formulating questions, observing teaching patterns, and diagnosing teaching problems.

Programming Teacher-Pupil Interaction Patterns

Simon, Anita and others

Temple University, Philadelphia, Pennsylvania

Pub. 1966

ED 013 231

A-112

It was found that student teachers trained in interaction analysis tend to be: (1) more accepting, (2) less critical, (3) less directive, (4) leave more student initiated talk, (5) more extended student initiated talk, and (6) less silence and confusion in the classroom than student teachers trained in learning theory alone. It is concluded that when both student and cooperating teacher know interaction analysis, the students have a maximum opportunity to develop their own styles of teaching and interaction analysis appears to increase individuality in teacher behavior.

The Effects of Self-Feedback and Reinforcement on the Acquisition of a Teaching Skill

McDonald, Frederick J. and others

Pub. 1966

ED 013 782

A-1113

The predicted order of effectiveness moving from self-administered feedback to experiment-administered feedback with cue discrimination training was borne out by this study. Suggestions for future studies and improvement of self-feedback are included.

INTERACTION ANALYSIS (CONT.)

Feedback (cont.)

Effects of Student Reactions to Teaching Methods

Hayes, Robert B.
DPI, Harrisburg, Pennsylvania
Prop. 1966; Completion 1968
EP 010 800
A-1114

Evidence will be obtained in this study to determine which of four ways of increasing and systematizing feedback to teachers will contribute most to the improvement of teaching and learning.

Implications for Teacher Education of Interaction Analysis Research in Student Teaching

Amidon, Edmund and Anita Simon
Temple University, Philadelphia, Pennsylvania
Pub. 1965
ED 012 695
A-1115

Respondents to a questionnaire cited strengths and weaknesses of the interaction analysis system. Some of the author's experiences at Temple University are presented with emphasis on students' more favorable reaction to interaction analysis than a learning theory course. Guidelines for using interaction analysis are presented and some schools using the techniques are named in this report.

Effects of Feedback and Practice Conditions on the Acquisition of a Teaching Strategy

Allen, Dwight W. and others
Pub. 1966
ED 013 794
A-1116

In this study treatment differences, though not entirely consistent, favored massed practice, immediate feedback over distributed practice, and reinstated feedback in initial acquisition of probing behaviors. The former also produced significantly more frequent probing than distributed practice and immediate feedback.

INTERACTION ANALYSIS (CONT.)

Feedback (cont.)

Interaction Analysis as a Feedback System in Teacher Preparation

Amidon, Edmund J. and Evan Powell
Temple University, Philadelphia, Pennsylvania
Pub. 1966
ED 013 798
A-1117

Incomplete data suggests in this study that student teachers trained in interaction analysis talked less in the classroom, were more indirect in use of motivating and controlling behaviors, were more indirect in overall interaction patterns, used more extended indirect (and less extended direct) influence, and used more extended acceptance of student ideas. Student teachers whose cooperating teachers learned interaction analysis, used the least extended direct influence.

A Comparison of Different Modeling Procedures in the Acquisition of a Teaching Skill

Allen, Dwight W. and others
Pub. 1967
ED 011 261
A-1118

To determine the relative effectiveness of three modeling procedures for modifying teacher behavior (applied illustratively to higher order questioning behavior). Video tapes were made of a series of four micro-teaching sessions representing a 2x2x2 factorial design that furnished eight experimental groups: (1) symbolic vs perceptual modeling, (2) pure vs mixed lessons, and (3) matching in a mixed case vs matching in principle.

Changes in the Verbal Interaction Patterns of Secondary Science Student Teachers Who Have Had Training in Interaction Analysis and the Relationship of those Changes to the Verbal Interaction of Their Cooperating Teachers

McLeod, Richard J.
Cornell University, Ithaca, New York
Pub. 1967
ED 015 148
A-1119

The objectives of this study were to identify non-random change in verbal patterns of student teachers trained in interaction analysis, to relate these changes to patterns exhibited by cooperating teachers, and to compare results with a control group not trained.

INTERACTION ANALYSIS (CONT.)

Feedback (cont.)

The Relationship Between Classroom Verbal Behavior of Student Teachers and That of Their Cooperating Teachers

Flint, Shirley H.

Pub. 1966

ED 013 788

A-1120

Findings reported in this study negated the hypothesis that the verbal behavior of student teachers in the classroom does not change in relation to that of their cooperating teacher and suggests further research.

Comparing the Effectiveness of Three Teacher In-Service Training Programs Using Selected Self-Analysis Techniques

White, J. Claude

University of Oregon, Eugene, Oregon

Pub. 1966

C-1121

This study determined that variable in-service programs in self-analysis (interaction analysis) will produce varied results. The type of program selected must be determined by the stated objectives of the program.

The Effects of Self-Feedback and Reinforcement on the Acquisition of a Teaching Skill

McDonald, Frederick J. and others

Stanford University, Palo Alto, California

C-1177

The purpose of this study was to determine the best method of getting teachers to acquire teaching skills. Four control groups and three experimental groups used video tapes for basic feedback with variations in the way they were used. The best results were obtained with reinforcement plus discrimination training.

INTERACTION ANALYSIS (CONT.)

Behavior Change (cont.)

The Case Approach to Preparing for Teaching
Amidon, Edmund J. and Elizabeth Hunter
Temple University, Philadelphia, Pennsylvania
Pub. 1967
ED 012 698
A-1127

Pairs of cases (records of real teaching situations) which depict significantly different approaches taken by teachers with a similar classroom problem are verbally described in this report. Each pair of cases is analyzed using the categories of the verbal interaction category system which measures teacher-pupil interactions. A number of "teaching skill sessions" are then held in which teaching behavior appropriate to situations like those earlier analyzed may be practiced.

Helping Student Teachers Change Their Behavior

Voth, John A.
University of Missouri, Columbia Public School System, Kansas City, Missouri
Pub. 1967
C-1128

This project involved the use of the video tape in adjusting behavior. It focused on: (1) types of verbal interaction, (2) types of cognitive responses, and (3) classroom discussion roles.

Micro-Teaching

Intern Progress Report of a Remote Teacher Training Institute for Early Childhood Educators
Meier, John H. and Gerald A. Brudenell
Colorado State College
Pub. 1968
ED 017 326
A-1129

This project involved a two to five day orientation to the use of micro-teaching techniques and specific materials. Teachers independently viewed filmed demonstrations, then would teach a lesson to several children and video tape one of these lessons. The teacher would then compare the results with the filmed sample, and fill out and return the evaluation forms to the institute for criticism.

INTERACTION ANALYSIS (CONT.)

Behavior Change

The Effect of Training in Interaction Analysis on the Verbal Teaching Behavior of Pre-Service Teachers

Hough, John and Richard Ober
Ohio State University, Columbus, Ohio
C-1124

The results of this study showed that interaction analysis gives teachers more feedback mechanism with which to judge their own teaching and become more sensitive to it.

Observation of Intern Teaching as a Technique to Improve Teaching Methods Used by the Observer

Dickmann, Leonore W.
University of Wisconsin, Madison, Wisconsin
Pub. 1967
ED 015 890
A-1125

This study is based on the two hypotheses: (1) interns who learn and apply Flander's interaction analysis will become more indirect in their verbal classroom behavior than those not learning the technique, and (2) there is a relation between the interns' perceptions of their teaching problems and their classroom verbal behavior. Data did not support the hypotheses. Suggestions for intern training were included.

The Effect Upon the Behavior and Attitudes of Student Teachers of Training Cooperating Teachers and Student Teachers in the Use of Interaction Analyses as Classroom Observational Techniques

Amidon, Edmund J.
Temple University, Philadelphia, Pennsylvania
Prop. 1965; Completion 1967; \$149,700
EP 000 159
B-1126

The effects of pre-service training in interaction analysis will be examined in respect of subsequent behavior and attitudes of student teachers in a secondary education program. To be investigated during the project: (1) observations on overall student teacher effectiveness, (2) pupil opinions on student teacher change during the term, (3) measurements of student teacher attitudes, and (4) measurements of direct-indirect approaches used by student teachers.

INTERACTION ANALYSIS (CONT.)

Micro-Teaching (cont.)

Micro-Teaching -- A Promising Medium for Teacher Training

Dugas, Donald G.

Pub. 1967

ED 013 560

A-1131

The conclusions reported here, based on the work of the 1966 NDEA Institute, indicated that: (1) micro-teaching is an effective device in retraining experienced teachers, (2) it is difficult to determine the adaptability of micro-teaching for advanced level courses where subject matter is still only vaguely defined, and (3) video-tape recordings are excellent means of studying a participant's grammar and phonology and are ideal bases for creating remedial materials.

Micro-Teaching as a Teaching Methodology

Kallenbach, Warren

Pub. 1966

ED 013 791

A-1132

This report reviews various research on micro-teaching and states conclusions. Self-feed was relatively ineffective as compared with pointing out of salient cues to which reinforcement should be attached and supervisor's positive reinforcement during playbacks. Showing a student what to do was more effective than telling him.

Micro-Teaching -- A New Framework for In-Service Education

Allen, Dwight W.

Stanford University, Palo Alto, California

Pub. 1966

ED 013 240

A-1133

This report states that micro-teaching is found to be valuable because of: (1) immediate feedback and re-teaching factor, (2) the need to give team teaching personal total runs, (3) its ability to accurately gauge instructional level of new materials, (4) its use in providing an index of teaching ability prior to employment, and (5) its providing for continuous supervision and evaluation of beginning teachers.

INTERACTION ANALYSIS (CONT.)

Micro-Teaching (cont.)

Micro-Teaching and Interaction Analysis in a Teacher Education Curriculum

Minnis, Douglas L.

Department of Education, University of California, Davis,
California

C-1134

This study focuses on pre-service and in-service education at the elementary level. It emphasizes the use of video tape for self-evaluation and for learning new teaching patterns.

Student Evaluation of Teachers' Competence and Effectiveness

Miller, C. Dean and Richard F. Hasse

Pub. 1967

ED 012 708

A-1135

This report cites work of Allen and others in micro-teaching showing that teachers trained with access to student appraisal improved more significantly than those without and that student ratings were the most stable and reliable measures of teacher effectiveness (more reliable than ratings of supervisors). It also discusses implications for study and related problems.

REGIONAL EDUCATIONAL LABORATORIES
Involved in Language Arts, Social Studies and
Teacher Behavior Projects

The central mission of the program of Regional Educational Laboratories is to speed the pace of intelligent application and wide-spread utilization of the results of educational research and development.

The primary objective of the program is to create and demonstrate a rich array of tested alternatives to existing educational practice, with choice of adoption resting in the hands of local school systems.*

The following is a listing of Regional Educational Laboratories involved in work with language arts, social studies, and teacher behavior and a brief description of the activities of each.

Center for Urban Education
Robert A. Dentler, Director
New York, New York

The center is supporting the development of a comprehensive curriculum for disadvantaged pre-kindergarten children and a field test of various approaches to beginning reading. It also tests instructional programs in science, math, the arts, and social studies for the early grades.

Central Midwestern Regional Educational Laboratory
Wade M. Robinson, Director
St. Ann, Missouri

This laboratory is designed to improve instruction and curriculum in six areas. Included in these are aesthetic education, social studies, and beginning reading skills.

Eastern Regional Institute for Education (ERIE)
N. Sidney Archer, Director
Syracuse, New York

ERIE is involved in designing and engineering promising prototype school systems. Work is being done on one which is a cross-disciplinary instructional system, another which is a complete system of individualized instruction, and a third which is a program for installing and monitoring a new curriculum in schools of diverse characteristics.

*This information was taken from Regional Educational Laboratories, Progress Report 1968. United States Office of Education.

Education Development Center, Inc.
Kevin Smith, Director
Newton, Massachusetts

Two of the many projects in which the Education Development Center are involved are (1) a Pilot Communities Program aimed at helping communities and their schools improve their educational programs and (2) a fifth grade social studies curriculum, "Man: A Course of Study."

Far West Laboratory for Educational Research and Development
John Hemphill, Director
Berkeley, California

This laboratory is engaged in creating programs and techniques that will enhance the effectiveness of elementary and secondary school personnel. Self-instructional course packages for training experienced teachers to use a variety of specific instructional skills have been developed.

Mid-Continent Regional Educational Laboratory
Robert S. Gilchrist, Director
Kansas City, Missouri

This center is developing self-directed learning programs and is also evaluating the usefulness of an in-service training program designed to foster self-directed learning.

Northwest Regional Educational Laboratory
Lawrence D. Fish, Director
Portland, Oregon

The programs established by this group have been designed for special education of low income students. The major emphasis is on in-service training.

Research for Better Schools
James W. Becker, Director
Philadelphia, Pennsylvania

The major program for RBS is the testing and further development of the Individually Prescribed Instruction system in the areas of reading and mathematics. Programs to test the concept of research implementation teams within a school system are also in progress.

Southeastern Education Laboratory
Robert Hopper, Director
Hapeville, Georgia

SEL develops programs and strategies to improve the education for deprived children. The main emphasis is placed on improvement of communication skills and interpersonal relations.

Southwest Educational Development Laboratory
Edwin Hindsman, Director
Austin, Texas

This laboratory is involved in developing and demonstrating instructional programs, materials, and activities for the Mexican-American population. Emphasis is placed on language, reading, and in-service training.

Southwest Regional Laboratory for Educational Research and Development
Richard Schutz, Director
Inglewood, California

The emphasis of SWRL is in four areas, including communication skills, generalized problem-solving skills, computer-managed instruction, and administrative planning. Instructional materials and methods are being developed and tested.

Southwestern Cooperative Educational Laboratory
James R. Olivero, Director
Albuquerque, New Mexico

The goal of SWCEL is to develop materials and methods for teaching language arts in the primary grades to children of culturally diverse groups.

Upper Midwest Regional Educational Laboratory
David Evans, Director
Minneapolis, Minnesota

The focus of this center is on programs which improve teacher competence through better articulation of pre-service and in-service education. The emphasis is placed on ability to work with new curriculums and changing school organization patterns.