



JUNIOR GREAT BOOKS

In Junior Great Books, a reading-discussion program, students become acquainted with some of the best in western literature. They learn to read and think critically. Through skillful questioning, the co-leaders guide the students to interpret literature for themselves. Unique features of the program include special training courses for the leaders and parent involvement. Tape recordings provide a continuous evaluation.



INDUCTIVE TEACHING

The teacher guides students to the discovery of principles about language through the questions asked in class discussion. Programmed learning reinforces this inductive process.

OTHER DANVILLE PROGRAMS of Special Interest

Special Services

Educable Mentally Handicapped
Trainable Mentally Handicapped
Socially Maladjusted
Hard of Hearing

Elementary

Nongraded Primary Pilot Study
Culturally Disadvantaged
Junior Great Books
Instrumental Music

Junior High School

Developmental Reading
Culturally Disadvantaged
Team Teaching
Foreign Language Laboratory
Band and Orchestra

Senior High School

Language and Reading Laboratories
Vocational
Distributive Education
Diversified Occupations
Office Occupations

Danville Junior College

Academic Transfer Program
Terminal Programs
Electronic Data Processing
Ornamental Horticulture
School of Practical Nursing

Manpower Program

Auto Mechanics
Auto Body
Mechanical Drafting
Machine Tool Operating

AN INVITATION

to visit

DANVILLE

Community Consolidated School District 118

DEMONSTRATION CENTER

for

GIFTED YOUTH

David H. Radcliffe, Superintendent

June Cox, Director of Demonstration Center

Administration Building
516 North Jackson
Danville, Illinois 61834

Telephone: Area 217, 443-2900

IN COOPERATION WITH:

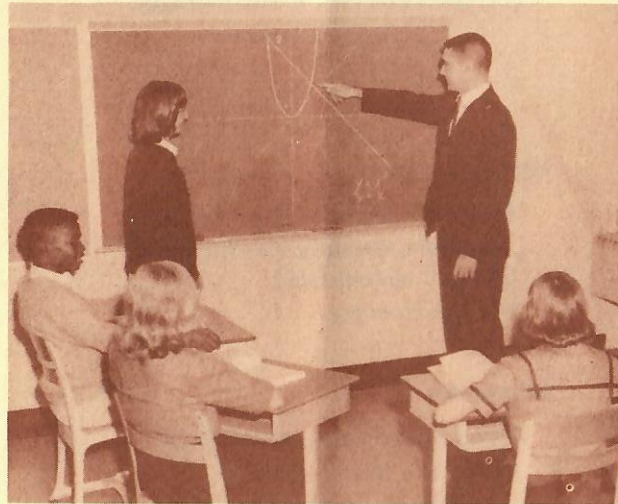
The Department of Program Development
for Gifted Children
Office of the Superintendent
of Public Instruction
State of Illinois
Springfield, Illinois

MATH

The sequence of U.I.C.S.M. materials developed for grades 9-12 are introduced at the 8th grade level. In this program the student is guided to the discovery of the nature and structure of the real number system. An inductive teaching technique which utilizes the "non-verbal awareness" approach is used so that students recognize and work with mathematical concepts before they are formally named.

RULES OF REASONING

Students gain insights which enable them to guess probable consequences of assumptions. They gain a deeper understanding of the rules of reasoning which will aid them in establishing that their guesses are (or are not) consequences of their assumptions.



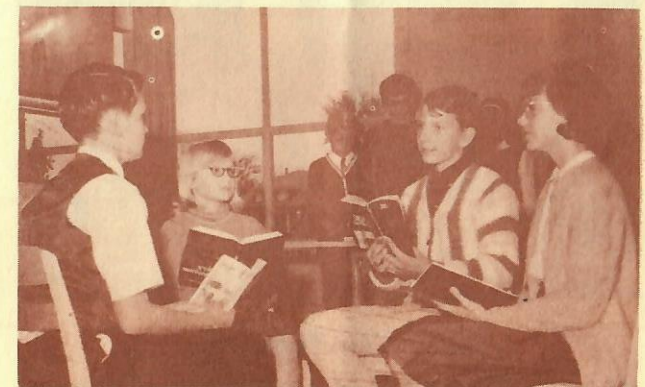
OPERATIONS WITH SETS

In Course II, students find that basic principles for real numbers may be applied to sets. Much of the second year is devoted to the use of ordered pairs in functions.



MULTI-TEXT APPROACH

With many different sources to guide them, the students are acquainted with a variety of ideas. A comparison of techniques and forms in composition, of systems in language, and of themes and values in literature is made.



SMALL GROUPS

The students learn to work co-operatively with others. Small group participation personalizes instruction.



WRITING DERIVATIONS

Students get some feeling for mathematical and logical "proof" as they use basic principles to derive theorems.



PROPERTIES OF NUMBERS

Modern algebra problems are solved by use of properties which are easily recognized and understood. These have been used by some teachers and some students in traditional programs but were never organized.