A Study of School Programs for the Culturally Deprived Child

Mary King Cox
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A STUDY OF SCHOOL PROGRAMS FOR THE
CULTURALLY DEPRIVED CHILD

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Mary King Cox
August, 1966
APPROVED FOR THE GRADUATE FACULTY

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Special mention is extended to school personnel of various cities who responded to the request for reports on special programs for deprived children. Gratitude is also due the staff members of the Pasco, Washington, School District who provided information.

To her husband, Vincent, and to each of her five children, Rose Mary, Jean, Roger, Mark, and Connie, the writer conveys grateful and manifold thanks for assistance, patience, and confidence in making this study possible.
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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

Although the foundations of our democratic society have guaranteed inalienable rights and the dignity of man to every individual, considerable cultural deprivation still exists among the so-called lower-class citizenry of the United States. This condition has resulted from economic poverty and membership in sub-cultures which have not been attuned to the demands and opportunities of American life.

The public school was originally developed as an institution to make the ideal of equal opportunity real for all people. Yet, through the years, equality of instructional procedures and facilities have often been substituted for equal education. That is, use of the same methods and materials with all children has not necessarily guaranteed equal educational growth and development. On the contrary, empirical evidence indicates that this ignoring of individual differences fails in its primary task of educating all and, in effect denies many children their right to be educated.

Today there is increasing unwillingness on the part
of the deprived to tolerate hopelessness and suffering.
To the privileged, there is a gnawing fear of violence and
the rising costs of public relief.

If culturally deprived children are to share equally in the fruits of our society, the schools of America must seek to enable such children to live successfully with others, to provide satisfactorily for their developmental needs, and to be prepared for the world in which they take their place.

The Educational Policies Commission dealt with this problem by stating:

The basic American value, respect for the individual, has led to one of the major charges which the American people have placed on their schedule: to foster the development of individual capacities which will enable each human being to become the best person he is capable of becoming (8:1).

II. BACKGROUND AND RATIONALE OF THE STUDY

How the problem evolved. In the last decade metropolitan school districts have determined courses of action in order to provide for the cultural and educational needs of ever increasing numbers of deprived children.

Even cities of fifteen to twenty thousand population have had to face the problem of developing programs to meet the needs of their own deprived children.

Administration policies have reduced teacher-pupil
ratio, increased the staff, integrated children to reduce the percentage of racial minority in classrooms, and closed "de facto" schools, where feasible. Yet, the problem of teaching culturally deprived children has continued to exist, because educational measures have not centered on instructional measures.

This study hopes to identify procedures and techniques which might be of help in meeting classroom, school, district, and city needs.

**Importance of the study.** Verification of the need for an adequate program to educate the culturally deprived children of America is revealed through many sources.

Statistics show that in Baltimore [Maryland], as in other great cities, culturally disadvantaged children fall farther and farther behind their normal counterparts. For example . . . by the time they reach Grade 5 their scores on mental ability tests have consistently averaged 5 to 7 points below the figure these children scored three years earlier in Grade 2 (13:5).

Baltimore's figures also reveal that overaged children comprise twenty-one and seven-tenths per cent of the total school figures in the culturally deprived areas, whereas only three and seven-tenths per cent exceed the average age in the non-problem areas. More significant, however, are the data for sixth grade arithmetic and reading in the two areas. The arithmetic median is one and one-tenth years below average in the problem or culturally
deprived areas, although it is one and five-tenths years above in the non-problem areas; the reading median ranks one and six-tenths years below average in the deprived area while children in the area of no deprivation scored one and four-tenths above average.

Likewise, tabulations from other elementary schools in such cities as San Diego, California; Philadelphia, Pennsylvania; and Milwaukee, Wisconsin, coincide with the general results of the Baltimore study.

Furthermore, in our revolutionary age there is a:

Rapidly developing, complex, urban, industrial society which requires that functioning numbers of its society be highly literate, responsive to rapid changes in every area of life and work, and be able to learn and relearn complex ideas and skills as minimal conditions for economic security, social maturity, and independence (4:1).

Also, many cities have separate areas in which most of the culturally deprived live. For instance, San Diego has recognized modern educational needs as it has labeled a twelve per cent area of the city as deteriorated—physically, socially, and economically, and determined to correct a situation where twenty per cent of the drop outs live in one-eighth of the city.

The school district at Pasco, Washington, has recognized that:

Children from sharply defined poverty pockets are entering our first grade two or more years retarded in language development . . . we choose to attack this
problem at the primary level, since at this level it would seem the cultural lag could more readily be bridged (12:3).

The urgency for the investigation of specific procedures in curriculum and instruction on the elementary level is apparent in the light of recent findings. For instance, third grade children in the deprived areas of Pasco during 1965-66 placed at the tenth percentile in language on the Non Verbal Lorge-Thorndike Test. Culturally disadvantaged children in Baltimore, as of 1962-63, were one and seven-tenths grade levels behind in arithmetic in Grade Five. In 1964-65 sixth grade children in Philadelphia's lowest achieving school averaged two years below average in over-all grade level performance when compared to the city average.

Nation-wide statistics, the revolutionary times, and localized areas of poverty and illiteracy verify the urgent importance of the problem.

III. PURPOSE OF THE STUDY

The purposes of this study are (1) to study descriptive information about school programs for culturally deprived children in both large and small cities in order to identify the broad range of procedures being employed to educate these disadvantaged children, and (2) to identify those program elements which might be most useful in plan-
ning for the needs of these children in other districts such as Pasco, Washington.

IV. DEFINITION OF TERMS

Culturally deprived. "Such ethnic groups . . . who have not as yet been absorbed by the national culture, and other children from homes where poverty cuts them off from the main values of our society" (22:22). Cultural disadvantages may also be related to the difficulties encountered by those who have not heard finely discriminating language at home (35).

Program. Any operating procedure for child development sponsored, or given direction by the school district.

Compensatory education. Compensatory education is a means to direct enrichment and instructional procedures which enable a child to overcome deficiencies and prevent limitations in the fullest development of his innate abilities.

V. PROCEDURES

An exhaustive research is not possible of all large city school programs on an adequate random sampling basis through library resources. Therefore, letters requesting duplicated and/or printed information were sent to the
public relations directors of school districts in twenty-four metropolises and twenty-four towns with populations approximately that of Pasco, Washington.

All of the large cities were known to have established programs for the culturally deprived. Seventy-five per cent replied to the request for information. However, the replies of two of these districts were eliminated because the materials which were forwarded concerned only a phase of the total program. Two others were not utilized, also, as one suggested a nominal fee for detailed information which would necessitate a delay in reply and the other was deleted due to lack of opportunity to study it carefully.

VI. LIMITATIONS OF THE STUDY

It has been impossible for school districts to develop complete and valid programs for educating the culturally deprived within the relatively short time of a few years. The large cities of America recognized the need of helping the "forgotten" third of the children only about ten years ago. Also, these programs which began on an experimental basis are just now being extended to meet growing needs on a permanent basis.

Secondly, information concerning large-scale programs has not been widely disseminated for several reasons.
National periodicals have printed only portions of total programs. The number of books that have contained information on school programs in this area have been extremely limited in number. It is difficult, indeed, to obtain an accurate picture of district undertakings relative to the education of the underprivileged.

Summarized results and implications will not be available, according to the United States Office of Education, until approximately ten years after the deprived youth who have participated in such special programs have completed high school.

VIII. ORGANIZATION

Chapter One has introduced the problem, defined terms, reviewed procedures in obtaining facts relative to school programs for culturally deprived children, and disclosed limitations of the study.

Chapter Two will designate a review of the literature pertaining to the environment and characteristics of the child and to developments in providing equal educational opportunity for the deprived.

Chapter Three concerns major objectives, procedures, and both known and anticipated results in the nineteen organized programs for the culturally and educationally disadvantaged which comprised the sample districts from
whom descriptive information was obtained.

Chapter Four consists of a delineation of the criteria followed in this study in selecting practices from the nineteen programs which showed the greatest promise of being effective measures to use in school districts with a large percentage of culturally deprived children. It also reports the application possibilities which were selected from the nineteen programs.

Chapter Five provides a summary and pertinent recommendations for administering a program which is designed to educate the deprived to their fullest possible potential.
CHAPTER II

REVIEW OF THE LITERATURE

I. THE CULTURALLY DEPRIVED CHILD

**Environment.** The majority of culturally deprived children live in substandard housing. Some exist in the dense population centers of the city, as do large numbers of Negroes, Puerto Ricans, and other ethnic groups. Others occupy ramshackle huts in rural areas, as do poor whites, Indians, Negroes in the south, and migrant workers. Overcrowding in these dwellings is a common feature, with one or two families composed of many persons living in a single unit consisting of only one or a few rooms. Sanitary facilities may be negligible. Meager home furnishings usually preclude children from having a bed of their own, and "privacy is unknown" (26:13).

Parents are usually on the poorest rung of the ladder economically. In possession of only a few of the skills in urgent demand in this technological age, untrained adults have the difficult and continuous task of locating and maintaining employment. Accordingly, unemployment is prevalent, with the resultant financial status dependent upon unemployment subsistence or irregular earnings. Although women, more often than men, can find unskilled
jobs in urban areas, myriads of women remain at home with their children and draw monies which may be allocated as Aid-to-Dependent Children or Welfare from state or federal treasuries.

Within this physically impoverished atmosphere there is cultural deprivation, in that some parents are too physically or emotionally tired or ill to converse or interact with their children, or they simply do not care about parental responsibilities. More often than not, the oral communication skills of the parents may be designated as nonstandard English or a foreign dialect. Children, in turn, learn to imitate, and because there is little oral expression, the children also learn to use gestures or as few words as possible to convey their wants. Many of these children have never had a story told to them, much less a story read to them, as the printed matter in the home may be rare in number or so dissimilar to that of a child's story or picture book that there is no connection with the child's world.

In the surrounding neighborhood there is little to see or hear which would inspire a child to higher standards of conduct, increase intellectual curiosity, or transmit new knowledges. A classroom teacher of impoverished teenagers sums up the environment of one of her pupils thus:
Culturally, he is bounded on the north by comic books, on the south by the pool parlor, on the east by the racing form, on the west by neighborhood small talk. Born into a home at cultural ebb tide, often raised midst turmoil and trauma, living in an intellectual ghetto, he sits in my classroom—annoyed to the point of hostility (37:91).

**Characteristics of the child.** Physically, deprived children follow the same natural pattern of physical growth and development as privileged youngsters.

If their basic body needs are not usually supplied in the form of food, rest, and exercise, then there is physical deprivation. Too often economic reasons are a detriment in this respect.

For children of low-income families, public health statistics generally confirm the increased incidence of gross organ deficiencies (for example, dental problems, defective vision, impaired hearing) as well as diseases commonly associated with adverse economic circumstances, such as tuberculosis. In addition, there are a variety of illnesses of a debilitating nature that are not commonly treated in this group and sap their energies (4:8).

Although a child may become accustomed to a low level of energy, accepting a feeling of fatigue as natural, he may have little endurance for the demanding tasks of learning after he utilizes his strength for the essentials of living.

In spite of his lack of healthful diet, in competition with other children on the playground, the deprived child frequently excels. Having been required to fend for himself with only partial supervision from the age of two
or three, when his mother "dropped" him in favor of a new baby, such a child uses his aggressive qualities to good advantage.

Socially, the bulwark of security is in the life of the family, according to a brochure from Baltimore, Maryland. Because there is not enough attention individually in a big and busy family, lower-class children learn to depend on members of the extended family for understanding and to depend upon siblings for affection. Therefore, there is little sibling rivalry, parental overprotectiveness, and individualism.

Being left to their own devices for long periods of time, they have become accustomed to moving ahead in ways they have found to be satisfactory. It is a challenge to the school . . . to help them maintain their initiative and independence (40:4).

This characteristic reflects itself in the lack of tenseness toward time schedules, freedom from self-blame, informality, and humor.

Characteristic of lower-class social organization is the process of reciprocity, the tacit understanding that assistance given one's friends is repaid in reciprocal "favors," preferred when one is, in turn, in need (36:45).

Respect for the rights of others is ignored if it interferes with one's own needs or desires. Since there is little premium on self-control, language may be as explosive as physical aggression.

Personally, the deprived possesses the same social
and educational desires of the more fortunate children: popularity, desire to achieve success and attain security, as well as to learn knowledge. But, emotionally, the unfortunate child feels burdensome pressures of inferiority, failure, poverty, and parental neglect. Therefore, he has a tendency to withdraw psychologically from uninteresting or frustrating situations. Deficiencies in ego development are consequently enlarged.

A recent and interesting survey in the form of a questionnaire in a midwest city by Gottlieb concerning the characteristics of Negro children, and tabulated by both white and Negro teachers, give differences of opinion about the personalities of white and colored children. In a check list of adjectives used to describe the students the five adjectives most often chosen by white teachers for their Negro pupils were talkative, lazy, fun-loving, high strung, and rebellious. Negro teachers chose the following adjectives as being characteristic of the students of their mutual race: fun-loving, happy, cooperative, energetic, and ambitious. Having come from a similar social environment and having overcome barriers to a successful occupational and financial position, the Negro teachers viewed the characteristics of fellow Negroes in a more positive light.
Nevertheless, the many social and personal problems encountered by all culturally deprived children tend to discourage them, including repeated academic failure in the classroom. Attitudes of hostility, passivity, and defeatism stem from a child's inability to cope with his physical and educational environment.

Smilansky (1961) reports that ratings of deprived children after first grade show marked decreases in initiative, concentration, responsiveness to adult teachers, and effectiveness of work habits as compared with their behavior a year earlier (4:47).

Resultant incompetencies from year to year generate apathy, which is finally crowned with a dropout statistic.

Mentally, the lower-class child does not achieve so well as the middle-class child, although research of the present decade confirms similarities of I.Q. especially noticeable when adequate measuring instruments take into account differences in communication skills.

That differences do exist in the achievement of the social classes are confirmed by Hess as reported by Davis:

When white children from the lowest occupational groups are in their 10th year, they are about two years behind the children from the top occupational families in reading, and 10 points lower in I.Q. ratings . . . Negro children of the lowest economic group are about a year behind the white lowest economic group in reading, and 5 points lower in I.Q. (9:20-21).

As if to reassure teachers and parents, Davis reiterates from Hess's publication of 1963 that I.Q.'s of school children have increased about ten points in one

Heredity is no longer considered the determining factor in I.Q. Today research reveals that there are significant factors in the home environment which affect ability and learning—namely, perceptions, linguistic development, and parental stimulation for achievement and learning. With a minimum of these influences in the homes of the deprived children, native cognitive development is not exercised to its capacity.

The beginning of specific school programs for the culturally limited was probably instituted in 1957 when the superintendents and boards of fourteen of the largest cities in the United States met together to discuss problems encountered in educating the deprived. This conference gave birth to the Great Cities School Improvement Project. Original monetary assistance for such programs was predominantly from private grants, notably the Ford Foundation, although local and state funds were utilized in some instances. Beginning with experimental and flexible programs, these pilot projects began to produce commendable results. Subsequently, initial efforts became embodied into routine school scheduling, as objectives were met in supplying answers to the problems of deprived youth, but especially in solving some of the educational and social
prolblems of urban young people.

With the publication of Dr. Conant's book, *Slums and Suburbs*, in 1961, the plight of millions of disadvantaged youth was made public to most of the school districts of the nation. This impetus sparked schools of middle-size and large enrollments, with high percentages of culturally deprived children, to provide equal educational opportunities for all children.

Nevertheless, it has been the assistance of federal aid which has made possible the establishment of over-all programs in schools of diversified sizes where the deprived are enrolled. Some of these are the Economic Opportunity Act, the Civil Rights Act, the National Defense Education Act, and largest of them all, and most inclusive in its goals, the Elementary and Secondary Act of 1965. All of these provisions have motivated the local school districts to action.

**II. EDUCATIONAL DEVELOPMENTS**

Approximately fifteen years ago Allison Davis, Professor of Education at the University of Chicago, in an address to the general session of the American Association of School Administrators, pointed out that "our efficiency as a Nation and the preservation of our position vis-a-vis the communist powers depended largely upon our learning how
to motivate and teach the socio-economic groups in our schools" (4:10).

In the years following researchers have expressed interests in the effects of perceptual training on I.Q. scores, communication skills, levels of aspiration of racial groups, the relation of environment to intelligence, the relation of parent-child interactions to reading readiness, ego identity, and evaluations of early education. Empirical research is now unfolding answers as to how to educate disadvantaged children to their fullest potential.

In as much as the crux of the problem has been the lack of experiences in the cultural background of the child for motivating him to learn, Jensen, Deutsch, and others have confirmed the lack of linguistic development as one of the greatest handicaps in the disadvantaged child's ability to succeed. Because such homes have discouraged oral participation, neglected correct parental feedback, devised few stimulating experiences for "learning to learn," demonstrated poor speech habits, and have not taught children how to discriminate visually; culturally deprived children have come to school with short attention spans; inability to follow prolonged sentences; little know-how in making comparisons, differentiating, and conceptualizing; as well as insufficiency in object identification and verbalizing feelings.
A startling discovery, proclaimed by Smilansky, Hess, and others, has been that the provision of a more adequate environment, through pre-school or other enriching experiences, results in an increase of ten to fifteen points in the I.Q. of a disadvantaged child, rather than the gradual depression of intellectual functioning from about age five and continuing onward into advancing grade levels.

The reversion of this cumulative deficit phenomenon has been easier to accomplish in the earlier years, particularly between the ages of three and nine, as Osborne, Ausubel, Krugman, and others have documented. Likewise, in schools where curricula and materials have been adapted to children's states of readiness and where provisions have been made in teaching those skills and providing experiences which are lacking for that age group, the performances of deprived children have increased, even with short-range training.

In regard to the aspirations of deprived children, studies indicate that motivations of disadvantaged children rely on immediate, often material, rewards in contrast to middle-class striving for delayed and sometimes symbolic gratification. The research on motivation suggests the need for developing school programs adapted to the motivational patterns of these youngsters or for developing methods which will alter these motivational and reward systems (4:73).
III. SUMMARY

If adequate learning experiences are not provided in the home, it is in the interest of the schools to do so, beginning with pre-school classes, continuing through the critical first three years of the regular school system, and extending into the later years as needed. The solution is complex, but progress can be attained in a carefully developed sequential program, eventually leading a child to the place where he can learn to the best of his ability under the same conditions as other children. It is to this end that school districts with large percentages of culturally deprived children have set up programs to meet the educational and social needs of the children in depressed environments.
CHAPTER III

A STUDY OF SCHOOL PROGRAMS DESIGNED FOR THE
CULTURAL AND EDUCATIONAL IMPROVEMENT
OF DEPRIVED CHILDREN

The purpose of this chapter is to list objectives, procedures, and results of fourteen large and five small city programs for the deprived child.

Since some districts have not been able to evaluate results from short term efforts, if anticipated outcomes are expected locally, these have been indicated in this chapter.
## PROGRAM I

**BAZTMORE, MARYLAND**

### OBJECTIVES

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<th>1. To develop the skills necessary for mature citizenship</th>
<th>2. To heighten aspirations and help the talented</th>
<th>3. To emphasize communication skills</th>
<th>4. To provide love and understanding</th>
<th>5. To develop awareness of themselves as important</th>
<th>6. To increase parental understanding of the value of education</th>
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<td>Solving problems that arise naturally</td>
<td>Socializing experiences</td>
<td>Special attention to health habits</td>
<td>Experiences in art, music, dance, rhythm</td>
<td>Wide variety of first hand experiences</td>
<td>Learning to listen with attention, followed by expressing main ideas and details</td>
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<td>B. Mission Project</td>
<td>1. To mobilize urban colleges in the preparation of teachers for urban children</td>
<td>Curriculum focused on sociological and psychological foundations</td>
<td>Teaching-clinic and team-teaching approach rather than lecture or seminar</td>
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### PROCEDURES

|           | Solving problems that arise naturally                  | Socializing experiences           | Special attention to health habits   | Experiences in art, music, dance, rhythm | Wide variety of first hand experiences | Learning to listen with attention, followed by expressing main ideas and details |
|           |                                                        |                                  |                                      |                                      |                                     |                                     |
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|           |                                                        |                                  |                                      |                                      |                                     |                                     |

### RESULTS

| Kindergarten teachers report few "first-week-of-school" adjustment problems | Eagerness for new activities Growth in using materials | Development of vocabulary, auditory and visual skills | Ability to get along better with others at work and play | Understanding self as unique Setting of realistic hopes | More questions asked and concern expressed in homes | Closer ties between teaching departments and schools | More direct courses on problems in deprived areas |
PROGRAM I (continued)

OBJECTIVES

2. To prepare teachers who are in training as well as those who are already teaching

C. The Elementary Program

1. To increase equality of educational opportunity

D. Voluntary Extended Day

PROCEDURES

Studies of human relations, blending theory and practice in actual school setting

Two year program of gradual teaching assignment, coupled with studies, for interns

Nongraded structure and team teaching

Additional services--as field trips, opportunity classes, summer programs

Added staff--counselors, teaching specialists, teachers for parent-education, leaders for school-community programs

Explanation of a fundamental need by regular classroom teacher to the tutor

Working on meeting one need and succeeding, prior to work in other directions

Completion of work and preparation for part of next day's assignments

Exploration of new developments in science

Story telling

Creative writing

RESULTS

Supervision of interns by critic teacher, who is also a classroom teacher

Demonstrations by experts

More provisions for overcoming deficiencies and limitations of backgrounds

Systematic and progressive approach to academic achievement

Successful study procedures

Thorough mastery of a problem before working on others

Improved attitude towards learning

Better self-concept

Enrichment of many interests, with specializations

Development of newly discovered potentials
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To provide increased opportunities for the expression of initiative and the development of leadership</td>
<td>Recreational activities</td>
<td>Intramural leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inter-school leadership</td>
</tr>
<tr>
<td>6. To provide concrete, first-hand experiences</td>
<td>Exploration of own environment</td>
<td>Direct and personal knowledge of environment</td>
</tr>
<tr>
<td>7. To contribute to the development of leisure time activities</td>
<td>Development of skills</td>
<td>Joy of discovery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased skills</td>
</tr>
</tbody>
</table>

E. Study Program

1. To provide freedom from noise and distractions                           | Quiet rooms provided away from home              | More home-work attempted                         |
2. To supply sufficient reference materials as encyclopedias, dictionaries, atlases, etc. | Provisions of materials not available at home    | Better attainment of lessons through better supplies |
3. To make available such current publications as newspapers and magazines | Supplies of news media for meeting subject needs | More civic interests                            |
PROGRAM II
BOSTON, MASSACHUSETTS

OBJECTIVES
To educate to the maximum potential.

A. Counterpoise

1. To stress a strong basic skills program
   - Strong emphasis on listening skills
   - Direct phonetic approach to reading

2. To increase motivation and aspirations
   - Continuous progress or nongraded classes
   - Field trips

3. To develop latent talents
   - Special art, music, and science teachers
   - Resource personnel to assist class teachers

4. To encourage each child to develop self-pride
   - Assembly programs featuring those who have "overcome" deprived backgrounds

5. To bring about desirable modifications in behavior and attitude towards school
   - School adjustment counselors, psychiatrists
   - Democratic processes in class management
   - School recognition of good citizenship

6. To help the child with handicaps of short attention span, underdeveloped cognitive skills, and to prevent failure which obviates the need for future remedial work
   - Superior teachers from other schools on loan to reduce numbers of temporary teachers and to provide good techniques of instruction
   - Designation of master teachers who teach only the basic skills
   - Team teachers for other subjects

7. To supply more personnel and specialists
   - Non-professional aides for routine tasks
   - Cross grade teams and cross grouping

PROCEDURES

RESULTS

Increase achievement
Better diction

Formation of Glee Club based on good conduct, effort

Increased creativity

Assessments of strengths and weaknesses

High attendance records, with decrease in truancy
Reduction of class breakage and defacement of property

Lend-lease teachers choose to remain to help the deprived
Establishment of multi-sensory center in the district
Parental involvement in assuming responsibility for encouraging good work

Curriculum and methodology updated and evaluated
OBJECTIVES

8. To stress methods and instructional materials

PROCEDURES

Grade libraries especially on units of study Junior Grades One and Four of twenty pupils each

RESULTS

Curriculum and methodology updated and evaluated

B. Recreational Activities

1. To foster greater interest in healthful productive leisure activities, as well as to compensate for neighborhood facilities

PROCEDURES

In-service training period for instructors prior to the opening of the program

RESULTS

Development of skills
Attainment of social grace
Constructive activities conducted independently at school recesses

C. Afternoon Remediation and Enrichment Laboratories

1. To provide remedial service in reading and arithmetic

PROCEDURES

Ungraded reading laboratories Taking a child where he is and proceeding as far as potential allows

RESULTS

Growth in basic skills Successful uses of audiovisual equipment

2. To provide enrichment in art, music, literature, and science

PROCEDURES

Pupils identified for special talents and encouraged to develop abilities Small classes—as twenty per music class

RESULTS

Appreciation for the creative works of others Enjoyment of great books

3. To cultivate a sense of security and belonging

PROCEDURES

More individualization of instruction Rate of progress determined by individual

RESULTS

Self-discipline Improvement in self-concept

4. To provide opportunities for special talents

PROCEDURES

Freedom to explore various media Classes in special interests

RESULTS

Ability to express own feelings and find enjoyment

5. To find new ways to motivate learning

PROCEDURES

Variety of materials and classes Voluntary attendance, but encouragement

RESULTS

Large numbers of parents participated in class visits Enthusiastic parental reports
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To demonstrate a close relationship between the classroom and life</td>
<td>Presentations of science concepts Close home communication with parents Visits to classes by parents encouraged</td>
<td>More sensitivity on the part of teachers to the needs of pupils in individualized approach to studies</td>
</tr>
<tr>
<td>7. To develop a fresh, dynamic approach to the use of techniques and materials</td>
<td>Large and small group and individual activities in all basic skills Extended uses of tapes, projectors, others Teaching children to play musical instruments</td>
<td></td>
</tr>
<tr>
<td>D. Summer Remedial and Enrichment Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To provide remedial services in reading and arithmetic for success</td>
<td>Extended uses of audiovisual equipment Appeals to child's interest and ability Snacks of milk and cookies served daily</td>
<td>Improvement of instruction which merits adoption by district for all schools</td>
</tr>
<tr>
<td>2. To provide enrichment services through art, music, literature, science, and social studies</td>
<td>Experimental approach to the teaching of history and geography by the use of activity units and field trips within the community, also teaching about occupations</td>
<td>Improved self-images and aesthetic values through uses of recognition and praise and individualism</td>
</tr>
</tbody>
</table>
## PROGRAM III

### BUFFALO, NEW YORK

### OBJECTIVES

#### A. Great Cities Program for School Improvement

(The improvement of the community through the improvement of its population.)

1. Identification of the needs, abilities, and talents of children living in "sub-standard" environments

2. Development of an educational program adapted to the needs of disadvantaged pupils

3. Development of a program of community interaction with the educational processes

### PROCEDURES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized testing</td>
<td>the I.Q. and achievement</td>
</tr>
<tr>
<td>Identification of special talents</td>
<td>Surveys of the habits and needs of the deprived</td>
</tr>
<tr>
<td>In addition to group reading</td>
<td>Remedial reading conducted for those with needs</td>
</tr>
<tr>
<td>Remedial speech and arithmetic coaching</td>
<td>Art and music classes for the talented, and special classes for the maladjusted</td>
</tr>
<tr>
<td>Emphasis on reading through many media</td>
<td>Increased use of audiovisual supplies</td>
</tr>
<tr>
<td>Increased use of audiovisual supplies</td>
<td>In-service for teachers</td>
</tr>
<tr>
<td>Attendance of parents on field study trips</td>
<td>Parents given suggestions for summer trips</td>
</tr>
<tr>
<td>Attendance of parents on field study trips</td>
<td>Assembly programs with outside speakers</td>
</tr>
<tr>
<td>Attendance of parents on field study trips</td>
<td>Families receive copies of <em>Weekly Reader</em></td>
</tr>
</tbody>
</table>

### RESULTS

<table>
<thead>
<tr>
<th>Result</th>
<th>Two grade retardation in reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social inertia</td>
</tr>
<tr>
<td></td>
<td>Low degree of interest in achievement and progress</td>
</tr>
<tr>
<td></td>
<td>Little motivation</td>
</tr>
<tr>
<td></td>
<td>Certain library books designated for &quot;take-home&quot; use only</td>
</tr>
<tr>
<td></td>
<td>Opportunities to buy inexpensive books at school</td>
</tr>
<tr>
<td></td>
<td>Improved attitudes, motivations, and values</td>
</tr>
<tr>
<td></td>
<td>Increase of teaching skills</td>
</tr>
<tr>
<td></td>
<td>Books donated by pupils at privileged schools for the deprived in other schools</td>
</tr>
<tr>
<td></td>
<td>Public library cards given to all</td>
</tr>
</tbody>
</table>

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*Not all information is provided in the image.*
**PROGRAM III (continued)**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Elementary Education Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To increase culture and achievement</td>
<td>Concerts and other enrichment during the day, after-school, and in the evening</td>
<td></td>
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<tr>
<td></td>
<td>Remedial and compensatory help at all times</td>
<td></td>
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<tr>
<td>2. To provide in-service and other aid to staff</td>
<td>Education with in-service for teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-clerical aides for classroom teacher</td>
<td></td>
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<tr>
<td>3. To improve curriculum and instructional equipment</td>
<td>Preparation of new curriculum guides</td>
<td></td>
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<tr>
<td></td>
<td>New programs especially prepared for the deprived to be presented by television and local drama specialists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-school experiences for the disadvantaged</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM IV
CINCINNATI, OHIO

OBJECTIVES

A. Economic Opportunity

1. Dental Care Program
   a. Provide free dental care

2. Operation Head Start
   a. Help deprived children overcome deficiencies
   b. Prepare children for success to the extent of their capabilities
   c. To provide a well-balanced daily program

3. Pre-school Program
   a. Stimulate physical, social, emotional, and intellectual development
   b. Conduct a well-balanced daily program

PROCEDURES

Provision of necessary immediate care through school dental clinics
Cultural enrichment experiences provided
Joint activities with parents
Play period, teacher-directed activities, rest period, snack time, outdoor plan

RESULTS

Maximum coverage is granted more children by a limited dental staff at school than in dental clinics
More service is possible for the older poor people in dental clinics
## PROGRAM IV (continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Provide a wide variety of travel experience</td>
<td>Sociocivic, educational, cultural, and recreational services, as well as activities to improve family life</td>
<td></td>
</tr>
<tr>
<td>d. Encourage parental participation</td>
<td></td>
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<tr>
<td>4. School Community Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Increase understandings and to provide services in meeting community needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Education Act Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Early Childhood Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Prepare children for success in school</td>
<td>Teaching of skills, habits, and attitudes</td>
<td></td>
</tr>
<tr>
<td>b. Provide personal and educational services</td>
<td>Services for medical, psychological, nutritional needs, and parent education</td>
<td></td>
</tr>
<tr>
<td>2. Physical Health</td>
<td></td>
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</tr>
<tr>
<td>a. Provide remediation and maintenance</td>
<td>Measles innoculations</td>
<td>More medical and nursing services with follow-ups</td>
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<td></td>
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<tr>
<td>3. Saturday Morning Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provide for special talents and abilities</td>
<td>Small classes, individualized instruction Skilled teachers, new techniques</td>
<td>Provision for enrichment</td>
</tr>
</tbody>
</table>
PROGRAM IV (continued)

OBJECTIVES

4. Speech Improvement
   a. Improve communication skills
   b. Improve speech of teachers and parents

5. Emotional Problem Classes
   a. Provide for mildly disturbed and those of normal I.Q. with low achievement

6. Primary Target
   a. Motivate, stimulate, and develop better self-concept and community role

7. In-service Training
   a. Train special personnel

8. Parent Education
   a. To have parents realize importance of their role in education of children

PROCEDURES

Consultants work out remediation and devise ways for classroom teachers to carry out group instruction
Small group instruction for the severe
Evening classes for parents and teachers
Resource rooms for education and guidance
Primary level classes set up
Clinical teams identify such children early
Excursions for first-hand experiences
Remedial teachers for groups and individuals
Special learning materials and personnel
Sumner programs to train remedial and resource personnel
Weekly study discussion groups on child development, interpretation of school programs, guidance in home management

RESULTS

Improvement of substandard speech
Improvement of speech of parents and teachers
Expansion of residential school programs for more seriously disturbed
After-school program which cannot be met during the regular school day
<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>PROCEDURES</strong></th>
<th><strong>RESULTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b. Increase parent's belief in ability to do something</strong></td>
<td>Development of parent leaders, under the direction of school principals</td>
<td></td>
</tr>
<tr>
<td><strong>c. Bring parent into close cooperation with school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. Staff Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Prepare to cope with unique problems of the deprived</strong></td>
<td>Conceptual understandings through experts Discussions in small groups Initiation of in-service at local level</td>
<td></td>
</tr>
<tr>
<td><strong>10. Elementary Summer School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Prevent losses in achievement</strong></td>
<td>Strengthening of basic skills and study skills Extension of interests and desires through enriched environment Individualized help</td>
<td></td>
</tr>
<tr>
<td><strong>11. Educational Resources Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Provide implementation for other projects</strong></td>
<td>Storage of specialized teaching materials Special library service</td>
<td></td>
</tr>
<tr>
<td><strong>12. Supplementary Educational Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Provide a museum of science industry</strong></td>
<td>Preparation of exhibits—even traveling ones Mobile science laboratory</td>
<td></td>
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</tbody>
</table>
### PROGRAM IV (continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Better teach the teachers of the deprived</td>
<td>Video tape and film series for in-service demonstration areas within center</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM V
DETROIT, MICHIGAN

OBJECTIVES

A. Great Cities Project

1. To develop latent potential for learning

- Development of primary series with words and experiences of child of limited background, so that he can relate stories he reads to his own life
- More corrective speech teachers to aid poor articulation
- Field trips and camping experiences

2. To develop and improve the use of instructional equipment and materials for the child of limited background

- Supplementary reader sets with definite phonetic approach, in order to develop oral language
- Ten minutes of the reading period devoted to phonics prior to actual lesson
- Tape recorder for conducting drills
- Texts chosen which contain words in the spoken vocabulary of the deprived child, just as an elementary program of foreign language instruction is based on the words already known to the child
- Phonetic approach to spelling

PROCEDURES

RESULTS

- High involvement in cultural enrichment
- Special opportunities for developing science concepts through camp experiences
- Changes in academic achievement, ability, and attitude toward school (determined partly by test battery and sociological measurement)
- More social competence
- More interesting and challenging language lessons
- Development of "The Jimmy Series" of readers for the first three grades, which contain sayings and doings of urban children
- Improved curriculum guides
## Program V (continued)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Procedures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To develop teacher orientation and training</td>
<td>Workshops which present extraordinary needs of deprived children&lt;br&gt;Orientalion and training to make appropriate changes when necessary in teacher perceptions, in order to insure objective reactions to the child, his family, and neighborhood&lt;br&gt;Monthly paper to keep staff informed of activities in other schools and to provide outlets for greater understanding of the child and his environment&lt;br&gt;In-service structured around local school curriculum, unique community, problems, and unique strengths and weaknesses of the staff</td>
<td>Improved teaching style affected by changed attitudes and perceptions of teachers&lt;br&gt;Programs extended to other schools</td>
</tr>
<tr>
<td>4. To modify organizational patterns for individual needs</td>
<td>Nongraded primary&lt;br&gt;Extended teacher-pupil continuity--up to a maximum of six semesters&lt;br&gt;Summer instruction&lt;br&gt;Reading improvement emphasis&lt;br&gt;Team teaching</td>
<td>Improved organization in meeting individual needs</td>
</tr>
<tr>
<td>5. To increase the staff</td>
<td>More specialists to increase remedial and referral capacity&lt;br&gt;Coaching teachers to enhance the work of regular teachers--with diagnostic and developmental work in the language arts and in arithmetic&lt;br&gt;Full-time visiting teachers to diagnose and refer emotionally disturbed children and their families to agencies and specialists</td>
<td>Teacher and administrative effectiveness&lt;br&gt;Work of regular teachers has been enhanced by the aid of coaching teachers&lt;br&gt;New methods and materials of the coaching teachers have proved to be resources for the regular teachers</td>
</tr>
</tbody>
</table>
OBJECTIVES

More staff on both paid and voluntary basis for afternoon and evening classes
Teachers and workers for a summer program emphasizing comprehension, enrichment, remediation, and recreation
Impartial arbiter of school-family issues, serving as a go-between for neighborhood opinion
Community agent coordinators
Social worker responsible for implementing the ideal of the community as the neighborhood school, serving children and interested neighbors

6. To encourage public and private agency involvement

PROCEDURES

Use of schools by and for community agencies
Day camps for emotionally disturbed children
Extensive use of YM and YW facilities and their programs
Expanded use of public libraries and book mobiles
Cooperation with the Department of Health and Pilot Club to staff and operate a Health Clinic
Use of nearly two hundred high school and college students as teachers' assistants and club leaders
Project staff speeches on deprived children and their needs made to over two hundred professional and lay groups

RESULTS

Determination by staff, through evaluation, that pupils who were highly involved in the activities for the deprived showed consistent and higher achievement than others

Clubs and classes taught by laymen
Youth used as baby-sitters, aides, and assistants
Consistent and steady growth outside the classroom reflected within the classroom
Parents developed an improved attitude toward school and their child's success
Teachers participated after regular school hours
Mutual support generated in community where hostility had existed
## PROGRAM VI

### MILWAUKEE, WISCONSIN

#### OBJECTIVES

1. **Compensatory Education**
   - To compensate for deficiencies in individual pupil's backgrounds
   - Cultural enrichment activities from kindergarten and extended into other grades
   - Concerts sponsored by the Urban League
   - Ungraded orientation for in-migrant and transient children

2. To effect a better balance between a pupil's potential and achievement
   - Motivation of a child's desire to learn
   - Raising a child's level of performance in the basic skills
   - Strengthening of weaknesses
   - Ample guidance and development of self-image
   - Giving each child a feeling of success
   - Tutorial helps

3. To supplement and enrich the regular program of instruction, guidance, and supporting services
   - Enrichment through field trips with funds partly furnished by service organizations
   - Summer library reading rooms in schools
   - Summer basic skills and enrichment stressed with assistance of college interns
   - Additional welfare and psychological service
   - Additional instructional materials—reference books, supplementary readers, etc.

4. To provide quality and equality of educational opportunities
   - Supervisors of instruction using the "team approach"—a variety of coordinated services
   - More consultant services for the regular classroom teacher
   - Variety of Saturday programs for teachers

#### PROCEDURES

- Cultural enrichment activities from kindergarten and extended into other grades
- Concerts sponsored by the Urban League
- Ungraded orientation for in-migrant and transient children
- Motivation of a child's desire to learn
- Raising a child's level of performance in the basic skills
- Strengthening of weaknesses
- Ample guidance and development of self-image
- Giving each child a feeling of success
- Tutorial helps

- Enrichment through field trips with funds partly furnished by service organizations
- Summer library reading rooms in schools
- Summer basic skills and enrichment stressed with assistance of college interns
- Additional welfare and psychological service
- Additional instructional materials—reference books, supplementary readers, etc.
- Supervisors of instruction using the "team approach"—a variety of coordinated services
- More consultant services for the regular classroom teacher
- Variety of Saturday programs for teachers

#### RESULTS

- Migrant children returned to regular classroom well adjusted academically and socially
- Many children given Head Start
- Maintenance and strengthening of academic skills
- Development of radio series for Sixth Graders to demonstrate that citizens in the community have overcome obstacles to success
- Service organizations have offered to work with difficult families, furnish awards or certificates for pupils who achieve, help
**PROGRAM VI (continued)**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation of new teachers in curriculum, school, and urban setting</td>
<td>Coordinator of school-community programs—to strengthen cooperation, raise pupil and parental educational aspirations, gain support and interest in schools</td>
<td>Establishment of reading centers</td>
</tr>
<tr>
<td>Increased numbers of lay workers to act as liaison persons to help prevent conditions in the home which would shorten education, lessen employability, and decrease social competency</td>
<td>Experimental procedures of instruction adapted as standard and extended to other schools in district</td>
<td>pupils and teachers</td>
</tr>
</tbody>
</table>
**OBJECTIVES**

**A. Economic Opportunity**

1. To aid pre-kindergarten pupils to offset lacks in language skills, concepts, problem-solving, organization, motivation, and memory

   - Learning activities for the children
   - Custodial care for siblings when parents arrive to learn from adult courses
   - Encouragement of parents to assist in the kindergartens

2. To provide intensive and specialized instruction to improve reading disabilities

   - Programmed reading for low achievers in the third grade and reading clinic for below-grade readers in grades four, five, and six
   - Demonstrations of new techniques and materials for the regular teachers
   - Special helps for Spanish and Non-English speaking children

3. To augment teaching of regular teacher with individualization

   - After-school tutors who maintain a close relationship to regular instruction
   - School directors supervise the tutors

4. To improve motivation and aspirations

   - One-to-one teaching and supervision after-school or in small groups

5. To develop high standards of conduct, good manners, and individual responsibility

   - Provisions for opportunities for closer personal relationship between pupil and teacher
   - Activities supervised by the Park Department

**PROCEDURES**

**RESULTS**

- Improvement in curiosity, independence, spontaneity, control, and in readiness to try new activities
- Purchase of some inexpensive toys and books by parents
- Improvement of reading instruction of regular teachers
- Increased use of less stereotyped materials and techniques
- Greater interest on the part of pupils and teachers
- Non-English speaking children improved more with tutoring
- Academic improvement
- Positive changes in attitudes toward teacher and self
- Improved attitude toward proper behavior
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To provide capable children with regular contact with solid, sympathetic adult who can provide the support the home cannot</td>
<td>Saturday morning sessions under the direction of college students and financed by a service organization</td>
<td>Engagement in activities of mutual interests and Exploration of community</td>
</tr>
<tr>
<td>7. To establish library instructional centers and to provide more books than a school can ordinarily purchase</td>
<td>Using existing facilities for informal tutoring in the afternoons and evenings</td>
<td>Provisions for book mobiles to travel to library centers and to classrooms</td>
</tr>
<tr>
<td>8. To improve teacher-pupil ratio</td>
<td>Provision for one extra teacher or staff member for every six regular teachers</td>
<td>Bi-weekly in-service education meetings</td>
</tr>
<tr>
<td>9. To provide teacher education</td>
<td>Bi-weekly in-service education meetings</td>
<td>Broadcasts and tapes of music, science, story-telling, drama, and poetry using local talent</td>
</tr>
<tr>
<td>10. To provide cultural enrichment</td>
<td>Involvement of citizens, adult classes, PTA advisory committees, leisure-time programs, neighborhood councils</td>
<td>Formulation of neighborhood center for community life</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>PROCEDURES</td>
<td>RESULTS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>6. To acquire aesthetic values and to develop creative expressions</td>
<td>Provisions for art, music, and drama classes</td>
<td>Enjoyment of art, music, and shared play, with books and stories very important</td>
</tr>
<tr>
<td>7. To strengthen physical weaknesses and to develop self-confidence</td>
<td>Historical trips, clubs, conversational foreign language development</td>
<td>Increased desire for higher achievement</td>
</tr>
<tr>
<td></td>
<td>Recreational activities such as weight-lifting, swimming, basketball, water ballet, ice skating</td>
<td>Increased numbers of participants</td>
</tr>
</tbody>
</table>

**B. Other Programs**

| 1. To improve achievement in the pre-school                              | Demonstrations and in-service education                                  |                                               |
|                                                                           | Provision of extra materials and equipment                                |                                               |
| 2. To create appropriate curriculum approaches                            | Voluntary attendance and no expenses                                     |                                               |
|                                                                           | Aides who are high school and college students                            |                                               |
| 3. To provide summer experimental classes on an informal basis            | Tickets provided                                                         |                                               |
|                                                                           | Staff of theate available to teachers of drama and literature            |                                               |
|                                                                           | Theatre staff provides technical assistance to groups involved in creative experiences |
| 4. To involve inner-city pupils in meaningful, quality theatre experiences | Discussions by specialists at summer workshops, with emphasis on home-school-neighborhood |                                               |
| 5. To develop appropriate methods and techniques                          |                                                                           |                                               |
### PROGRAM VIII

**NEW YORK, NEW YORK**

#### OBJECTIVES

<table>
<thead>
<tr>
<th>A. Varied Programs to Help the Deprived</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To further integration Transferring at parents' requests allowed when space is available, on first-come basis In-service education in human relations</td>
</tr>
<tr>
<td>2. To provide special services Listing of needs by varying weights in determining recommending corrections Reading deficiency carries more weight than I.Q.</td>
</tr>
<tr>
<td>3. To improve academic performance Maximum class size of twenty-two Special teachers of art, music, science, corrective reading, and library</td>
</tr>
<tr>
<td>4. To improve reading level Reading clinics Corrective reading taught in small groups</td>
</tr>
<tr>
<td>5. To improve the quality of reading instruction City-wide television programs on teaching of reading Daily preparation time allowed for teachers</td>
</tr>
<tr>
<td>6. To provide clinical help for disruptive pupils Maximum class size of ten to fifteen Specialists in various fields</td>
</tr>
<tr>
<td>7. To compensate for lack of opportunity created by social conditions Provision for supervised homework Use of school library after school day Remedial programs in reading and arithmetic</td>
</tr>
</tbody>
</table>

#### PROCEDURES

- Transferring at parents' requests allowed when space is available, on first-come basis
- In-service education in human relations
- Listing of needs by varying weights in determining recommending corrections
- Reading deficiency carries more weight than I.Q.
- Maximum class size of twenty-two
- Special teachers of art, music, science, corrective reading, and library
- Reading clinics
- Corrective reading taught in small groups
- City-wide television programs on teaching of reading
- Daily preparation time allowed for teachers
- Maximum class size of ten to fifteen
- Specialists in various fields
- Provision for supervised homework
- Use of school library after school day
- Remedial programs in reading and arithmetic

#### RESULTS

- More assimilation of minority groups into the broad social and cultural stream of city
- Four teachers work together as a team for three classes
- Upgrading of the reading program by specialists
- Reading gain of one and one-half years
- Help for the new teacher
- Most important resource for deprived is the teacher
- Higher Horizons goals generally successful
- Remedial, enrichment, and gifted achievements
### PROGRAM VIII (continued)

<table>
<thead>
<tr>
<th>OBJECTIONS</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. To provide summer instruction</td>
<td>Kindergarten emphasis on communication skills</td>
<td>Many children learn to adjust</td>
</tr>
<tr>
<td></td>
<td>Elementary emphasis on basic skills</td>
<td>Easing of situation in regular classes for other pupils</td>
</tr>
<tr>
<td>9. To determine to what extent mental maladjustment can be prevented through a sound mental hygiene clinic</td>
<td>Enrichment and expansion of experiential background</td>
<td>New York children have benefitted from exchanges</td>
</tr>
<tr>
<td>10. To provide enrichment</td>
<td>Working of teams of specialists with school personnel--guidance counselor, social worker, psychologist, psychiatrist, etc.</td>
<td>Increased understanding on part of New York teachers on return</td>
</tr>
<tr>
<td>11. To improve teacher understanding</td>
<td>After-school enrichment in the form of clubs</td>
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<tr>
<td></td>
<td>Interchange program of teachers with Puerto Rican teachers, also administrators, and other special people</td>
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<tr>
<td>OBJECTIVES</td>
<td>PROCEDURES</td>
<td>RESULTS</td>
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</tr>
<tr>
<td><strong>A. Urban Education</strong></td>
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<td></td>
</tr>
<tr>
<td>1. To raise achievement level in regular classrooms</td>
<td>More motivation and high potential classes</td>
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<tr>
<td></td>
<td>Provision for specialized services—librarians, counselors, testing experts, research personnel, reading specialists</td>
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<tr>
<td>2. To improve communication skills</td>
<td>Language awareness stressed in pre-school and primary grades</td>
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<td></td>
<td>Special assistance for Mexican-Americans</td>
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<td></td>
<td>Emphasis on speech activities</td>
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<tr>
<td>3. To improve curriculum</td>
<td>Weaving of ethnic contributions into new teaching materials</td>
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<td></td>
<td>Revision of curriculum—with role of minorities included</td>
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<tr>
<td>4. To help parents to understand their children, to teach them the value of education, to develop an appreciation of the Negro's contribution to American culture and history, to encourage participation in community-school affairs</td>
<td>Classes for parents, including family life</td>
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<td></td>
<td>Neighborhood library services</td>
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<td>Neighborhood counseling services</td>
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<td></td>
<td>Establishment of community service centers</td>
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<td></td>
<td>Encouragement to serve as volunteer aides</td>
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<tr>
<td>OBJECTIVES</td>
<td>PROCEDURES</td>
<td>RESULTS</td>
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<tr>
<td>5. To augment the regular school day</td>
<td>Tutoring and study centers established</td>
<td>Improved health and nutrition standards</td>
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<td>Pre-school programs with parent aid</td>
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<td></td>
<td>Field trips, summer programs, bookmobiles</td>
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<tr>
<td>6. To provide orientation and in-service for teachers</td>
<td>Acquainting prospective teachers with schools in the deprived areas</td>
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<td></td>
<td>Giving new teachers working experiences and understanding of the instructional problems</td>
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<td></td>
<td>Selection of student teachers who are especially interested in working in deprived areas</td>
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<td></td>
<td>Observation of master teachers and assisting them on a one-to-one basis</td>
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<td></td>
<td>Demonstration work teams which perform in the classroom and assist teachers</td>
<td></td>
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</tbody>
</table>
OBJECTIVES

A. Great Cities School Improvement Program

1. To raise achievement level
   - Language arts and arithmetic consultants
   - Development of new language arts materials--beginning and development readers
   - Materials for functional and creative writing, handwriting, and spelling
   - Special classes for non-verbal primary and high potential older children
   - Development of distinctive materials, books, equipment, and supplies
   - After-school remedial and tutorial classes

2. To raise aspirational levels and enrich cultural background
   - Introduction of classic literature
   - After-school, Saturday, and summer activities
   - Enrichment trips

3. To awaken parental and community responsibility
   - Activation of parents in homework centers
   - Discussion groups, committees, councils

4. To provide in-service training for teachers
   - On-the-job in-service
   - Demonstration in class by consultants
   - Training sessions during year and summer

PHILADELPHIA, PENNSYLVANIA

PROCEDURES

RESULTS

- Improvement in language arts, reading, arithmetic
- Increased interest in reading
- Greater tendency to accept and carry through lessons
- Better work habits
- Standardized testing, judgments of teachers for evaluations
- More leadership assumed
- Improved self-concept
- Fewer behavior referrals

- Improved parent cooperation and involvement
- Rededication and enthusiasm
- Decrease of vacancies
- Evaluations and changes
### PROGRAM X (continued)

#### OBJECTIVES

**B. Project Head Start**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To encourage self-expression and self-confidence</td>
<td>Experiences with materials outdoor play, Language arts, concept experiences, Playing simple musical instruments, Creating original stories, reading, and retelling stories, language games, Establishment of good work habits</td>
</tr>
<tr>
<td>2. To meet health needs</td>
<td>Immunizations, snacks, rest, examinations</td>
</tr>
<tr>
<td>3. To foster closer ties between home-school-community</td>
<td>Speakers, individual contacts at home, Films and discussions on child growth, School-community coordinators, Home-school and health committees, Bilingual coordinator and liaison agent</td>
</tr>
<tr>
<td>4. To provide enrichment experiences</td>
<td>Films, filmstrips, television programs, Trips, science activities, conversations</td>
</tr>
</tbody>
</table>

#### RESULTS

<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>More oral communication, Creativity in musical expressions, Personal experiences in care of pets and plants, Learning to listen well, Volunteer services given, Improved pupil behavior at home, Active community forces, Improved parent cooperation, Extension of the program, Preparation of audiovisuals strictly for Head-Start, Big variety of experiences</td>
</tr>
</tbody>
</table>
PROGRAM XI
PITTSBURGH, PENNSYLVANIA

OBJECTIVES

A. Compensatory Education

1. To provide cultural experiences and make provisions for developing the talented
   - Field trips, creative drama
   - Especially prepared television programs
   - Special provisions for music, art, literature

2. To prevent problems in academic learning—rather than the policy of correction
   - Emphasis at the pre-school and primary levels
   - Reading Centers, adjustment centers
   - Nongraded structure, transition rooms
   - Aides, assistant teachers, specialists
   - Mental health teams
   - New materials, devices, and techniques in teaching reading to poorly motivated

3. To reorganize the classes for better meeting the needs and providing academic instruction for the maximum development of human resources
   - Team teaching by grades in primary years
   - Subject oriented team teaching in middle grades
   - Team mothers who assist with non-instructional duties
   - Aid of student interns for the teams
   - Large group instruction by teams
   - Small group teaching done by teachers not belonging to the team teaching corps
   - Remedial help to some children by teams
   - Special groups of quick-learners taught by team members

PROCEDURES

RESULTS

- Identification of talented through eurhythmics
- Summer enrichment
- Prevention of failures, as children work at own speed
- Counseling and individual problems solved early
- More sensitive teachers with new and wider visions of needs and techniques
- Community interest through wide variety of volunteers
- Pre-school classes
- Establishment of education-parks, centers of public instruction through school and community planning
- Summer classes for remediation
OBJECTIVES

4. To recruit and to well-train volunteer aides

5. To encourage parent education and cooperation

PROCEDURES

Careful selection—willingness and aptitude for working with elementary ages
Intensive training—up to three months
Strong supervision
Use of specialists in various fields who give of special talents ungrudgingly
Assistant teachers who are well qualified and amply trained actually instruct children as needed under the direction of the regular classroom teacher

Family related education—tuition free
Parent-study groups, in order to give parents the skills to help their children with home work
Regular adult education courses
Day and evening opportunities
Community agency involvement—provisions for facilities and monetary contributions

RESULTS

Utilization of talents of gifted volunteer adults who teach and inspire children
Organization of thirty-three different types of clerical aides—as story tells, instrumental music teachers, eurhythmic teachers

Classes held at the convenience of the adult pupils—time-wise and place-wise
Itinerant teachers
Home-school visitation aides
OBJECTIVES

A. The Banneker Program

(Because everybody has a chance for academic success, youngsters and parents can and should be better than they are.)

1. To develop reading skills and interests

PROGRAM XII

SAINT LOUIS, MISSOURI

PROCEDURES

RESULTS

Provisions for nursery school
Reduced teacher-pupil ratio in kindergarten
Mastering of sequential reading skills
Retention in "Rooms of Twenty" after six primary semesters, if basic skills unmastered; then achieving mastery after concentrated coaching in one or two semesters
Ungraded structure--sometimes through six grades
Reading clinics for pupil diagnosis and teacher training
Systematic three-year program of word perception skills
Content reading geared to children's interests
Simplification of teaching guides
Recreational reading program with aid of parents and public libraries
Parents informed of reading requirements
Librarians informed of reading levels of children

Better preparation for reading readiness
Children move at own rate of speed
Prevention of one or two years of failure through concentration for a short period on the basics
Problems solved early--before child is alienated from school
Remedial reading on interests of child--high interest, low level content
Majority of children attain grade level in reading
PROGRAM XII (continued)

OBJECTIVES

2. To raise levels of aspiration of pupils

3. To change attitudes of parents

PROCEDURES

Emphasis on motivation as the vital key

Understanding that progress through ungraded primary is possible only with mastery of basic reading skills

Achievement scores made public to pupils

Pupils told what is necessary if improvement is to be made

Encouragement of better study and work habits

Teachers appeal to pupils through a sense of pride and competition—especially showing concrete proof that academic success is a prerequisite to employment opportunities

Honor assemblies, pep rallies, programs to encourage greater academic effort

Informing parents as to exact achievement scores of their children

Stating what low achievement and other attainment levels mean in regard to the occupational future of the child

Educating the parents as to what they must do to help their child succeed in school to the best of his ability

Encouraging parents to see that the child has a place to study, materials with which to work, and encouragement to complete assignments

Appeals to parents that child have sufficient rest to work to capacity

Presentations of the district motto—school is my most important business

RESULTS

Children inspired to make the best of themselves today for tomorrow's world

Better work habits and study habits

More attainment in all fields

Greater encouragement to succeed in personal growth

Fewer dropouts

Parents actually come to schools for discussions

Children attend school more regularly

New hopes and heightened morale for parents

Expansion of program into the afternoon, evening, and weekends

Parents actually come to schools for discussions
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urging parents to rise above past racial discrimination and to look for a brighter future</td>
<td>Involvement of teachers and staff beyond the call of duty</td>
<td></td>
</tr>
<tr>
<td>Citing of statistics to show the reality of educational attainments to dollars in one's pockets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Human Development Corporation Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To extend and maintain basic learnings</td>
<td>After-school, evening, Saturday and Sunday activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wide variety of offerings—art, story hours, literature, 3-R workshop, etc.</td>
<td></td>
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<tr>
<td>2. To project new and positive images</td>
<td>Cultural enrichment, Mr. Achiever awards</td>
<td>Changes of attitudes of teachers as well as pupils</td>
</tr>
<tr>
<td></td>
<td>Opportunities for personal development—charm classes, fitness programs</td>
<td></td>
</tr>
<tr>
<td>3. To enlarge the sights and horizons of youth</td>
<td>Teaching of piano, ballet, gymnastics</td>
<td>Tailor-made projects for each individual school</td>
</tr>
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<td></td>
<td>Organisation of an Explorer's Club for potential, delinquent boys</td>
<td>Strong attraction of flexible program for personnel</td>
</tr>
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<td>Selection of younger girls by older ones for guidance through discussions and exampleship</td>
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<td></td>
<td>Fix-it activities for boys</td>
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</tr>
<tr>
<td>4. To promote parental aspirations and education</td>
<td>Family Enrichment, individual hobbies</td>
<td>Tutorial classes for parents</td>
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<td>Workshops—to help parents with their children</td>
<td>General parent meetings</td>
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<td>monthly</td>
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</tbody>
</table>
PROGRAM XIII
SAN DIEGO, CALIFORNIA

OBJECTIVES

A. Compensatory Education Pilot Project

1. To promote and improve individual competency in the communication skills of speaking, listening, reading and writing, and ultimately all other dependent basic skills and subject matter

   Use of adaptations of the individualized language approach to reading (child dictates stories; teacher writes them)
   Seatwork minimized; oral reports and discussions maximized
   Creative writing activities increased
   In-service training of teachers by speech correctionist
   Reading rooms in schools for parents and pupils

2. To improve the students' self-images and to raise their levels of aspiration

   Numerous study trips--by foot and by bus
   District produced film study trips used alone or in conjunction before and/or after actual trip
   Presentations of drama and music by pupils from other schools

3. To aid students in understanding and developing abilities and interests and relating them to life's goals

   Depth counseling individually or in groups
   Full-time visiting teachers
   Tapes for oral expressions of feelings and original compositions

RESULTS

Development of communication skills
Teachers and pupils enthusiastic about oral vocabulary written experiences are natural outcomes

Increased ability to express interests and needs

Prevailing "team" spirit
Curriculum must fit individual school and involve own teachers
## OBJECTIVES

4. To develop and strengthen teacher understanding of, and respect and aspiration level for, children who have compensatory needs

5. To raise the parents' aspiration level and to promote a greater understanding of their children's capabilities and aspirations, plus appreciation of the value of education and need for parents' involvement in it

6. To provide pre-school experiences through parent participation

## PROCEDURES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
</table>
| 4. To develop and strengthen teacher understanding of, and respect and aspiration level for, children who have compensatory needs | Planning, revision, and evaluation by the teachers themselves  
Curriculum planning by teachers  
Released time for preparation of materials  
Curriculum redevelopment assisted by specialists, consultants, librarians | Increase of teacher interest in cooperative lesson plans and development of materials |
| 5. To raise the parents' aspiration level and to promote a greater understanding of their children's capabilities and aspirations, plus appreciation of the value of education and need for parents' involvement in it | Parents invited to attend grade level meetings, special conferences, and to use school reading rooms  
Intensive program to interest parents in adult education classes--on assumption that parents' interest in improving themselves reflects on children | Steady improvement  
Parents urging children to work harder and do better  
Parents will participate if personally contacted  
New classes at parents' request |
| 6. To provide pre-school experiences through parent participation | Child-parent participation classes, day and evening sessions | High enthusiasm on part of teachers and parents  
Improvement in understanding children's abilities |
PROGRAM XIV
SAN FRANCISCO, CALIFORNIA

OBJECTIVES

A. Elementary and Secondary Act

1. To improve communication skills
   - Pre-kindergarten centers, with classes of twenty, taught by two teachers and assisted by two aides
   - Screening for emotional disturbance, minimal brain damage, speech problems
   - Field trips and enriching experiences
   - Identification of special talents
   - Speech development and correction
   - Expanded family life education
   - Added health services

2. To develop an improved attitude towards self and school
   - Enrichment experiences
   - Summer school
   - Resource personnel
   - Additional speech teachers
   - Provisions for leadership training

3. To motivate to higher levels of aspiration
   - Creative arts center built with offerings in art, vocal and instrumental music, story telling, and dramatics
   - Informal atmosphere at the center
   - Introduction to works of art created by community artists
   - Observations of talented adults at work
   - Teaching of numerous skills with variety of media
   - Field trips for ethnic children
   - Experiences in observation of beauty and local history

PROCEDURES

Meaningful language experiences
Remediation begun immediately for disturbed, brain-damaged, and all with speech problems
Progress in reading
Change in school image
Growth in good behavior
Development in self-image
Increase in interest and acquisition of skills
Improved communication skills in relaxed setting
Greater appreciation for community resources
Appreciation for contributions and abilities of others
Increase motivation
Improved level of aspiration
Successful participation in classroom work
### PROGRAM XIV (continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To improve academic achievement</td>
<td>Resource visitors</td>
<td>Sharing of learnings in classes of other schools</td>
</tr>
<tr>
<td></td>
<td>Compensatory classes in language, reading, social sciences, and history</td>
<td>Growth in academic achievement</td>
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<td>Added teaching services</td>
<td>Wider distribution of special education tools</td>
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<td>In-service for the purpose of increasing respect for pupils, how to give such children motivation</td>
<td>Improvement of reading skills</td>
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<td>Speakers, exhibits, performing groups brought to the school</td>
<td>Stimulation of most capable to plan for higher education</td>
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<td>Paid transportation and admissions to some cultural performances</td>
<td>Awareness of opportunities made known to talented</td>
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<td>Study centers and tutoring—before and after school and in evenings to provide help in all subject areas</td>
<td>Reading resource teachers assist class teacher introduce techniques and aid in selection of books, films, filmstrips, tapes and places to visit</td>
<td>Production of variety of materials and equipment</td>
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<td>Programs for high ability students</td>
<td>Development of variety of techniques</td>
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<td>Opportunity for experimentation with new teaching techniques and materials</td>
<td>More individual attention</td>
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<td>Broadening experiences</td>
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<td>Reduction of class size</td>
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<td>Reading clinics to diagnose pupils with severe problems; instruct and follow-up</td>
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<td>Training of one reading specialist per building to assist other teachers</td>
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<td>Emphasis on reading at all levels</td>
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<td>Language arts skills considered vital</td>
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<td>Curriculum development with special emphasis on occupations, literature, mathematics, music, and Negro history</td>
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<td>OBJECTIVES</td>
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<td>RESULTS</td>
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<tr>
<td>5. To provide in-service training in a continuing basis</td>
<td>Development of new materials and equipment</td>
<td>Higher teacher morale</td>
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<td>Introduction of new techniques</td>
<td>Many request to remain in schools of deprived area</td>
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<td>Workshops, demonstrations</td>
<td>Learning through shared problems</td>
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<td>Consultants</td>
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<td>Planned visits to other teachers in action</td>
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<td>Special training in reading</td>
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<td>Understanding of human relations</td>
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<tr>
<td>6. To develop a school-community involvement program</td>
<td>Study centers in community center</td>
<td>Request of parents for children to remain in project school</td>
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<td></td>
<td>Cultural enrichment experiences</td>
<td>Greater parental interest</td>
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<td></td>
<td>Recruitment and training of volunteers to serve in the centers</td>
<td>Improvement of parent-teacher-counselor communication</td>
</tr>
<tr>
<td></td>
<td>Community teachers, by home contacts, keep parents informed about school events and provide counseling about children</td>
<td>Increased use of community resources</td>
</tr>
<tr>
<td></td>
<td>Family life extended education to increase understandings of parents as to how to help their child in school</td>
<td>More frequent home contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Better understanding of child development, family and home management, thus more effective parents</td>
</tr>
</tbody>
</table>
OBJECTIVES

A. Pre-school Program

1. To enable pupils to learn the basic skills
   Developing the powers of observation through audiovisual, trips, pictures, objects
   Solving of individual problems continued into first grade through comments on folders

2. To develop the social skills for group participation
   Broadening of experiences through trips
   Community helpers visit the classroom
   Extensive use of building and educational toys

3. To enable pupils to function independently
   Acceptance of individual and group responsibilities

4. To create a readiness and curiosity to learn
   Exposing children to printed materials--books, magazines, catalogues, some comics
   Provision of experiences that cause a child to want to know "why"
   Eagerness to interpret printed symbols
   Willingness to experiment in new situations

5. To develop communication skills
   Share-and-tell objects, pets, activities
   Provision of an atmosphere conducive to self-expression
   Development of vocabularies
   Learning to use sentences

6. To alleviate those physical concomitants which impede learning
   Well-planned program for screening and referring for medical attention

7. To provide energy and vitality for learning
   Provision of healthful snacks or lunches
   Special provisions for milk and fresh fruit
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. To enable pupils to learn conceptual meaning</td>
<td>Learning of unfamiliar words</td>
<td>Motivation from community visits to expand their interests and learnings</td>
</tr>
<tr>
<td></td>
<td>Using a word and finding a picture for it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning to listen to stories, tapes, etc.</td>
<td></td>
</tr>
<tr>
<td>9. To provide cultural influences</td>
<td>Showing of educational films--as travel</td>
<td>Understanding of functions of community institutions</td>
</tr>
<tr>
<td></td>
<td>Exposure to community institutions</td>
<td>Increase in cultural knowledge</td>
</tr>
<tr>
<td></td>
<td>Exposure to cultural influences in the community</td>
<td></td>
</tr>
<tr>
<td>10. To develop skills of coordination</td>
<td>Sequential experiences--such as playing games with balls of all sizes</td>
<td>Development of visual-motor coordination</td>
</tr>
<tr>
<td></td>
<td>Working of jig-saw puzzles for dexterity</td>
<td></td>
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<tr>
<td>11. To develop a background for number concepts</td>
<td>Development of an experiential background</td>
<td>Developing concepts of time and sequence</td>
</tr>
<tr>
<td></td>
<td>Learning relationships of two, three, etc.</td>
<td>Organizing past experiences in logical way</td>
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<tr>
<td></td>
<td>Having pupils relate their activities to such terms as yesterday, afternoon, tomorrow morning, last week, tonight</td>
<td></td>
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<tr>
<td></td>
<td>Arranging pictures in sequence</td>
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</tbody>
</table>
OBJECTIVES

A. A United Approach

1. To improve communication skills
   Saturday and summer classes in skills, as reading rate and comprehension
   Improved literacy and numeracy

2. To improve skills in mathematics
   Assistance in computation, concepts, applications
   Play-acting, role-playing

3. To provide experiences of success and satisfaction
   Enriching experiences
   High interest value

4. To offer enriching experiences
   Changed attitudes

5. To alter the child's image of himself and school

6. To decrease absences

7. To raise the overall grade average

8. To improve school adjustment

9. To make school more meaningful
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
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</thead>
<tbody>
<tr>
<td>10. To do case studies in depth</td>
<td>Determining the causes of behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constructing therapy program for each child</td>
<td></td>
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<tr>
<td>11. To train or re-train target area teachers</td>
<td>Understanding of the problems of environment</td>
<td>Planning curriculum reorganization</td>
</tr>
<tr>
<td></td>
<td>Innovative techniques, reorganized curriculum</td>
<td></td>
</tr>
<tr>
<td>12. To help the child with physical disabilities</td>
<td>Cooperative planning on child's progress</td>
<td>Home visitations</td>
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<tr>
<td></td>
<td>Keeping parents informed of any important changes and/or recommendations concerning the child's behavioral pattern</td>
<td></td>
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<td></td>
<td>Making parents aware of the child's problems outside the home</td>
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<tr>
<td></td>
<td>Making parents aware of school-community programs which might assist them</td>
<td></td>
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</tbody>
</table>
# PROGRAM XVII

**FORT MADISON, IOWA**

## OBJECTIVES

<table>
<thead>
<tr>
<th>A. Elementary-Secondary Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To teach child to read at a level more nearly paralleling his ability</td>
</tr>
<tr>
<td>2. To promote liking for reading</td>
</tr>
<tr>
<td>3. To increase vocabulary and comprehension</td>
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<tr>
<td>4. To secure additional records on children for more effective teaching</td>
</tr>
<tr>
<td>5. To improve teachers' ability through in-service, courses, consultants</td>
</tr>
<tr>
<td>6. To provide special services</td>
</tr>
<tr>
<td>7. To promote extra reading</td>
</tr>
<tr>
<td>8. To develop better attitudes</td>
</tr>
</tbody>
</table>

## PROCEDURES

- Special level readers
- Reading laboratories
- Individual instruction
- Small groups
- Books on child's interest
- City library as reading source
- Diagnostic reading clinic
- Testing
- Training of remedial teachers
- Emphasis on language arts
- Workshops
- Speech and hearing therapists
- School library
- Reduction of teacher-pupil ratio

## RESULTS

- Improvement of skills so child returns to regular classroom reading
- Better attainment in other academic subjects
- Provisions for portable units if there is a lack of space
- Ability of teachers strengthened in coping with remedial reading problems
- Early identification of problems means earlier and quicker assistance in overcoming the weakness
- Better attitude toward learning
| OBJECTIVES |
|-----------------|-----------------|-----------------|
| 9. To communicate with families | PROCEDURES | RESULTS |
| 10. To provide help for personal problems | Head-Start family participation | Social workers, Psychologists, guidance counselors |
| 11. To provide summer classes | Special nurses, oculists, medical doctors | Determining if any medical problems interfere with learning |
| 12. To give more health care | Movie and overhead projectors, filmstrip and teaching machines, accelerators, rate meters, Tach-X, record players, tapes, tape recorders, slides, slide viewers | |
| 13. To make available the latest in audiovisual and electronic equipment | | |
| 14. To provide non-professional-Clerical aides for the classroom help | | |
OBJECTIVES

A. Program for the Deprived

1. To overcome unfavorable attitudes toward reading
   - Experience stories discussed, read, and written
   - Gradual development in word recognition, phonics, spelling, letter formation
   - Informal reading
   - Reading and retelling
   - Individualized library experiences

2. To increase communication skills
   - Developing good language usage
   - Training good speaking voices
   - Improving articulation and enunciation
   - Records, tapes, pictures
   - Group discussions, choral readings
   - Learning to express themselves and improving self-concept
   - Developing description and sequence in discussions, drawings, paintings
   - Writing—including spelling
   - Learning to listen attentively
   - Listening and explaining
   - Widening vocabulary

3. To promote understanding between home and school
   - Community action programs
   - Proper identification made to parents of potentials of children

RESULTS

Improving reading skills, word recognition, meaning, finding the main idea, phrasing, descriptive detail
Improvement in writing—sentence building, stories-on-paper, penmanship skills

Improved listening
Simple repetition
Following of directions
Paying attention to and understanding of speakers
Improved speaking—clarity of speech, overcoming embarrassment in group experiences, meanings of words in common use, precision in word choice, pleasing final qualities
Improved ability to play with other children

Family counseling
Coordination of school with community action programs
Increase in supervised play and recreational fun
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
</table>
| 4. To provide health services | Medical examination and referral  
Dental services  
Nutrition through lunch program |  |
| 5. To provide additional staff and services | Teacher aides  
Tutorial and laboratory work  
Smaller classes  
Counseling  
Subject consultants | Improved equipment for remedial instruction  
Improved psychological and personal adjustments |
| 6. To provide experiences and motivation | Individualized help  
Dramatics  
Field trips, parents urged to attend  
Provisions of pleasure in academic learning, as library book perusal  
Resource people brought into the classroom | More participation in supervised play  
Opportunities to see beyond the immediate neighborhood  
Broadening of social contacts |
## PROGRAM XIX
### SANDUSKY, OHIO

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PROCEDURES</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Language Development and Reading Improvement</strong></td>
<td>Two-hour period with special teacher--and including arithmetic</td>
<td></td>
</tr>
<tr>
<td>1. To extend vocabularies</td>
<td>Small groups for talking and sharing</td>
<td></td>
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<tr>
<td>2. To improve communication skills</td>
<td>Taking a trip to the neighborhood</td>
<td></td>
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<tr>
<td></td>
<td>Listening to and telling stories</td>
<td></td>
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<td></td>
<td>Trying out activities together</td>
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<tr>
<td>3. To improve reading skills and reading ability</td>
<td>Looking at books and hearing stories read</td>
<td></td>
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<tr>
<td>4. To stimulate interest in reading for pleasure</td>
<td>Making simple handwork</td>
<td></td>
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<tr>
<td>5. To bolster self-confidence in the ability to read</td>
<td>Creative experiences of many kinds</td>
<td></td>
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<tr>
<td></td>
<td>Playing together</td>
<td></td>
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<tr>
<td>6. To set up groups and materials to meet the needs of deprived children</td>
<td>Flexible grouping</td>
<td></td>
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<td></td>
<td>Instructional and enrichment materials geared to the needs of the child</td>
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<tr>
<td><strong>B. Arithmetic Improvement</strong></td>
<td>Part of two-hour period with language</td>
<td></td>
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<tr>
<td>1. To develop an understanding of the meaning and order of numbers, and patterns of numbers</td>
<td>Special arithmetic teachers</td>
<td></td>
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<td></td>
<td>Working in small groups</td>
<td></td>
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<td></td>
<td>Manipulative, instructional, and enrichment materials</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>PROCEDURES</td>
<td>RESULTS</td>
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<tr>
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<tr>
<td>2. To understand kinds of measure</td>
<td>Number readiness activities</td>
<td></td>
</tr>
<tr>
<td>3. To develop skill in use of addition, subtraction, multiplication, division and their meanings</td>
<td>Individual assistance</td>
<td>Much vocalizing as to what is being done with numbers</td>
</tr>
<tr>
<td>4. To develop ability to solve thought problems</td>
<td>Flexible groupings</td>
<td></td>
</tr>
<tr>
<td>5. To bolster self-confidence in ability to work with numbers</td>
<td>Close working relationship between regular and special teachers</td>
<td></td>
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<tr>
<td>6. To develop the meaning of time</td>
<td>Individual assistance</td>
<td></td>
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CHAPTER IV

CRITERIA FOR CHOOSING APPLICATIONS

This study involved the examination of descriptive information about various programs for culturally deprived children. Information about the objectives, procedures, and known or implied results of the programs were obtained and organized in chart form in the preceding chapter.

I. CRITERIA

If a school administrator were to examine the information compiled in Chapter III for the purposes of selecting appropriate procedures for a given school, the basis for selection would of necessity be subjective.

In an attempt to move away from this subjectivity the literature was examined and four criteria, suitable for use in selecting program procedures, were identified.* These were:

Frequency of use. Carter Good states that frequency of procedure is "the number of occurrences of any given value or set of values" (17:238).

*It should be noted that most of the procedures selected did not meet all of the stated criteria.
This criterion has been chosen principally because of the ease with which the regular curriculum can be augmented by supplementary procedures without interrupting positive benefits which may be accruing to children in the established program.

**Significant known results.** Good defines significance as "the property of having low probability of occurrence on the basis of chance alone, thereby likely occasioned by factors other than chance" (17:501). Therefore, the significant known results are the outcome of procedure which are occasioned by factors other than chance.

If there are positive changes in achievement level, attitudes, drop out rates, communication, skills, etc., which cannot be accounted for on the basis of chance alone, then the procedure would appear to have significant empirical support. Information regarding this criterion measure is not readily available, but in those cases where it could be obtained it was given considerable weight in judging whether or not a specific procedure could be considered as a potentially effective practice to follow.

**Flexibility in application.** There are different methods by which the same course of action may be employed. If a procedure has sufficient flexibility to make it adaptable to class scheduling, to multi-purpose materials, to
capabilities of the staff, and to other potentials of a local school district, then it has inherent value.

Support of authorities in the field. If it has the support of authorities in the field as eminent educators and social psychologists who have been mentioned in the literature and included in the bibliography, then this is substantial evidence that the application of this criterion will meet the special needs of the deprived.

II. APPLICATIONS

The above criteria were then applied to the program information made available by the school districts. Significant application possibilities for school districts enrolling culturally deprived children were extracted from each program studied. These applications appear in Appendix B.

The significant applications were then summarized into categories. These were:

Applications pertaining to staff acquisition and additional personnel.

1. New teacher training and intern program
2. Personnel for institutes, workshops, and in-service programs
3. Tutors for expanded day sessions, evenings, Saturdays, and summer classes
4. Non-instructional aides in the classroom
5. Assistant teachers to help with instruction in the classroom
6. Specialized professional personnel, as psychologists
7. Non-professional personnel, as home visitors and coordinators
8. Specialized instructional teachers for speech, reading, arithmetic, art, music, and physical education
9. Resource personnel, consultants and supervisors

Applications pertaining to instructional materials.
1. Multi-sensory and manipulative centers
2. Grade libraries, school libraries, room libraries
3. Specialized equipment in after-school classes
4. Audiovisuals for the instruction of the deprived
5. District Museum of Science and Industry
6. Services of Regional Supplementary Center
7. Diagnostic achievement and reading centers
8. Ethnic and urban reading series and supplementary texts
9. District produced audiovisuals
10. Curriculum up-dating and revision
11. Teaching to play simple musical instruments

12. Special art center

**Applications pertaining to instructional practices.**

1. Year-round pre-school

2. Summer and after-school remedial classes, also Saturday classes

3. Identification of pupil needs and procedures to meet them

4. Speech improvement of pupils, teachers, and parents

5. Migrant orientation

6. Radio "success" stories

7. High potential classes during regular day and in summer

8. Study centers for evenings and weekends

9. Team teaching and teaching teams

10. Nongraded elementary system, with junior rooms between so-called grades for concentration on basic skills

11. Remedial reading and arithmetic

12. Individualized instruction, appeals to the interest of the pupils, and motivational emphasis

13. Reduced teacher-pupil ratio

14. Physical education programs
15. Keyboard experiences for learning musical terminology

Applications pertaining to health services.
1. Dental care program in the schools
2. Provision for snack time in mid-morning or mid-afternoon
3. Free lunch program to those in need
4. Physical fitness program in and out-of-school
5. Measles innoculations
6. Oral polio vaccine
7. DPT immunization

Applications pertaining to public relations.
1. Outside speakers in assembly programs
2. Radio "success" stories from local citizens who overcame deprivation
3. Use of schools by outside agencies and clubs
4. Courses for parents in child growth and development
5. Informing parents regularly of child's achievement
6. Enrichment activities for parents
7. Family field trips
8. Cooperation of city park department in recreation
9. Distribution of monthly newspaper produced by the
10. Publication of monthly paper in the elementary schools
11. Volunteer tutors after schools, evenings, and week ends

**Applications pertaining to environmental enrichments.**

1. Theatre presentations in and out of school
2. Honors program
3. System of achievement awards in academic and citizenship gains
4. Newspaper recognition of outstanding accomplishments
5. Vacation campus
6. Saturday and summer enrichment classes
7. Field trips
8. Libraries open before and after school
9. Art centers
10. Special art and music teachers for all classes
11. Special instruction for the talented and mal-adjusted in art and music
12. Introduction to good literature
In closing, the basic criteria in determining the procedures for schools that wish to provide adequate education for their deprived children should be a consideration of the support of authorities in the field, the frequent use of procedures in other districts, significant results obtained by various districts, and flexibility in application.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

It is the purpose of this chapter to summarize the study and to formulate recommendations based on the study for the consideration of school administrators in which there are large numbers of culturally deprived children.

I. SUMMARY

The problem of this study was an investigation of school programs designed to provide equal educational opportunity for the culturally deprived child. The data were tabulated primarily from brochures and duplicated materials from nineteen school districts in various geographical regions within continental United States.

Letters of inquiry were mailed to fifty different districts across the nation. Fourteen large and five small cities responded with sufficient information so as to make possible a survey of objectives, procedures, and results of their programs for culturally deprived children.

In Chapter One the problem was stated, the importance of the study was indicated, terms of the study were defined, and the organization of the study was outlined.

In Chapter Two a review of literature related to several areas of educating the culturally deprived child
was undertaken. The aspects which were surveyed are as follows: environment of the culturally deprived child; physical, social, emotional, and mental characteristics of the disadvantaged; and the educational developments and implications for educating such a child to the extent of his potentialities.

In Chapter Three there were listings compiled from each school district in the realms of primary objectives, related procedures, and known and implied results.

In Chapter Four a rationale was selected for determining projects of merit for school districts with a high percentage of culturally deprived children. Also included are varied means of using the applications.

Objectives. This study has shown that two objectives were shared by all of the school district programs which were investigated. These objectives were the enrichment of the cultural background of the child and the raising of his achievement level.

Other numerously mentioned objectives consisted of raising aspiration levels; improving of attitudes toward self, school, and learning; provision for more effective instructional techniques and materials; and involvement of parents and community agencies in a more active program for personal and academic improvement of parents and their children.
Procedures. Innovational efforts for meeting the unique problems of a particular district invariably evolved from the recognition of immediate needs. For instance, one urban district sought to broaden cultural experiences by the hiring of full-time buses and bus drivers in order to transport children to places of historical, occupational, informative, and enriching importance.

The involvement of parents in understanding the part they must play in the education of their children is being stimulated by a direct appeal to one of the ultimate aims of education—the preparation of the child for his best possible future as an adult. Such school districts have informed parents regularly of the exact achievement status of their child, his natural ability, his progress, and the relation of his educational standing to future take-home dollars in his pocket.

Recognizing that children are greatly motivated to achieve as they experience successes, emphasis has been placed upon providing individualized instruction, as needed, for the assisting of children in continuous progress, at their own rate of speed. The addition of trained nonprofessional classroom aides, who have assumed clerical duties, has allowed teachers more instructional time for all pupils. In like manner, additional instructional personnel who perform specialized services have been able to strengthen
children in remedial reading, remedial arithmetic, speech improvement, concrete science experiments, music and art for the talented and the maladjusted, and in other phases of learning.

After-school and Saturday tutoring in the basic skills, and also enrichment classes, have augmented the regular school day for the slow learners and the disadvantaged capable children. Volunteer older youth and adults have conducted many of these sessions under the direction of the schools.

Results. Some school reorganization has consisted of a smaller teacher-pupil ratio and elimination of rejections, with promotion of those who are weak in the fundamental subjects to a "Junior" grade, where teachings are centered upon the basic skills, the mastery of which enables a child to return to a regular classroom usually within one semester.

Unprecedented results have been provoked in exchanging the intelligence deficit phenomenon to average grade level growth from year to year and in converting rowdy children into good citizens who carry out self-stemmed projects to keep their school neat, clean, and an object of pride.
II. RECOMMENDATIONS

It is recognized that the children in sharply defined poverty pockets are one or two years retarded in the first grade in linguistic skills, and therefore, impoverished in abstract concepts. The desire for an attack on the primary level has been expressed to bridge this lag in educating the culturally deprived child.

Although Head Start has made a good beginning, there are other innovations, gleaned from this investigation, which could be inaugurated. These are:

1. It is recommended that textbooks, supplementary materials, and audiovisual equipment not only be updated but also be selected on the basis of pupil appeal, relation to environmental background, and the broadening of cultural and social experiences.

2. It is recommended that health care be expanded to include measles innoculations, oral polio vaccine, dental care, and other services with particular attention on preventive rather than on corrective physical treatment.

3. It is recommended that there be an increase in personnel forces consisting of volunteer aides, instructional experts, and related specialized service workers, such as psychiatrists, in order to meet the needs of individual differences.
4. It is recommended that an ample educational program for new and regular teachers be conducted through various means in order to develop and strengthen teacher understanding of, and respect and aspiration level for, culturally deprived children, as well as to better inform and demonstrate to teachers effective procedures of instructional techniques.

5. It is recommended that positive publicity concerning the progress of the schools be utilized, through such media as a bimonthly district newspaper mailed to all homes, a monthly newspaper produced by each elementary school for its constituents, and honor assemblies at which public recognition is given for academic and nonacademic achievement of note.

6. It is recommended that out-of-school activities be multiplied to involve parents and children in small group academic tutoring, family field trips, classes in the development of physical skills and hobbies, and other teaching opportunities patterned to promote parental understanding of the school program and personal growth on the part of both parents and pupils in experiential background and in mental capacities.

A survey of the program for culturally deprived children in nineteen school districts represents an effort that is limited in scope. In spite of the limitations of
scope, the writer believes that the practices enumerated in Chapter Three are representative of those currently in use across the continent.

A careful examination of these practices reveals that many of the programs are based upon concepts and administrative practice long known to the profession. Rarely does one find new and exciting innovative concepts being used. Perhaps these new and exciting ideas will come from massive efforts now underway in our schools.

In order to provide a continuous scrutiny of successful new and innovative ideas, the writer would like to recommend, both to her own district and other districts with large numbers of culturally deprived children, that the administrators subscribe to the micro-film service of the United States Office of Education which systematically reports educational innovations across the nation.
BIBLIOGRAPHY


APPENDIX A

LETTER SENT TO PUBLIC RELATIONS DIRECTORS
FOR VARIOUS SCHOOL DISTRICTS
Public Relations Director
Public Schools
City, State

Dear Sir:

In connection with my Master's thesis relative to Culturally Disadvantaged Children, I am seeking some vital information concerning the Programs of your school district in meeting such educational and cultural needs. Particularly I am interested in the objectives, methods, and results, in order that I may gain insight into implications in regard to my own district of Pasco, Washington.

Since "time is of the essence" in order to complete this study at the earliest possible time this summer, I would be greatly appreciative if you could forward to me any available printed or duplicated material on this subject. Thank you in advance for your consideration of my request. Enclosed is a self-addressed, stamped envelope for your convenience.

Sincerely,

Mrs. Mary E. Cox
APPENDIX B

SELECTED APPLICATION POSSIBILITIES
SELECTED APPLICATION POSSIBILITIES

PROGRAM I

Year-Round Pre-School Centers. The provision for an extended type of Head Start program would enable children from underprivileged backgrounds to succeed more satisfactorily in the regular kindergarten program. The elimination of retentions in the kindergarten would be one of the major goals, as well as better preparation for reading readiness in grade one.

More parental involvement could be anticipated during a long-range type of pre-school program. For instance, more home contacts could be made by visiting teachers and social workers. More parental observations at school and discussions with the teacher would give assistance to the parents in knowing how to help their child socially and academically.

Training for New Teachers. Ample orientation should be given new teachers who will work with deprived children. There should be studies on lower-class values and behavior. Suitable instructional techniques should be clearly taught.

Supervision and guidance for new teachers should be under the direction of someone within the same building, so that the intern is able to receive direction as soon as needs arise.
Demonstrations and observations of master teachers who are actually in the process of teaching would give encouragement and workable demonstrations of useful techniques.

Night courses offered by local colleges might be more effective as a new teacher teaches and learns at the same time.

**Extended Day Tutoring.** An extended day tutoring program for slow learners would provide one-to-one instruction for underachievers, with opportunity to keep up with his written lessons.

The tutoring of children with special needs, through the guidance of the regular teacher to the tutor, could be done in the small group atmosphere with one-to-one relationship and special help, which is not possible in a classroom of many children. This would be individualized instruction.

In addition to helping children to begin preparation on the next day's assignments the teacher would give assistance in completing the lessons just assigned for that day.

High school and junior college students might serve as tutors, even as some have served for short periods during the day.
**PROGRAM II**

**Multi Sensory Center.** The establishment of a district center with appropriate materials to be used in concrete approaches to learning would benefit children—particularly in the areas of arithmetic and science. In order to keep a child interested and working, an abundance of supplies are necessary to meet the various needs of the limited child. Since this is a difficult task for a single teacher, ample aides and resource personnel to assist in supplying the appropriate instructional equipment would provide tangible growth in learning. There could be direction in developmental acquisitions of knowledges in relationship to units of study.

**Grade Libraries.** A greater quantity of books on curriculum subject matter could be supplied for different grade levels through the adoption of the grade library plan, than if supplementary books were catalogued and stored in a central library room in the school.

There would be more use made of these books, too, as these collections, or parts of these collections, could be rotated from class to class or from school to school or both. This would provide variety throughout the school year as new books become available for reading.
Specialized Equipment in After-School Classes. The use of manipulative and audiovisual materials after school hours would stimulate voluntary attendance in remedial and tutorial classes.

Very outstanding results in remedial improvement usually accompany the opportunity to use electronic equipment freely. A combination of the two, that is, free time following work in the basic skills, could be a source of inspiration which could bring about intensive efforts to change the statistics and themes of the machines.

Summer Remediation and Enrichment. Summer provision for teachings in the basic skills, especially to those who need remedial help, would prevent deterioration of hard earned skills during the summer months and might permit an increase in learnings.

Enrichment would foster pride in the community through activity trips. It might encourage the furtherance of education for future good jobs which have been shown and explained to the children.

In the uniting of remedial strivings and cultural enrichment there might be stimulated the motivation for accomplishing the almost impossible in learning.
PROGRAM III

Identification of Pupil Needs. In order to determine the best curriculum and instructional materials for the disadvantaged children in the local district, testing and evaluation need to be conducted to determine the abilities, present achievement, and potentials, as well as the citizenship goals which affect each child.

Basic objectives and programs could be set up. Further evaluation could determine if the procedures are answering the needs of the deprived children.

Curriculum Revision. The curriculum of the Pasco schools should be revised with special consideration for the large percentage of culturally deprived children in the district. Compensatory education's curriculum which supplements the benefits already being gained could be included within the over-all city curriculum.

PROGRAM IV

Dental Care Program. Since the district provides so adequately for general medical care, a provision for dental care would insure most of the balance of the physical correction and prevention required by the deprived children of the area for good health.

The care of such children through the schools would
also free the services of dentists and nurses for needed services to older poor citizens.

Just as DPT immunizations are given on a basis of correct time lapses, dental care could be so staggered that the greatest number of children could receive care at the crucial years for prevention and correction.

**Measles Innoculations.** This is one facet of medical care which should be covered, since it is now well known that measles may damage mental and emotional processes.

The cost of innoculations is prohibitive to low-economic families and to families with more than the average number of children. This service would be a safeguard for individual children and the community at large.

**Oral Polio Vaccine.** The provision for oral polio vaccine could insure complete protection of children from this crippling disease.

**Ethnic Series.** The adoption of a series of primary readers with an ethnic background, such as "Little Owl," would carry strong appeal for children of minority groups who have difficulty learning to identify with children in readers who are all Caucasian.

Even supplementary or enrichment books with an ethnic portrayal might insinuate the importance of learning to read. Likewise, recreational and library books should
be sufficient in number to meet the requirements for beginning ethnic readers.

In addition, middle grade boys and girls of this heritage need texts and extra books representing the activities and development of their type of social class in the world today.

**Speech Improvement for Teachers and Parents.** The inclusion of instruction in good speech for teachers and parents simultaneously, with children also receiving speech guidance from speech specialists, would overly emphasize correct speech enunciations and other acceptable habits. The possibility of permanently correcting faults would be extraordinarily good with this triple attack.

The continuing use of new speech habits in the classroom on the part of children would be stimulated by the newly instructed teacher. Other children who have not had individual or small group instruction would benefit by the regular classroom teacher's assistance in correcting minor difficulties.

**Physical Education Director.** The hiring of a physical education director for the elementary schools would be a double pronged approach in the physical development of a sequential program of skill and body development for each
age and grade level, coordinated within a total school pro-
gram of advancement.

Second, the physical education director would not
only serve as consultant to the regular classroom teachers,
who conduct periodic classes of physical education, but the
director would regularly demonstrate and work with the
pupils in new techniques and skills.

An additional benefit to the pupils would be the
provision of a male model with well-developed muscles and
skills. Such a model is often absent in the homes of de-
prived children.

Supplementary Center. Since the community of Pasco
is far removed from large city centers of cultural exhib-
its, the children of the district have almost no provision
for enrichment in three-dimensional displays of natural
history and industry.

Perhaps the schools could produce their own
exhibits, which could be housed in a central building for
use by classes on field trips. Productions by art classes
and by different grade level classes on various units
would emphasize the importance of such a center to the
district as a whole.
PROGRAM V

Adoption of Primary Reading Series Related to the Background of the Deprived Child. Since reading series using words, pictures, and experiences of the underprivileged child have been developed, and since the local district recognizes that there is already definite retardation when these children enter the first grade, it would seem profitable to purchase such a commercial series as that developed by Detroit, Michigan, entitled "The Jimmy Series."

The benefit to the child would lie in his ability to relate himself and his environment to the stories in the book, thus recognizing the worth of a book and the importance of learning to read.

Central Washington Regional Supplementary Center. The administration could become acquainted with the latest materials designed to individualize instruction in the fourth, fifth, and sixth grades by the Central Washington Regional Supplementary Center in Ellensburg, Washington, which is currently operating on a pilot basis.

This federal experimental project might contain ideas which could be implemented in the schools.

Use of Schools by Outside Agencies. Although a few outside organizations are permitted to use school rooms
and grounds to a limited degree after regular school hours and without interfering with evening schedules, if there was a more open policy established in the use of school facilities by groups who would develop any of the aspects of a child's innate abilities, more clubs and service organizations would gladly sponsor activities.

Many deprived children are not able to attend clubs which meet in distant parts of the city. The central location of the school would encourage attendance.

**Teaching to Play Simple Musical Instruments.**

Although rhythm band instruments are available at the preschool and primary levels, there is no instruction at present for producing tunes and original songs.

It would not be difficult for a child to learn to play a melody on a xylophone or tonette if he could recognize by sight the first eight numbers and blow or strike that particular spot on his instrument. It would not be necessary for the regular classroom teacher to be able to sing on pitch herself. The correct sound would automatically be produced if directions are followed.

The cost of such instruments might be borne by the parents, knowing that their child would be allowed to keep his own instrument.
PROGRAM VI

**Migrant Orientation.** Although Pasco has only a few migrant children from season to season, these boys and girls have so many deficiencies that they become easily discouraged.

In a special room where they may begin learning with what they already know and joined by fellow children who also need extra help in skills and language, these children learn that they can succeed and be somebody.

It should be made clear to these migrant children that they may return to the regular classroom when they are able to master certain basic skills which are necessary for further success among boys and girls of the same age.

**Radio "Success" Stories.** The development of a series of programs utilizing local citizens who have overcome limitations would doubtless inspire many children who have heard of these leading town figures, but who did not realize that they, too, were from underprivileged backgrounds.

If these programs could be taped, recorded, or televised for permanent storage or for later use, these human interest stories could be used from year to year at a nominal cost.

Study units could be conducted on these stories in
the classroom as part of the curriculum, if the need developed to place strong emphasis on occupations or aspirations.

PROGRAM VII

**Park Department Cooperation.** The school district and park department might conduct a year-round program of physical fitness, since the climate of the Tri-Cities is conducive to outdoor activity throughout twelve months of the year.

Older youth of high school and college age could serve effectively as directors, and the city parks could be utilized as work areas. Adult supervision could be conducted through the schools and the park department.

A regular program of physical fitness would develop numerous skills for both boys and girls, whereas the only body development outside of school at present consists of the development of skills in seasonal competitive sports for boys.

An effective program for deprived children would include the development of all children to their utmost physical potential.

**Recognition of Good Citizens.** The stressing of good sportsmanship and good citizenship, in connection with the recreational program of the school and city, would encourage the development of sorely needed leaders among the
lower-class, especially the minority groups.

Public recognition through the local school newspaper, city paper, regularly scheduled school honor assemblies, and park department awards night programs could even instigate the organization of small groups or clubs with the strict purpose of good citizenry, such as a group which assigns itself to "good order in the hallways."

Theatre Presentations. Since the Tri-Cities have many theatre production agencies, and because in the past two years only primary children have been privileged to attend one play per year given in their building by a class from the junior college, it is proposed that upper grade children be privileged to attend a dramatic arts performance under the same auspices.

Likewise, with the production of area puppet shows and plays which are appropriate for children's viewing, there are opportunities already in existence to enrich the culturally deprived.

It is the writer's recommendation that the school district advocate more local drama at the elementary schools. In addition, school buses might transport children to one or two productions elsewhere. Perhaps the cost of admission could be borne by the children at a nominal fee.
Publicity concerning other dramatic presentations suitable for young minds and hearts could be produced by the schools in the form of take-home flyers and through the monthly school newspaper.

Drama Technical Assistance. The assistance of drama producers to elementary teachers, as they direct children in the re-creation of stories and in presentations of original plays, would serve as an incentive for regular scheduled role-playing, for which there is no sufficient substitute for self-expression.

The invaluable suggestions of a theatre expert in stage handling, costuming, lighting, scenery, and speech expression would contribute to the regular teacher's future drama production.

PROGRAM VIII

Vacation Camps. The provision for day and weekend camping, perhaps with the aid of a newspaper fund, in cooperation with the schools, would provide a dream-come-true to boys and girls who have not had the money in the past to attend any sort of camp in the area or elsewhere.

Opportunities should be presented for all deprived children to attend such camps, if it is at all possible for them to do so. Perhaps other organizations could provide
necessary clothes that are needed, if a family is not able to buy them for the camping experience.

**Summer Gifted Classes.** It is equally as important to present learning situations in the summer to the bright children as it is to the average and slow learners.

These same children, if they are athletically inclined, should also have opportunities for athletic development and enrichment.

**Summer Gardening.** The beautification of school grounds and empty lots could consist of flower, vegetable, and "miracle" gardens with recreational, educational, and cultural benefits to the children who participate. School custodians on the job in the summer might be able to assume some of the teaching responsibilities. Perhaps a class in gardening could be responsible for beautification projects.

**PROGRAM IX**

**High Potential Classes.** The purpose of sixth grade high potential classes is homogeneous groupings for more challenging learnings and instructional techniques. Not being based on I.Q., these classes would be composed of children who have already attained well scholastically and who show promises of further outstanding achievements.
Training for Aides. To best serve the classroom teacher, and particularly the children within the classroom, an aide, volunteer or paid, needs training.

Day to day suggestions and conversations during recesses or lunch breaks inform an aide of many of her duties. However, an intensive training period could elicit many necessary skills designed for maximum instruction.

Aides ought to receive tutelage in how to set up, operate, and replace audiovisual equipment. In connection with the use of such machines, an aide could receive training in how to locate materials for a particular unit of study.

The ability to find library books on a designated theme could be learned, too, and from the book room aides could secure texts when desired. They could easily remove art supplies from the work room, also.

A few lessons in child development and behavior at different age groups would be most helpful to aides as they seek to understand, then assist, the children in their care.

An aide may be more apt to remain with her responsibility from school year to school year, if she feels adequately prepared for her tasks.
PROGRAM X

Courses for Parents in Child Growth and Development. Since the local Head-Start program exposed parental willingness to participate in classes which discuss child behavior, the offering of a course in human growth and development for all parents should be well received.

A workshop type of approach might attract parents with its informal atmosphere of discussions with speeches. Speakers could be specialists in the fields of physical growth, as doctors and nurses; specialists in emotional development, as psychologists and psychiatrists; and specialists in educational teaching, as teachers, administrators, and remedial teachers.

Learning more about natural pupil characteristics at different age and grade levels could be a source of hope and comfort to parents, as they learn better how to help their child strive harder in school.

Study Centers. A quiet place to study would be a great service to those children who find it impossible to do so in the noise and distractions at home. The most important furnishings of such a room would be library reference materials, including encyclopedias, dictionaries, magazines, and maps.

Such a center in a school library would already be
properly equipped. However, a more central location might be found for a larger number of children.

PROGRAM XI

**Keyboard Experiences.** The lack of musical instruments in the homes and the lack of knowledge concerning musical terminology has been one of the large factors in lack of musical progress in the average music class at school.

A unique program which has received nation-wide recognition has been the teaching of musical elements through the use of an actual keyboard--moved from school to school by truck.

Children are not taught to play the piano, accordion, or xylophone, as such. The purpose of the instruction is to familiarize children with notation and vocabulary, as well as rhythm, in order that the child may participate in worth-while music reading experiences.

Learning to grasp such simple concepts as "higher" and "lower" have proved to be invaluable when the child sees the upgoing or downgoing direction of keys and hears the sound as well.

Not only are the talented poor given valuable direction in music knowledge and a small amount of production, but they also are given preparation for future aesthetic experiences.
PROGRAM XII

Rooms of Twenty. The provision for concentrated help on learning basic reading, arithmetic, and language arts skills, prior to entrance into fourth grade, could eliminate many of the problems of academic learning which seem unresolvable in the upper grades.

There would be less wasted time on the part of the child if he were not required to repeat a whole year of schooling. Instead, he could be taught the basic subjects of a given grade in a room of twenty other like children. Being allowed to advance as soon as he has mastered the basic skills of the first or third grade, he would probably be able to advance to the next grade level within one semester.

Frustrations caused by repeated failure would be prevented in the emotional make-up of the child and he would be more encouraged to continue learning to the best of his ability.

System of Awards. The giving of recognition to worthy pupils in assemblies and through the local school newspaper would serve as a stimulant for greater academic strivings and good citizenship efforts.

The provision of school district newspaper coverage which reaches homes with pictures of pupils and human
interest write-ups might provide extra motivation for high honors.

The presentation of a title, such as Mr. Achiever of the Month, or Mr. Champion, could be the incentive for improving one's achievements.

Informing Parents Regularly of Child's Achievement. Since many parents are not cognizant of their child's achievement in relation to his ability, there is little encouragement from home to develop his potentialities to the fullest.

If parents are regularly informed of the exact status of the child regarding his possibilities, his needs, and his improvement, there would be more help on the home front.

Coupled with this information there should be regular monthly meetings for the purpose of informing the parents as to the over-all relation of academic success to the child's future, occupational and dollar-wise.

Extra-Curricular Activities for Parents. The provision of classes for parents which would develop skills needed in the home or for enrichment activities might well act as an incentive for attendance at meetings, even individual conferences. The enthusiasm of parents in new learnings might act as stimulants to the children to work to their utmost in school subjects.
The inclusion of parents on field trips would add to the enrichment of adults as individuals as well as cultural enrichment for the home as a whole.

PROGRAM XIII

District Produced Audiovisuals. District produced study film trips of local interest and history might prove to be more economical than the same number of bus trips.

An advantage in using film trips about units of study would be the ability to preview the trip prior to going and seeing personally. Upon return to the classroom there could be review and evaluation of the trip.

The use of a camera on field trips could result in pictures which could be used as films, filmstrips, slides, enlarged mounts, and scenes for a book or booklet of a class' own choosing.

Production of Own Class Textbooks. With stories, poems, and captions by the children themselves on the same page as their trip pictures, the boys and girls would have developed their own reader, or science, or social studies book, written in child's language, with illustrations of their own choosing.

Since this is one of the accepted methods for teaching children in beginning reading, the making of a picture book from field trip observations would be another means to
the end of retelling a story and making illustrations for it.

PROGRAM XIV

Monthly Elementary School Newspaper. The purpose of such a newspaper would be to let everyone know what is going on in the local community school. Parents would be encouraged to do their best to help their children in school, while pupils would be better inspired to higher achievement levels, good citizenship, and leadership.

To appeal to all, there would be the inclusion of many human interest stories, with pictures of the children individually or in active settings. There would also be write-ups of unusual and interesting activities, with pictures of pupils and some pictures of teachers who have accomplished some unusual thing.

Distribution would be possible through funds of the Elementary and Secondary Act and carried home by the children for their families.

Monthly Paper of District School News. Such a newspaper, in the format of a city newspaper, and prominent with pictures, as the Life magazine, could be mailed to each home in the city at a nominal cost of one and one-fourth cents per copy.
The purpose would be to inform the public of progress in the local school district. Perhaps a different theme could be emphasized each month, as summer school, special education, and so forth.

**Before and After-School Libraries.** The opening of libraries to children other than the once-a-week plan of choosing and checking out books would be a great encouragement for more recreational reading. There are always children who are interested in books about certain themes, such as Indians, war, science, etc. These boys and girls would have an opportunity to not only check out a book to read, but also to check out a book for learning more knowledge.

Since the children from the third grade on up through the sixth grade have been trained in the ability to check out their own books, with a minimum of supervision, as well as to check those read back in easily, some volunteer help from sixth grade library aides would probably suffice in the handling of the books. (The librarians themselves have been very regretful in the past that there was not enough time in their schedule as part-time librarians in one school to enable children to check out books at other times than the specified library period.)
PROGRAM XV

Provision for Snack Time. Since the pre-school program has provided concrete evidence that the eating of snacks during the school day is beneficial to the alertness, general physical well being, and emotional stability of a child as well as supplying energy for learning experiences, the same results should be applicable for older children. Many children come to school with an inadequate breakfast or no breakfast at all and some children bring poor lunches to school.

There may be more than one way to facilitate a snack time. The furnishing of a carton of milk has proved to be refreshing and relaxing to some children. Either the school or the parents may pay for this. Bringing from home one simple item of food would eliminate a long scheduled period for eating.

Since primary children often eat their lunches not long after eleven o'clock, such children might profit more from an afternoon rather than a mid-morning snack.

PROGRAM XVI

Saturday School Program. Although many large school districts have offered Saturday classes, not many of them have planned programs of instruction with enrichment as a regular feature of their education of the culturally deprived children.
The provision of an extra half day of academic instruction would be a big boost in the achievement level of such children who are usually a year or two behind academically.

The budget for supporting such a program would not be exorbitant if volunteer tutors were used. Service organizations of the city have never been tapped extensively for teacher aides or for assistant teachers. The latter could be trained in a relatively short period of two or three months.

In the past the only known Saturday school activities for Pasco were recreational programs during the winter for boys in the mornings.

The Pasco district Saturday sports program could also be expanded to include girls in competitive sports.

PROGRAM XVII

Diagnostic Reading Center. The purpose of a diagnostic center would be to determine the reading level of a child and any problems he may have in regard to his inability to read.

Placing the children with the same general types of problems together, following diagnosis, would facilitate the teaching program. Such a clinic would furnish special instructional materials.
The following are tests which could help to determine the level and remedial needs of the pupils:

1. Gates Reading Survey and Advance Primary Test
2. Gray's Standardized Oral Reading Paragraphs
3. Durrell's Analysis of Reading Difficulties
4. McClough Word Analysis Test
5. Space's Scale
6. Betels Reading Inventory
7. Gates-McKillop Diagnostic Reading Test
8. Durrell Diagnostic Reading Test
9. Informal Reading Inventory
10. Metropolitan Achievement Test
11. Iowa Tests of Basic Skills

One of the procedures which might be implemented is the administering of achievement tests at the outset and again at the completion of several months of remediation.

The diagnostic instruments could be given as needed for proper initiation and maintenance of instruction. Continued evaluation should be made to determine the effectiveness of methodology for particular reading difficulties.

PROGRAM XVIII

Individualized Instruction. Helping children individually is so time consuming that teachers are not able to do as much as is needed for the deprived children.
Knowing that culturally disadvantaged children need individual help when they cannot grasp the lesson within the group, the conscientious teacher does her best to stretch her time equally to each needy child. However, since these needs cannot be met in the average-sized classroom, the writer proposes:

1. **A Reduced Teacher-Pupil Ratio.** The reduced numbers of children with very special needs would make it possible for the regular classroom teacher to provide more encouragement and helps for the disadvantaged child.

2. **The Use of Non-Professional Aides.** The hiring of women or older girls to take care of clerical and routine work would free the teacher for more instructional time and individualized attention.

The prepared teacher needs to use her training and talent to the best advantage in giving repeated patterns of success, each in his own way, to the slow learners and under-achievers, as well as to the privileged.

**PROGRAM XIV**

**Concentrated Reading Period.** A concentrated period of reading, of approximately one hour each day, under the direction of a reading specialist, might not only improve the reading achievement, but also improve a child's attitude about school and learning.
The main topic of emphasis might be the overcoming of weaknesses, such as lack of phonetic skills, lack of a stock of sight words, lack of adequate vocabularies for listening and lack of interest in reading and in books.

Upon the mastery of a sufficient number of skills in order to participate actively in the regular classroom, the child could be returned to his own home room for reading instruction in a group.

**Arithmetic Coaches.** The employment of arithmetic coaches for remedial concentration might be the answer to helping slow learners.

Being taught apart from his classmates, with a few other children who also know little about arithmetic, and perceiving the coach as someone who is happy about little victories, the retarded pupil may lose his fear of mistakes and try to learn again.

Such a remedial coach will allow a child to work at his own speed in the mastery of sequential steps.