

2. The group will meet on three Saturdays plus 10 successive school days on released time. An additional Saturday will be needed for a smaller group (perhaps 2-2 member editing teams)

3. A University expert will be provided each day as a consultant-summarizer.

4. Lunch period each day will be used for the feedback summarizing services of the University consultant

5. A nationally outstanding expert on Educational Administration and Teacher Education will be provided to react to conclusions and recommendations in the final Saturday session.

Project title: Specialized training for persons eligible to become inner-city principals

A one-semester program designed to improve essential administrative understandings and skills in the areas of—

1. Community relations and working with citizen groups.
2. Developing an administrative style appropriate to cooperative action with teachers, teacher organizations, pupils, parents, and lay citizen groups.
3. Methods of in-service education at the local school level.
4. The school system as a whole: The relationship of a school to the total system, functions of the Board of Education, central office and other service personnel.

Procedures.—The top third (30) persons from the current eligibility list of elementary principals will be invited to participate.

1. With the approval of the appropriate Field Executive, each selected person (mainly assistant principals) will be given released time, in half-day modules, for (a) seminars staffed by interdisciplinary teams of university personnel, (b) school visitations, (c) an extended period of observation and participation at the central offices.

2. Opportunities will be provided for some association with active community organizations, the Total Action Against Poverty Program, Citizens School Advisory Committees, and other youth-serving community agencies.

3. Nationally known "experts" in each of the four areas of purpose will be brought to the group at appropriate intervals during the semester.

4. Teacher substitutes will be provided to schools when release of the participant is deemed to impose an undue hardship.

FACET FIVE

ATTITUDE EXPLORATION

Project title: Small group studies of values and attitudinal differences in human beings and the effects of these differences on teaching and learning

Purpose.—To modify staff attitudes toward themselves, other staff members, students, their schools, and their communities, and improve the climate for effective pupil learnings.

Procedures.—Since modification of attitudes is a most difficult objective to achieve. These projects would only aim at exploring ways in which this objective might be approached. The initiation of the projects would involve cooperation from departments in the Detroit Public Schools such as the Human Relations Department and the Guidance and Counseling Department, from university departments of psychology, sociology, and anthropology, and from perceptive individuals within the school system. The emphasis would be on creative approaches, imaginative concepts, and controlled evaluation. Each group would be small, would meet regularly but informally for at least three months, would include a trained evaluator, and would seek understanding and knowledge about human beings and the forces that really motivate and control them with the hope that from this understanding would come change in attitude. During the summer months, some groups might be sent to the National Training Laboratory at Bethel, Maine.

VARIETIES OF EXPERIENCES

Project title: A project to provide cultural enrichment experiences in music, art, home architecture, and similar fields for teachers

Purpose.—To deepen teachers' awareness of and sensitivity to important aspects of the culture so that they, in turn, might better transmit such an awareness to children.

Procedure (using "home architecture" as an example).—The project in cultural enrichment in home architecture is intended to be really enriching. The over-all aim would be: what makes a good building in which to live and how is