



A second grader at William Grace reads to classmates from a book which he himself has written.



Proud kindergartners at Larkshire display a unique black tower constructed by their cooperative efforts.



Shawnee pupils take turns dictating their literary creations to the "personal secretary service."



Robert Prior, instructor at Farmington Senior High world history center, points to a mural map constructed by his students.

Some New Windows Open ...

Taxes Come Home

Some new windows were opened this year on the Farmington academic scene, and the resulting sunlight and fresh air have acted as a tonic on faculty and students alike. One can feel the contagion of their enthusiasm as they discuss the rewards of a new and more personalized approach to teaching and learning.

In part, this rejuvenation has been stimulated by teaching aids made possible by federal tax money which has been returned to the district. Thus the true philosophy of such programs is realized: "To include as many teachers and students as possible to affect the total existing program, not just to run a separate program affecting only a few."

Under Title I of the Elementary-Secondary Act of 1965, \$96,657 was allotted to Farmington for continuance of learning resource centers at Gill, William Grace, Larkshire and Shawnee Schools. The grant also financed learning centers at Farmington and East Junior High Schools, and a world history center at Farmington High.

A six-week session supplementing regular summer school was also operated with Title I funds. Invitations to attend were extended to those students who it was thought would most benefit.

Title II under the same act provided \$21,069.62 for the purchase of school library resources, textbooks and other instructional materials.

Grants for vocational education are supplied by a number of acts, most recently the Vocational Act of 1963, to help equip graduates for current labor market requirements. The district received \$15,953 in such funds.

Operation Headstart, operated in conjunction with the Office of Economic Opportunity, utilized \$4,563 of federal money. The program helps to prepare children for entering kindergarten and first grade and is aimed at improving their health, self-confidence and verbal and conceptual skills. Last year's 20 youngsters in the project grew to 45 this past summer.

Under the National Defense Act of 1958, Title III funds amounting to \$31,370* were made available on a matching basis for materials and equipment which strengthen instruction in science, math, history, civics, geography, modern foreign languages, English, reading and industrial arts.

Title V of the same act provided \$13,212.58* for matching grants to support guidance and counseling including counselors' salaries, testing materials and clerical help.

* Estimate.

Educators React

Of the Title I program, Richard K. Tyler, its director last year, said, "The enthusiasm which has developed among teachers and students for this program is fantastic." One principal who is deeply involved in the program remarked that there are "almost daily indications of movement ahead and they are very gratifying."



Reading Specialists plan with Miss Minnie Zickler, Director of Elementary Education, (center) for the work of the coming year. From left: Miss Kay Van Hoy, Miss Ethel Killgrove, Mrs. Marjorie Brown.

Title I provides a consultant who demonstrates to the teachers new methods for adding impact and motivation to learning. School experiences become highly individualized with the accent on success.

Parents of children at William Grace have become actively involved and are requesting expansion of the facilities because they are so impressed with the progress being made by the children. A parents' advisory council meets with the neighborhood organizer periodically.

Dropout Deterrent Found

At junior high level, the program is being changed from a remedial reading approach to the same type of learning resource center which is so successful at the elementary stage.

In senior high, the instructor meets with ten students at a time five times a day in a world history center. Many new approaches are used for learning — multi-level textbooks so the student may read at his own level of achievement, a fine collection of films and film strips, any method which stresses participation.

It is at the 10th grade level that most dropouts occur, and history is one of the toughest courses for some frustrated students. The high degree of this course's success indicates that the same techniques might be used with good effect in other high school subjects.

Attempts will be made to work more closely with the families of participating children and with community agencies.

Influences Interact

In a state of ferment due to these influences, the entire language arts program is expanding exuberantly.

The language arts approach looks at reading as a part of the total language program and doesn't segment it simply into reading, writing, spelling; the approach is included in every primary subject on a continuing basis.

One major goal of the program is to develop a genuine love of all kinds of reading which will carry over into adult life.

More schools are joining the reading-readiness program for kindergarten. "Getting Ready to Read" is placed in each kindergarten room, and each child has an opportunity to prepare for reading. "Tip" is first grade. At William Grace, a six-session "Story Time" has been an experience welcomed by pre-schoolers and appreciative parents.

The Initial Teaching Alphabet is 44 characters carefully designed to simplify the process of learning to read English. After its trial in several classrooms, observers say that children who learn the method write and speak with a richer vocabulary.

Non-graded Primaries located at several schools on a trial basis place pupils in achievement groups based on readiness for and growth in reading, ignoring grades as such and permitting the student to progress continuously through reading levels according to individual growth.



Gill School pupils utilize some of their new visual aid equipment.

More 'Pilots' Prove Themselves

The Perceptual Development program is geared to youngsters with visual or motor problems which affect their learning. If perception, the process by which we differentiate what we hear, see, or feel is faulty, learning suffers.

Farmington is one of the few districts with special classes for children thus impaired. As a number have successfully been returned to regular classrooms, the value of the effort is already apparent.

Motor Skills emphasis has been widened in scope to become a more integral part of the physical education program. It is based on the Kephart, Frosty theory that children first develop motor skills, then visual ones; if either has not been properly developed, learning difficulties ensue.

Now employed by most of the elementary schools, educational television with its unlimited teaching resources enlarges the student's world far beyond the classroom walls.

The Reading Specialist program operates at all elementary schools where Title I does not. For this curriculum aid, the district is now reimbursed by the state. The specialist diagnoses the child's reading to determine his instructional level (of 1142 tested, 13.1% were found to be reading two or more years behind their grade placement) and to find his areas of strength and weakness in order to help the classroom teacher meet his instructional needs.

She introduces new teaching techniques such as choral reading, bookmaking with primary typewriters, new reading readiness methods for first grade, listening and oral reading techniques with tape recorders, and organizes individual reading programs. She holds workshops to introduce teachers to new materials and methods for their use, and offers the use of materials and books from the reading service.

The high schools are in a state of eager excitement as they undertake an amazing broadening of their entire English curriculum. Three years of English will still be required, but the old standard dishes are down the drain and it is anticipated that an appetizing menu of about 35 courses will be available.

Participants hope that this new development will be ready for approval by December. Already in use for the Basic English course at North Farmington is a new paperback library. It's so popular that supply can't keep up with demand.

Is it any wonder that sparks are flying and lightning even bystanders with zest for this new outlook? It doesn't take a prophet to forecast a stimulating future for education in Farmington.



Junior high school students at Farmington Senior High school session demonstrate that their self-made electrical circuit really works.



Aided by a mirror, Miss Joan Courville, speech therapist, demonstrates proper lip positions to a Shawnee first grader.



Fifth graders at Gill School demonstrate the correlation that exists between the learning resource center and the school library. Librarian Lee Thomas suggests supplementary material for Marge Caudier's fifth grade project on the universe.