

702 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

to help them become self-sufficient workers. Funds received under this proposal will provide an extended work assignment for a large percentage of the enrollees in the program. They will be paid \$1.25 per hour for a maximum of 20 hours of work in tax-supported institutions as well as non-profit organizations. Candidates for enrollment would be referred by :

1. School counselors and administrators.
2. Various school administrative departments.
3. TAP centers.
4. M.E.S.C. Youth Opportunity Center.
5. Former Job-Upgrading trainees.
6. Welfare and ADC workers.
7. Juvenile, police, and parole workers.
8. Interested citizens.

Students who have dropped out of non-public schools will be involved in this project. Referrals will be made by principals and teachers from the non-public schools. Overall coordination of the various elements of the program will be the responsibility of the project director and his staff.

BASIC READING DEMONSTRATION COMPONENT

The Basic Reading Demonstration Project, funded in 1965 under Title I of the Elementary and Secondary Education Act, was designed to measure the effectiveness of six different methods for teaching beginning readers in inner-city schools. The original grant was for ten months. It is expected that refunding will permit a total three-year study.

The project will serve 68 teachers and approximately 2,200 children in 18 inner-city schools.

Two of the six methods are termed sound-symbol approaches (uncontrolled vocabulary) and four are termed developmental approaches (controlled vocabulary). The companies represented are I.T.A. Pitman (sound-symbol), Whitman-Western (sound-symbol), Ginn (developmental), Harper-Row (developmental), Lippincott (developmental) and McGraw-Hill (developmental).

The goals of the project are to (1) teach the children in the experimental classrooms to become skillful readers, (2) validly test the six different approaches for teaching the beginning reader, (3) investigate and measure the quality and quantity of services rendered by (sub-professional) classroom lay-teachers. These sub-professionals will work in classrooms under the direct guidance and supervision of a certified teacher. Additional services to project schools include: supplies and published materials, consultant services for classroom teachers, classroom lay aides, workshop and in-service training, inter-school visitations, library materials to individual classrooms, and other services and materials recommended by the experimenting teachers.

The project is being evaluated by the Detroit Board of Education, Educational Research Department. Six achievement tests will be administered in the thirty-month study. The first reading achievement test was administered in May, 1966. All sixty-eight teachers will participate in an evaluation of the materials being supplied by the six publishing houses.

Calendar of events for the basic reading demonstration project (November 3, 1965, to June 24, 1966)

September 8–November 29, 1965: Eighteen schools, 68 teachers, and 2,200 children selected for the project. Project children given a reading readiness experience and introduced to the primary reading skills.

November 3, 1965: Mr. Mark Mahar assigned as the Project Director. The first orientation meeting with project administrators and teachers.

November 8–23, 1965: In-Service Workshop Training for the project teachers. The order for instructional materials was initiated and delivered.

November 29, 1965: Instructional program in the six different methods activated.

November 29–December 17, 1965: Classroom lay aides recruited, interviewed, trained, and assigned.

January 31, 1966: Second In-Service Training Workshop for project teachers.

February 2–June 14, 1966: A series of scheduled meetings for the project teachers established. In-Service and Evaluation meetings scheduled every three weeks for each medium being tested.