

# Head Start Program

Community Action Council Head Start social worker and Teachers are taking applications Monday through Friday from 8:30 - 2:30 for Head Start children. Applications will be taken in the following Centers:

- Duplin County; Wallace and Beaufort.

If you have a child between the ages of 3 and 6, and you are in the lower income group, please come in and apply. You should bring the child's birth certificate and his record of immunizations with you," according to Mary W. Bowden, Director of Medical and Social Services and Margette T. Kenan, Educational Director.

# ELEMENTARY SCHOOL PROGRAM IN DUPLIN

Under the direction of the superintendent, Mr. Charles H. Yelverton, the assistant superintendent, Mr. Byron Teachey, and the instructional supervisors, Miss Annie Mae Kenan, Mrs. Magdalene Stanch, and Miss Annie Mae Brown, the principals and teachers of Duplin County Schools are working very hard in many ways to upgrade and update the curriculum in our schools.

The Duplin County teachers have worked hard this year on a course of study for our schools. This course of study has taken the form of thematic units in grades 1-3, thematic units or course outlines in grades 4-6, and course outlines in grades 7-8. A unit of work is a series of learning experiences focused upon the achievement of a common goal which pupils have accepted as their own. A unit must possess cohesiveness and wholeness, be based upon the personal-social needs of children, cut across subject lines, be based upon the modern concept of how learning takes place, require a large block of time, be life centered, utilize the normal drives of children, take into account the maturational level of pupils, emphasize problem solving, provide opportunity for the social development of the child and be planned cooperatively by teachers and pupils.

The advantages of unit teaching over other teaching are numerous. Learning situations are inherent in the very nature of the unit. The fact that it cuts across subject matter lines makes subject matter more meaningful and the interrelationships between subject disciplines at once apparent. The unit is rich in opportunities for children to satisfy their innate drives to be active, to manipulate and construct, to satisfy curiosity, to create, to communicate, to dramatize, and to satisfy their ego-integrative urge. It is replete with opportunities for children to use functionally the fundamental skills of reading, writing, and arithmetic, to live democratically with their peers, to satisfy their individual needs, and to progress at their own rates. No other method of organizing teaching - learning situations has proved so effective in meeting the needs of children or has provided so many opportunities for children to grow in the desired understandings, values, and skills needed by democratic citizens.

In order to help teach the course of study, many audio-visual aids such as film projectors, filmstrip projectors, record players, overhead projectors, opaque projectors, films, filmstrips, records, transparencies, encyclopedias, library books, and supplementary books are used. The recent multiple adoption of basal readers and science books and dual adoption of math and social studies provide teachers with materials in these subject areas on different levels of difficulty so that they are better able to teach students on an individualized basis.

Duplin County is fortunate to have four state allotted teachers for academically talented students. In teaching these students an effort is made to do more than add fact on fact. We are trying to use techniques of teaching that will provide balanced and varied opportunities for learning in depth and breadth and to create an atmosphere for creativeness.

The Comprehensive School Improvement Project was developed in the North Carolina public schools and financed jointly by the State Board of Education and by the Ford Foundation. It is being administered by the State Department of Public Instruction. For the past two years the General Assembly has appropriated funds to continue the CSIP program. The program is an experimental program conceived as an opportunity for teachers to improve the teaching and learning of reading, writing, and arithmetic in the primary grades.

County received two of the Comprehensive School Improvement Project teams. This is the fourth year for the Douglass High School team; three teachers and one teacher aide, and the third year for the Wallace School team; four teachers and one teacher aide.

The project has given these teachers more time to teach, more instructional teaching aids, some time to travel and some time to observe other teams within the state and out of state, and to confer with experienced people. But most of all the program has given the teachers freedom to experiment with new ideas. The teachers have worked hard and spent long hours planning better ways of grouping children, and organizing instruction to meet the needs of individual children.

The Wallace School is in its third year of team teaching and nongraded program with plans underway to extend the nongraded program in grades 4, 5, and 6 for 1969-1970. The Douglass High School is in its fourth year of team teaching and nongradedness and plans are to continue the programs for the ensuing school year. We salute the principals and their team of teachers as they seek a better instructional program for children.

The purpose of the Special Education Program is to develop a total educational program especially designed to meet the needs of our school population which is unable to profit by regular classroom instruction due to some handicap. It is the ultimate goal of our schools to help prepare these students for the duties and responsibilities they will face in life. They need and want to become useful, successful contributing adults, and will become wage earners and taxpaying citizens.

A good Special Education Program may include classes for:

- Children in need of Speech Therapy
- Hard of Hearing Children
- Seriously Emotionally Disturbed Children
- Homebound Children
- Visually Handicapped Children
- Crippled Children
- Educable Children
- Trainable Children

In Duplin County we are in the process of developing a sequential curriculum for the Educable classes which will include four levels of instruction: Level I (Primary grades) Level II (Intermediate grades) Level III (Junior High School grades) Level IV (High School grades)

At the Junior and Senior High School Levels the students may also be enrolled in vocational classes or referred to a Vocational-Rehabilitation Center for additional job training.

On January 1, 1969 our school unit was granted a fund under ESEA Title VI-A to provide one Educable Class at the high school level and also a director for the Special Education Program.

At the present time the Duplin County Public Schools provide the following classes for these students:

4 state allotted speech therapists serving 375 pupils in 19 elementary schools and also therapy for hard of hearing pupils.

Large print books for 2 visually handicapped pupils in 2 schools.

10 state allotted teachers for 10 classes of Educable Children, serving 160 pupils in 8 elementary schools on the primary, intermediate and junior high school levels.

1 ESEA Title VI-A allotted teacher for a class of Educable Children, serving 28 pupils in one high school.

3 state allotted teachers for 3 classes of Trainable Children, serving 36 pupils in 3 elementary schools and 3 aides for these classes.

It is a privilege and a challenge to have the opportunity to help develop the mind of a child. The educators in the Duplin County Schools are working toward excellence in education.

**VOCATIONAL EDUCATION**  
 Vocational education is an integral part of the total school program in Duplin County. Emphasis is given to developing attitudes, understanding and abilities necessary for the student to make a beginning and to advance in his educational preparation for current and emerging job opportunities.

Even though our vocational program is not as diversified and comprehensive as it should be, programs are being developed, in so far as possible, to meet the interests and needs of students. When the proposed plan of expanding the vocational program by adding facilities, equipment and personnel is realized, a more realistic program will be provided for students who need and desire training in specific occupational areas. Too, attention is given to the fact that vocational education at the high school level is not terminal, but graduates will be encouraged to continue their training in post-high school vocational and technical programs.

Following is a brief description of the vocational courses presently offered in the Duplin County Schools:

**NINTH GRADE** - Courses offered at the ninth grade level may be characterized as "introductory courses." These courses help the students to look at their future roles as homemakers, to learn more about occupations, occupational requirements and the educational opportunities for meeting these requirements. Courses offered in the ninth grade are: Introduction to Vocations, Introduction to Agriculture Occupations and Home Economics.

**TENTH GRADE** - Courses offered at this level are designed to help students explore in greater depth some of their occupational interests. Class work and laboratory experiences are provided in the areas of Home Economics, Agriculture Science and Mechanics and Introduction to Industrial Education.

**ELEVENTH AND TWELFTH GRADES** - Courses offered at this level are characterized as areas of specialization. Specific skills for specific types and clusters of occupations are taught. Course offerings are as follows:

- Agriculture - Agriculture Construction, Agriculture Machinery and Equipment, General Horticulture, Crop and Soil Technology and Livestock and Poultry Technology.
- Home Economics - General Home Economics, Food Services, Clothing and Family Life Education.
- Trades and Industries - Bricklaying and Carpentry.
- Distributive Education - Preparatory Program, Cooperative Program, Marketing and Advertising.
- Business and Office Education - Preparatory Office Occupations.

Attention is also given to the needs of those students who are unable to succeed in a regular vocational education program. Efforts are being made to provide occupational training to meet these special needs.

The ESEA Program in the eligible schools is substantially the same as that which began in 1968. The instructional program has as its purpose the increasing of basic skills of the children with the following activities:

### INSTRUCTIONAL SERVICES Kindergarten

During 1968-1969 a kindergarten program of thirty-two classes, thirty-two teachers, and thirty-two aides has been held in fifteen elementary schools. Six hundred seventy-five 5 year olds have been enrolled.

Principle among the objective for this program is one to increase the mental processes of the children and prepare them for success in the first grade.

In a recent survey of 957 parents whose children attended kindergarten, the following was shown: 660 parents stated that their children showed substantial progress because they had attended kindergarten.

284 parents stated that their children showed some gain in grade one because they had attended kindergarten.

33 parents stated that their child showed little gain.

In assessing overall progress, principals and first grade teachers feel that kindergarten plays an important part in the success of the child in later years.

**READING PROGRAM**  
 The ESEA Reading Program is principally developmental in nature-taking the child where he is and helping him to reach the level of which he has the potential. Twenty-nine reading

teachers provide assistance to children in the above program and, also, with children who need remedial and corrective reading procedures. Integrated in the reading and kindergarten programs are services of three teacher aides, a Library Supervisor, eight librarians, and six library aides.

An audiovisual technician and an audiovisual aide assist in implementing the ESEA Program by keeping equipment in good working order and seeing that supplies are available for use in the schools.

### SUPPORTING SERVICES

Geared to the instructional services are the following supporting services:

ESEA Food Service

It is difficult for children to learn when they are hungry. Under ESEA, a Food Service Director works with the eligible schools in providing nutritious meals for economically and educationally disadvantaged children that will enable them to be more alert and receptive to the educational opportunities offered by the school. Approximately 10 per cent of the ESEA budget is used for breakfasts, lunches, and snacks for children in kindergarten through grade 12. Past evaluations have shown evidence that children have grown in physical and nutritious well-being because of this added service.

ESEA SCHOOL HEALTH PROGRAM AND CLOTHING

Five ESEA nurses have

Continued to page 8

### Patterson Receives

# Nat. Recognition

R.B. "Pat" Patterson, Senior Vice President and Chairman of the Board, Wachovia Bank, Kinston Division, was honored the past week by being appointed to the National Advisory Committee of The National Association of Development Districts. Only 12 men throughout the United States are appointed annually to this committee of NADD. The National Advisory Committee helps formulate and guide policy development of the Board and, more importantly, this committee helps establish national legislative policy recommendations for economic development in the United States.

Patterson, who is currently serving his second term as Chairman of the Neuse River Economic Development Commission, received more national recognition this week when asked by the Board of Directors of NADD to meet with

Robert A. Podesta, Assistant Secretary of Commerce in charge of the Economic Development Administration. Podesta was appointed to this position recently by President Richard Nixon.

Patterson, in his meeting this week in Washington, told Podesta and other top EDA officials, of the need and value of multi-county regional planning and economic development district programs. A number of other ideas on how the economic development programs could be strengthened were also discussed. Board members of NADD advised that Mr. Patterson was selected to make this presentation on behalf of economic development districts in the United States because he has been recognized by EDA officials as one of the outstanding volunteer leaders in the district economic development programs in the U.S.

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