

tion, and life experiential deprivations. The program is guided and dependent upon a focus which takes into account the overall rapidly changing behavioral and developmental patterns of child life, encompassing the third and fourth years.

Program content for the pre-school children who are enrolled in the program emphasizes a multi-sensory approach, real-life experiences, and specific language activities in order to provide a solid foundation for future educational experiences during the elementary school years. Because we believe that children and their families comprise an indivisible unit and because we believe that a child's growth and development is dependent upon his home environment, the parents of our children are included in the Pre-School Program through weekly meetings. These meetings are conceived as being essentially educational in nature, with the specific program emerging from the need and interests of the group. The overall objectives of these parent meetings can be considered as being:

1. To help the parent develop a more effective method for solving problems
2. To provide sufficient knowledge of resources which will enable the parent to function more effectively in her role as parent and homemaker
3. To help the parent develop a greater sense of self-worth as a result of developing new skills and more effective management techniques

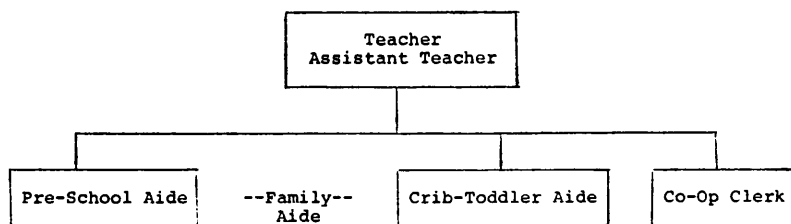
Also, as part of the regular in-service training program, the teachers and assistant teachers participate in bi-weekly workshops under the direction of the central staff.

Each pre-school unit conducts two sessions, one in the morning and one in the afternoon. Each session consists of no more than twenty children, or a total of forty children per unit. The children attend their pre-school unit for four days a week, approximately three hours a day. The fifth day is utilized by the teaching staff for program planning, in-service training, home visits, and conferences with parents or the staff people.

Each pre-school unit is headed by a certificated elementary school teacher. She is assisted by an assistant teacher, who must have at least two years of college; a full-time pre-school aide, and a clerk-typist who is employed through the Co-Op Clerical Program of the Detroit Public Schools. In addition to the above personnel, each unit is assisted by a *resource aide* or *resource teacher* and an *additional pre-school aide one day a week*, on the day when the parent meeting is held. One of the pre-school aides will also do home visits one day a week. The purpose of the home visit will be to assist with enrollment of children and mothers, to determine the causes of absence, and to contact the home on appointments for medical or other services. Additional responsibilities may be assigned as the role is developed.

The success of the pre-school program depends heavily upon the teacher, who is called upon to perform many functions not traditionally considered a part of the elementary teacher's role. Among these are the planning and conducting of parent meetings, home visits, and the supervision of several personnel within her unit. To assist her in performing these new roles, a Language Development Specialist, Parent Education Specialist, Curriculum Development Coordinator, and other central staff members work closely with her throughout the year.

PRE-SCHOOL UNIT



IN-SERVICE EDUCATION

The Detroit Public Schools proposed for the school year 1965-66 a very broad program in in-service education and staff development. This program was designed to be a complete in-service education effort. It included not only the in-service training projects which the school system had always conducted, but also