

to put an insert in the committee record indicating just how important the districts have felt this has been during the first year.

Mr. QUIE. I would like to see that. Perhaps an example or two at this point in the record would be good. But if you would, also give me a greater number than one or two to look at, I would appreciate that.

Mr. HUGHES. Yes, sir.

(Mr. Hughes submitted the following material:)

BALTIMORE, MD.

The Neighborhood School for Parents * * * was funded under title I ESEA as an activity augmenting the impact of the feeding project for children at the Harlem Park Elementary School. The daily program had four prime elements: Family Life Education, Community Orientation, Basic Academic Education and Nutrition. Community Orientation brought in agency representatives from Housing, Health, Legal Aid, Sanitation, Welfare, Employment and Education, etc. Nutrition was developed through the balanced lunch served each day. To reduce obstructive factors a bus service parallel to that offered children in the program at No. 35, and nursery and kindergarten service at the school location were provided. This summer program enrolled 189 parents and 102 children.

General comment

Of all the programs described, the Neighborhood School for Parents attracted the most comment as being novel, stemming from indigenous initiative and offering a range of integrated educational services clearly recognized as meaningful by the participants. The community service agencies used in the community orientation aspect of the program all expressed enthusiasm for the project and asked for, and received, permission to have a representative present periodically throughout the summer. All involved, participants, staff, planners and community agencies, strongly urged the continuation and extension of the program. This recommendation is fully endorsed. All other program aspects of these summer activities do have continuing or counterpart programs throughout the year. Subject to the approval of proposals for renewing this project under ESEA it will be resumed in the late fall or early winter.

CINCINNATI, OHIO

To a significant extent, the objectives of the various ESEA projects are directed toward achieving more active parent participation and interest in the school. The parent education project has this goal as its major objective. It is presumed that the motivation of students toward school is largely related to the interest and involvement of the parents in their child's education. The survey was not given with the intention of measuring the effectiveness of projects per se. In all probability, parents would know little about the Education Act projects or services and certainly would not know projects by name. Instead, the strategy was to measure overall interest and involvement in the school and obtain their reactions in terms of observable behaviors of their own children.

The enrichment and remediation project sought to increase the involvement of both parents and community in the education of primary target school pupils. This involvement was promoted through the use of resident aides in making home contacts and conducting study-discussion group sessions. Community involvement was promoted through enrichment activities, especially after-school trips and excursions.

The parent education project is aimed at securing greater parental involvement in stimulating the physical, cultural, and intellectual growth of disadvantaged children. Primary goals of the project are to have the parent realize the importance of his role in rearing his children, to give him the understanding, education and belief in himself to do this and to bring him into closer contact with the school in the education of his children.

It is hoped that the parents' partnership with the school will improve their attitude toward education and thereby increase the child's motivation to learn. Parents who recognize their importance in the education of their children and understand the school's program gain self-assurance in helping their children