

ED 015 830

RE 000 268

INSTRUCTIONAL MATERIALS AND METHODS FOR THE DISADVANTAGED  
PUPIL WHO IS RETARDED IN READING.

BY- KRIPPNER, STANLEY

MAIMONIDES MEDICAL CENTER, BROOKLYN, N.Y.

PUB DATE JUL 66

EDRS PRICE MF-\$9.25 HC-\$1.24 29P.

DESCRIPTORS- READING INSTRUCTION, \*EARLY READING, \*PRESCHOOL PROGRAMS, \*CULTURALLY DISADVANTAGED, \*RETARDED READERS, \*INSTRUCTIONAL MATERIALS, DISADVANTAGED YOUTH, EARLY EXPERIENCE, READING PROGRAMS, REMEDIAL READING, CORRECTIVE READING, BEGINNING READING, MAIMONIDES MEDICAL CENTER, DEPARTMENT OF PSYCHIATRY, DREAM LABORATORY, BROOKLYN, NEW YORK

TEN PROGRAMS REVIEWED IN THIS PAPER ILLUSTRATE WHAT CAN BE DONE FOR CULTURALLY DISADVANTAGED RETARDED READERS. THE MONTESSORI APPROACH EMPHASIZES INTRINSIC MOTIVATION AND USES SENSE-STIMULATING MATERIALS AND DEVELOPMENTAL ACTIVITIES FOR PERCEPTUAL AND COGNITIVE GROWTH. THE BANNEKER PROGRAM ENRICHES ITS INTENSIVE PRESCHOOL PROGRAM WITH EXPERIENCES IN SPEAKING, LISTENING, AND ALL KINDS OF PREREADING SITUATIONS. THE MAURY SCHOOL READING PROGRAM IS BASED ON EXPERIENCE STORIES WRITTEN BY THE CHILDREN, WHILE THE ASHTON-WARNER APPROACH TO READING INSTRUCTION IS BASED ON WORDS THE CHILD WANTS TO LEARN. THE AMIDON SCHOOL DESIGNED CURRICULUM TRACKS FOR TRANSFER STUDENTS AND USES THE PHONOVISUAL TECHNIQUE FOR BEGINNING READERS. LIKE THESE PROGRAMS, THE GREAT CITIES PROGRAM, THE ARTHUR SCHOOL, THE PRINCE EDWARD FREE SCHOOL ASSOCIATION, THE HIGHER HORIZONS PROGRAM, AND THE WORK-STUDY PROGRAM ARE ALL DESIGNED TO IMPROVE THE ACHIEVEMENT OF CULTURALLY DISADVANTAGED CHILDREN AND TO DEMONSTRATE THE NEED FOR INDIVIDUAL ATTENTION, THE IMPORTANCE OF INTERESTING MANIPULATIVE MATERIALS, THE TEACHER'S ROLE IN GUIDING THE CHILD TO BETTER ACHIEVEMENT, AND THE ADVANTAGES OF EARLY ATTENTION. PRESCHOOL PROGRAMS ARE MORE EFFECTIVE IN PREVENTING THE DISADVANTAGED CHILD FROM BECOMING A RETARDED READER THAN ANY AMOUNT OF REMEDIAL OR CORRECTIVE HELP LATER. THIS PAPER WAS PRESENTED AT THE READING INSTITUTE SPONSORED BY SCIENCE RESEARCH ASSOCIATES (SAN ANTONIO, JULY 18-22, 1966). (NS)

MAIMONIDES MEDICAL CENTER  
Department of Psychiatry  
Dream Laboratory  
4302 Tenth Avenue  
Brooklyn, New York 11219

RE 000 268

Instructional Materials and Methods  
for the Disadvantaged Pupil Who is  
Retarded in Reading

Stanley Krippner, Ph. D.

February, 1966

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

ED015830

RE 000 268

INSTRUCTIONAL MATERIALS AND METHODS FOR THE DISADVANTAGED PUPIL  
WHO IS RETARDED IN READING

Stanley Krippner, Ph. D.

Senior Research Associate, Department of Psychiatry

Maimonides Medical Center

Social dynamite is building up in our large cities in the form of unemployed out-of-school youth....In the slum school, the development of reading skills is obviously of first importance. The earlier the slow readers are spotted and remedial measures instituted, the better.

James B. Conant  
Slums and Suburbs

America's public school system offers the greatest opportunity of any institution to dissolve the cultural barrier that blocks the advance of the disadvantaged child. Unfortunately, this opportunity has yet to be realized. Silberman (34) states that few school systems have faced up to the problem of educating the culturally deprived youngster and concludes that the root of the problem is the slum child's failure to learn reading skills in the primary grades. Poor reading, in turn, becomes the major cause of school dropouts and subsequent unemployment. Inability to read well corrodes the child's self-concept and can cause a drop in intelligence test scores.

---

This paper has been prepared for presentation at a Reading Institute sponsored by Science Research Associates for teachers of the culturally disadvantaged held in San Antonio, Texas, July 18-22, 1966. A shorter form of this paper was published in Education, April, 1965.

892 000 RE

There is general agreement among writers in the field that one out of every three children in America's large cities must be regarded as "culturally deprived" or "disadvantaged." If the present population growth and socio-economic trends continue, this ratio will reach one out of two, in the large cities, by 1970 (13;33).

About 20 per cent of the American population as a whole is "disadvantaged" if poverty is defined as characterizing a family with an annual income of less than \$3,000 or an income of \$1,500 for individuals living alone (19; 28). These incomes are regarded as "subsistence" and less than the "subsistence" amounts needed to meet the budgets prepared for public assistance recipients by such agencies as the Community Council of Greater New York. The total number of disadvantaged Americans totals about 36 million, concentrated in the large cities and the southern states (28).

Having described the "disadvantaged pupil," it would also be wise to determine what is meant by "retarded in reading." A "retarded reader" is generally regarded as one who is reading a year or more below grade placement (20:17). One out of every three school children is retarded in reading although many of these are doing about as well as might be expected in terms of their measured intelligence and their basic communicative skills (20:18). At least 10 per cent, and perhaps as many as 25 per cent, are reading below what might be expected of them in terms of their general ability (3:7). The proportion of these retarded readers who are also culturally deprived is so large that Cutts (8:102 ) refers to them as our most serious current educational problem.

Reissman (32) summarizes classroom procedures which appear to work effectively with the culturally deprived. These methods and materials include the winning over of the class's natural leaders, a highly structured classroom setting emphasizing routine and order, habitual use of role playing (sociodrama), strong demands and firm rules from an authoritative teacher, the realization that the student wants respect more than love from the teacher, concentration on reading instruction (which, unfortunately, is regarded as "feminine" by slum children), abandonment of usual techniques of teaching grammar, and organizing ungraded classes to permit flexible grouping and to allow for individual attention. Brown (4) has organized an entire high school along ungraded lines and has reported a significant decrease in the number of dropouts.

Additional methods and materials for disadvantaged children have been described by the Educational Policies Commission (13). They include demonstrating to slum children that education is related to their lives and purposes, increasing kindergarten facilities, improving speech patterns and correcting speech defects, gearing reading materials and visual aids to the backgrounds of those learning from them, planning programs of part-time work when appropriate, providing vocational education, and expanding cultural knowledge through visits to factories, farms, zoos, movies, plays, and concerts. The teacher is regarded as the basis of the educational process for disadvantaged children and it is noted that the most needed quality is the teacher's respect for the pupil.

Specific applications of these general statements may be found in the settings described below. These include the Banneker Program of St. Louis, the Maury School of Richmond, Va., the Amidon School of Washington, D.C., the Great Cities Project of Detroit, the Chester Alan Arthur School of Philadelphia, the Higher Horizons Project of New York City, the Prince Edward Free School Association, the Work-Study School of Akron, Ohio, and the classrooms in which teachers of the disadvantaged are following the approaches of Sylvia Ashton-Warner and Maria Montessori. This is not a complete list but it is varied enough to illustrate what is being done for the disadvantaged at various age and grade levels.

#### The Montessori Approach

An early demonstration of education's value in reversing the effects of poverty occurred in 1906 in San Lorenzo, Italy, when the Casa dei Bambini was established in a slum tenement by Montessori. Her approach purports to emphasize intrinsic motivation, to harness the child's curiosity, and to capitalize on his delight in discovery. The classroom is a "prepared environment" which stresses materials which train the senses during their "critical stages" of development. Montessori (29:69-70) felt that it was necessary for the environment to contain the means of self-education.

In order to expand, the child, left at liberty to exercise his activities, ought to find in his surroundings something organized in direct relation to his internal organization which is developing itself by natural laws, just as the free insect finds in the form and quality of flowers a direct correspondence between form and sustenance.

Silberman (34) believes that the Montessori approach is especially suitable for developing the capacity of disadvantaged children in America. The use of sense-stimulating materials (blocks, bells, sandpaper letters) and step-by-step activities (tying knots, buttoning clothes, constructing towers, preparing food) provide for perceptual and cognitive growth in a way not possible in the dreary slum environment. Research with foundlings using the Montessori approach has been undertaken by Rambusch who feels that first grade is too late to develop motivation for learning (31:59) and who stresses creeping and crawling as precursors of learning skills (31:71).

The importance of such developmental activities as creeping and crawling is underscored by Delacato (10) who finds warped mobility patterns a predisposing factor in reading problems. Disadvantaged children, living in cramped quarters with several siblings and often other families, usually lack the opportunities for free, expansive, spontaneous movement which aids proper neurological development.

For the infant, space is measured by muscular movement. Soon, however, vision takes over and proceeds to provide an individual with data about his phenomenological world. Many disadvantaged children come to school without the background of visual experiences needed to accurately perceive letters and words. Perhaps there are eye defects; perhaps they lack play experiences which would have developed visual-motor coordination; perhaps they were never given the colorful toys which would have developed visual discrimination; perhaps they never played table games which could have developed visual memory. In much

the same way, their auditory skills may be deficient due to poor language models, an absence of situations demanding prolonged attention, and the presence of constant background noise impeding the development of auditory discrimination. The pre-school slum child could be helped to overcome these handicaps by the Montessori approach as well as by a kindergarten or nursery school teacher (or even an interested parent) who implemented the games suggested by Getman (16) and Radler and Kephart (30). Measures to develop the sense organs and the central nervous system could be utilized as a preventive measure and could be more effective--and less expensive--than corrective measures taken after the child is branded as a school failure.

#### The Banneker Program

In 1953, the public schools of St. Louis, Mo., inaugurated a program to improve achievement of the pupils in the Banneker area of town which is about 98 per cent Negro. An intensive pre-school program was inaugurated during which children were taken on field trips to zoos and museums, were stimulated by colorful toys and objects designed to develop perceptual skills, and were bombarded with speaking, listening, and pre-reading situations of all kinds. Upon entering school, these youngsters' achievement scores were up to city-wide averages--and were above those of children in other slum areas.

In commenting on the success of the Banneker program, Samuel Shepard (14), its director, states, "The heart and soul of it is hard work." Shepard adds that parents had to be convinced that school



achievement was important just as many teachers and principals had to be convinced that slum children were educable. Shepard also notes that many homes have no father present or that the father is unemployed.

This drone status of the American Negro means that some cannot identify with their fathers--there's no desirable father image--and the concept of worth and dignity of self is destroyed. Thus a low level of aspiration hangs over the heads of the children. Can anyone expect that any such family show anything but an attitude of frustration and hostility?

Hunt (23), by his attack on the concepts of fixed intelligence and predetermined development, has lent support to those advocating pre-school enrichment for the disadvantaged child. Hunt (23:362-363) states:

The counsel from experts on child-rearing during the third and much of the fourth decades of the twentieth century to let children be while they grow and to avoid excessive stimulation was highly unfortunate...The problem for the management of child development is to find out how to govern the encounters that children have with their environments to foster both an optimally rapid rate of intellectual development and a satisfying life.

#### The Maury School

Although Maury School is in a disadvantaged area of Richmond, Va., the achievement scores of its pupils compare favorably with those from the city as a whole. The Maury staff attributes much of the school's success to the reading instruction program (36).

Viewing reading as a "process of living and learning," rather than merely a narrow classroom subject, the teachers at Maury feel that the more vital the experiences children have, the more interesting

the material they can bring to the reading act. Basic to the reading program is a large library which includes books written by the children. At Maury, initial reading instruction is based on a series of experience stories created by the pupils in their classes with the help of their teacher. Personal, community, and classroom experiences are utilized:

You zip them up.  
 You zip them down.  
 Snowsuits are hard to get into.

Here comes the ambulance!  
 Sonny Myers is getting in!  
 He has only a little cut,  
 But the doctor must see it.

Click, click, click!  
 Come and write your name!  
 Ann, Billy, Marie, John!  
 It's fun to typewrite.

The Maury staff believes that easy-to-read material is not produced merely by limiting vocabulary or by eliminating exciting words. It is the content--the relevance to the child's interests--that kindles the imagination and makes reading material easy (36:23). This may explain the phenomena noted by Burke (6), a teacher in a New York City slum area for several years.

I put a bright new word, "city," on the board in yellow. We review "short i" in other words for a few moments--and I call on Miguel. He smiles and shakes his head...Nor could he, on Friday, memorize a line of "The Owl and the Pussycat." Yet he knows 15 multi-verse rock-'n'-roll songs in Spanish; a dozen TV commercials word-perfect in English; he can dance 20 versions of the twist and frug...I know only too well that Miguel can learn to read. One reason he doesn't is that he knows he doesn't have to learn. His parents won't make him, the school won't care.

At Maury, reading skills are built from the experience stories and develop continuously throughout the elementary school years. The older children continue to write their own stories and books. They are passed around to read; discussions communicate interests from one child to another; book fairs and book parades stimulate interest. Growth is measured not only by achievement tests but by diversity of reading interests, number of books read, and by the development of permanent reading attitudes and habits.

#### The Ashton-Warner Approach

Some American teachers of disadvantaged children are utilizing the method originated by Sylvia Ashton-Warner (1) in her work among poor communities in New Zealand. The Ashton-Warner approach to reading instruction is based on the conviction that "...words must have intense meaning for a child. They must be part of his being (1:33)."

Each day, Ashton-Warner asks every pupil what word he wants to learn, writes it on a large piece of cardboard, gives it to him for the day, reviews it the next morning, and places it in a box along with other words. Eventually, the box contains enough words so that the child can write a story. Gradually, the stories accumulate into a book. Ashton-Warner (1:34) states, "I reach a hand into the mind of the child, bring out a handful of the stuff I find there, and use that as our first working material." The material may good or bad, violent or placid, colorful or bland, but at least it is "...made out of the stuff of the child...." This development is described by Ashton-Warner (1:40-41):

Out push these words...It's a lovely flowering. I see the creative channel swelling and undulating like an artery with blood pumping through. And as it settles, just like any other organic arrangement of nature it spreads out into a harmonious pattern; the fear words dominating the design, a few sex words, the person interest, and the temper of the century. Daddy, Mummy, ghost, bomb, kiss, brothers, butcher knife....If you were a child, which vocabulary would you prefer? Your own or...Come John come. Look John look. Come and look.

Ashton-Warner stores the cardboard words in large boxes. Each morning the children collect their own words and read them to a partner. While they are teaching each other, Ashton-Warner has individual conferences with each pupil during which he reviews his old words and gets his new word for the day. Soon the children copy their words on paper and before long they are creating stories. They master their own stories first, then go on to read the stories of other children. These stories are the basis for spelling, grammar, punctuation, and handwriting skills, as well as reading. A transition is eventually made to commercially manufactured books but the creative writing is continued. Close contact between teacher and pupil is continued in much the same way as that outlined by Barbe (2) in his description of "personalized" reading. This approach is flexible enough to accommodate the advanced pupil and the retarded reader within the same classroom, or it may be used as a corrective method with a group of retarded readers.

#### The Amidon School

Amidon, in 1960, was an elementary school in a disadvantaged section of Washington, D.C. School Superintendent Carl Hansen (18:9)

designed the curriculum to "educate for intellectual power so that the individual may wisely use and improve his environment." Transfer students were assigned to curriculum tracks (honors, regular, basic) and first graders were exposed to the alphabet, phonics, and syllabication early in the school year.

The Phonovisual vowel and consonant charts are keystones of reading instruction at Amidon. However, sighting, sounding, and kinesthetic cues are combined and teachers are admonished to "...keep phonics instruction in perspective with the larger program in reading (18:122)." Great emphasis was placed, by Hansen, on the selection of teachers who could be creative and flexible within a structured framework (18:97).

At the end of the first year, the first graders scored above the national medians of the Metropolitan Achievement Tests. When the school's six grades were combined, 82 per cent of their scores equalled or excelled national scores. As a result, Hansen instituted "The Amidon Plan" throughout the city's elementary schools in 1962. There is a waiting list of parents from suburban areas who would like their children to enroll.

The Phonovisual vowel and consonant charts have been used with disadvantaged children by the writer and his associates at the Kent State University Child Study Center, Kent, Ohio. Disadvantaged children who are retarded readers have also been helped by linguistics, the initial teaching alphabet, and programmed instruction. Tactile-kinesthetic methods, experience stories, and audio-visual materials

have also been effective. Our experience at the Child Study Center indicates that respect for the child by the clinician is of primary importance. Part of this respect will involve the fostering of independence on the part of the child; perhaps this is why programmed instruction has worked so well with this group. In addition, the clinician must be assured of readiness for a reading skill. Sometimes extensive visual, auditory, speech, and coordination games and exercises must precede introduction of letters and words. Surprisingly, culturally deprived youngsters do not appear to react positively to "home-made" materials but prefer colorful, commercially-manufactured word wheels, phonic games, and flash cards. Perhaps they are attracted by the glossy, manufactured items because they contrast with the dreary materials at home. The retarded reader has experienced failure so frequently that every remedial experience should end on a note of success. Many disadvantaged children are thrilled when their experience story is typed and posted on the bulletin board. The current director of the Child Study Center, Marjorie Snyder, finds that many of these children have experienced failure so often that they must be "desensitized" toward the act of reading before progress can be made. Finally, the importance of structure has been observed. The disadvantaged child who is a retarded reader typically lacks routine and order in his home environment. As a result, he often craves a set of reasonable rules. It is important for him to know what activities are planned for his day. He even reacts well to learning phonic "rules" for this reason. Therefore, the Phonovisual charts

are effective.

### The Great Cities Program

The Great Cities School Improvement Program is designed by the Ford Foundation to accelerate the achievement of disadvantaged children in ten large American cities. It seeks to accomplish this goal through adaptations in the curriculum, effective use of school personnel, teacher education projects, and special equipment and instructional materials. Emphasis is placed upon improving reading and other basic language skills. Remedial reading classes (as well as classes in creative dance, cake decorating, gymnastics, etc.) are also held for interested parents (15).

Among the instructional materials developed by Shirley McNeil, language arts consultant for the Detroit Great Cities Program, is a newspaper, The Urban School News, geared for use in classrooms located in disadvantaged areas. McNeil has also established a summer reading clinic and has conducted in-service programs in reading for teachers.

The most controversial materials to be used in the Detroit Great Cities Program are the basal readers which portray Caucasian, Negro, and Oriental children in desegregated social situations. The supporters of the readers claim that children from ethnic minorities can identify more closely with the children in the series. Critics point out that the children are still portrayed in suburban settings, thus negating the possibility of close identification. For example, the Negro family in Laugh with Larry (43) lives in a single-family home

with a teeter-totter, rubber swimming pool, squirrels, trees, and barbecue facilities in the back yard. The vocabulary is far more limited than in other basal readers; the reason given is that slum children have a much smaller speaking vocabulary upon entering first grade. This point of view contrasts with that of the Maury School staff; these teachers claim that exciting words will not be difficult if they appeal to the child's interests.

#### The Arthur School

The Chester Alan Arthur School is one of 50 schools in Philadelphia that are attempting to improve the educational milieu of disadvantaged children. Located in an area where 40 per cent of the population is on relief, the Arthur School's enrollment is largely Negro. One teacher, Christopher Speeth, reasoned that Negro slum children could not have much in common with the middle class Caucasian children who were portrayed in basal readers. He substituted T. S. Eliot's Old Possum's Book of Practical Cats with positive results. A few years later, while teaching fifth graders, he staged "Amahl and the Night Visitors" and "A Midsummer Night's Dream." These efforts are typical of what dedicated, ingenious teachers are doing throughout the school (35).

Speeth's abandonment of the basal reader is in line with the viewpoint of many educators and psychologists who feel that animal stories, fantasy, and/or books about adults would be more suitable for culturally deprived children than tales about middle class .



Caucasian children. Basal readers based upon slum children's adventures in degenerate environments might foster identification but they would not have the effect of lifting the goals and expanding the horizons of these pupils. In any event, appropriate materials must be found if reading is to become a habitual act for disadvantaged children and if they are to attain the experiences described by Bill Martin, Jr. (25), editor of Holt, Rinehart, and Winston's colorful Little Owl and Small Owl books for the elementary grades.

The reading of a book only and truly occurs when a child gets lost in its environment and is transported into the realm of new awareness...In the final analysis, a reading experience can be considered valuable if it has filled a child's mind with wonder and allowed him to discover meanings beyond the book and to find new ways to respect himself.

Teachers at Arthur School have discovered language problems that frustrate many who work with the disadvantaged child. "Scat talk"--the language of the streets--is not to be found in books. While investigating slum schools, Cutts (8:102; 9) found the most common utterances to be such verbalizations as "Huh?" "Uh-huh," "Nuttin'," "Naw," "Cuz," and "Sho!" He found some teachers who approached standard English in their classrooms as if they were teaching a foreign language. Other teachers used the analogy of "work clothes" and "play clothes"--different occasions will call for different modes of expression, as well as different clothes.

Many school systems have realized that children who cannot speak coherently cannot be expected to read well. Listening and speaking are language forms that precede reading and writing both in

the history of the human race as well as in the history of the individual. Therefore, Dearborn, Mich., and Quincy, Ill., among other systems, have shifted their emphasis on corrective reading from high school to first grade and kindergarten. The All Day Neighborhood School Program in New York City takes disadvantaged pre-school children to parks, farms, zoos, airports, and fire stations. The children are told stories, are read to, are shown movies and filmstrips, and are played phonograph records. All of this is an attempt to develop language, expand vocabulary, enrich background, and better prepare them for reading instruction. Dickey (11) has advocated a program to get books, art prints, and records into the homes of disadvantaged children, noting their "...almost complete separation from the literature, art, and music that the majority of the community takes for granted."

At the junior high school level, Cleveland's Addison School is attempting to help each student master a "core vocabulary" in each subject area. Each teacher spends the first ten minutes of the class discussing reading, vocabulary, and study skill problems relating to the day's assignment.

#### Prince Edward Free School Association

In 1963, Neil Sullivan went to Prince Edward County, Va., to direct the "Free School Association" which enrolled 1,600 children (most of them Negro) who had been without schools since 1959. In that year, the county disbanded its school system rather than desegregate; a private school was organized for Caucasian youngsters

and was subsidized by the state through a system of "tuition grants." The Free School Association was created by special action of the U. S. Justice Department.

As the average family income was less than \$1,800 per year and as Virginia has no compulsory attendance laws, Sullivan's problem was to make education attractive enough to keep the children coming, day after day. Food and clothing were made available; parents were encouraged to enroll their children and to keep them attending classes.

A nongraded system of "compatible groups" was found to be effective. The "compatible groups" for language arts were regrouped for science, regrouped again for mathematics, and regrouped on a chronological age basis for physical education, health, and art. Team teaching was used to make the most of each faculty member's specialty. Sullivan (37) claims that the nongraded system, in combination with team teaching, made it possible for each child to experience success.

Special use was made of audio-visual equipment, field trips (not one child had ever been to Monticello, most had never been to Richmond), cultural programs, and, for older children, vocational training and placement. Nine of the older students were felt to have potential for college and were given special assistance; all nine eventually enrolled.

Major emphasis was placed on reading. If a group was not making satisfactory reading progress, that group's reading instruction was doubled. School libraries were built up; each child was given a dictionary. Most of the homes had a family Bible and the children were

assigned reading in it. If a child was found to be moving faster or slower than the rest of his group, he was re-assigned. Sullivan (37) concludes that there is great difficulty in securing dedicated and talented educators to work with the culturally deprived. However, a qualified staff is a necessity for success in such endeavors.

### Higher Horizons

The Higher Horizons Program of New York City's Board of Education began in 1954, following the Supreme Court's desegregation ruling. It began by assigning extra teaching and guidance personnel and experimenting with new methods in the third grades of 31 elementary schools and the seventh grades of 13 junior high schools. At the present time, it is moving forward with the children through high school graduation while maintaining the project at the third and seventh grade levels. It was organized to discover ways to raise the educational and vocational aspirations of disadvantaged pupils.

One of the junior high schools used as a demonstration project under Higher Horizons was Manhattanville. The counselors and remedial teachers added to the staff soon discovered that many children had entered school not knowing how to hold a book or whether to turn the pages from left to right. Some children were still suffering from the effects of this deprivation. Volunteer teachers donated their time to take children to the theater, the opera, and to scientific laboratories. Counselors fought a constant battle against the attitudes of parents who thought that a boy "ought to get out and get a job rather than wasting his time in some school (21)."

"She wants to be white," was the taunt hurled at a Negro girl who tried to improve her pronunciation. A Puerto Rican boy reported, "They call me a sissy because I want to get good grades." One girl reported, "They really razzed me about going to the opera."

Before Higher Horizons, five out of 105 Manhattanville junior high school students passed all their academic courses once they reached George Washington Senior High School. Five years later, 43 out of 111 passed all their academic courses at George Washington. The median IQ rose ten points and self-discipline improved. Henry Hillson, principal of George Washington remarks, "We had no magic tricks; we just smothered these kids with attention (21)." Although it costs \$250 to salvage each youngster through Higher Horizons, it costs about \$5,000 to process a delinquent through New York City's juvenile courts.

#### The Akron Work-Study School

In 1963 , the Work-Study School was organized to reduce the drop-out rate of underachieving high school students from disadvantaged areas of Akron, Ohio. The school's reading instructors have used a number of methods and materials to improve the students' reading levels. As they spend half their day at school and the other half at work, occupational materials are used whenever possible. In addition, students are urged to bring reading material from home, even if a newspaper is all that is available. Current events are discussed; as most of the students are Negroes, much emphasis is placed on civil rights.

Diagnostic tests and informal surveys establish the independent reading level for each student as well as specific skills needing improvement. McGraw-Hill's Conquests in Reading workbook and The Magic World of Dr. Spello (another McGraw-Hill workbook) are utilized to develop basic word attack, spelling, and comprehension skills. Short, high interest reading materials at appropriate levels are provided by Science Research Associates' reading laboratories; especially valuable for improving comprehension is the Reading for Understanding laboratory.

In some cases, attempts are made at bibliotherapy, using the books suggested by Hall (17). Also useful are book lists by Vite (39) and Klebaner and Summerville (24) which cite high interest, easy reading books as well as publications of special interest to children from minority groups. Single words that are frequently encountered can be found on the Dolch List of 220 Basic Words (12) and Wilson's An Essential Vocabulary (41).

Several workbooks by Hudson and Weaver are written at a high school interest level but at fourth and fifth grade reading levels. I Want a Job (22) is especially appropriate for a work-study program as it includes specific instructions for filling out a social security card, completing application blanks, preparing for a job interview, getting a work permit, and knowing the rules at work. Three workbooks are included in the Getting Ready for Payday series while the To Be a Good American series includes workbooks on the home, community, state, and nation. All material is written in the first person (22).

If I plan to ride with neighbors or friends at work, I must know exactly where I should meet them, the exact time they leave, and how much I am expected to pay for the ride. In case my ride cannot go, I should know other ways to get to work and how long it will take. I must call my boss if I cannot get to work.

Another set of booklets for the adolescent who is retarded in reading is the Turner-Livingstone series. These booklets deal with the pressing concerns of junior and senior high school students--getting along with one's family, personal appearance, dating, getting a part-time job, etc. Written at low reading levels, the series includes such titles as The Person You Are, The Money You Spend, The Family You Belong To, The Job You Get, The Friends You Make, and The Town You Live In. Anecdotal material, followed by questions, is used (38).

Then he went with Donna to her apartment. Just before she opened the door, she turned and gave Joey a quick kiss. "For the present," she whispered. After she'd gone in, Joey started off down the hall, whistling softly to himself.

True or False? After Donna went into her apartment, Joey started off down the hall, singing softly to himself. \_\_\_\_\_

List some of the advantages and disadvantages your town has compared to other towns.

Listed below are places where people may go for entertainment. Arrange the words in alphabetical order. RINK, AUDITORIUM, DANCE HALL, ARMORY, STADIUM, THEATER.

Once again, qualified teachers are the heart of the Akron Work-Study School project. Schueler (33) has suggested that more practice teachers be placed in disadvantaged areas in the hopes that some will later volunteer for placement in slum schools. In 1959, he inaugurated a program at Hunter College to place volunteer practice teachers in culturally deprived areas for their apprenticeships. Since the program's inception, 80 per cent of these volunteers have accepted full-

time teaching positions in disadvantaged neighborhoods.

### Implications

Several methods and materials have been described which are currently being utilized with culturally deprived pupils who are retarded in reading. Although specific techniques differ, several implications emerge from comparing the various projects.

One of these is the need for individual attention. The needs of each child must be considered in all educational settings but this factor is especially paramount where the disadvantaged pupil is concerned. Perhaps the teacher of disadvantaged children would do well to study the personalized approach of Barbe (2:2) which is vigorously concerned with individual development and which utilizes reading skill check lists as diagnostic and teaching tools.

The major goal of the Personalized Reading Program, and the reason for its developing as a method of teaching reading, is not that children are failing to learn to read. Even though children are learning to read, in too many instances they are not developing the love of reading which is essential if they are to continue through life using the skills which they have learned. There is certainly reason to question if children are developing the love of reading through the basal reader approach, plus the independent reading periods.

Another implication concerns the importance of interesting materials. Interests motivate behavior. Unless a printed page meets a child's striving toward some goal, no encounter will develop. Should the child go through school with a minimum of encounters with the printed page, he will never become a habitual reader. The wider the range of reading materials in the classroom and school libraries, the greater are the chances that children will eventually acquire



libraries of their own. Witty (42:140) describes how the Northwestern University Interest Inventory can be effectively used.

Every good primary-grade teacher makes effective use of interests. Thus, in September, one second-grade teacher studies the interests of her group with an inventory. She noted in these children that, at the time, an interest in pets and animals was second only to their concern about TV. One child told about chickens and ducks he had seen on his uncle's farm in Maine, while another talked about a visit to a zoo in southern California. Other children recounted their interests in animals and pets in their own homes. Soon they were reading such books as One Morning in Maine and Make Way for Ducklings by McCloskey, The Valentine Cat by Bulla, and The Grocery Kitty by Hoke.

A third implication is the importance of the teacher in improving the achievement of the disadvantaged child. Methods and materials will only prove effective under a teacher's capable direction. Respect for the child can be combined with a structured classroom procedure to produce, eventually, a pupil who is capable of learning under his own direction. Programmed instruction, such as that recently developed by McGraw-Hill (5), may be especially appropriate for the disadvantaged. McNeil (27) has demonstrated the effectiveness of programmed reading instruction for boys, whose educational attainment in deprived schools is lower than that of girls (26:73).

The boys included in the study were not inferior in learning to read after auto-instructional procedures that provided frequent and equal opportunities to respond and insured identical presentation of reading lessons to boys and girls (including words of praise). However, these same boys were inferior in a similar learning task administered after ordinary classroom instruction. Also, data were presented that indicated that these boys did not receive equal classroom treatment with the girls in the group.

A final implication is the advantage of early attention to the disadvantaged child. Family planning is important and the entire

perinatal period is critical. Proper nutrition and stimulation, as well as body movement and coordination, are needed during the first few years of life. Although the school agrees to do its best for the child, the parent also has an unwritten contract to bring to the school a child who is educable.

Pre-school programs are rare but should be more effective than any amount of later remedial and corrective help. Pre-school experiences should stress the development of perceptual and cognitive skills necessary for future academic achievement. Attention must be paid to vision, listening, speaking, cultural knowledge, and socio-emotional maturity. The child should be exposed to picture books and pencil-and-paper activities before he enters school; kindergarten should be a requirement for the disadvantaged, perhaps beginning a year earlier than in other sections of society.

Unfortunately, the personalized approach does not characterize most of America's classrooms. Interesting materials have not been made available to most of the disadvantaged schools. There is not a plentiful supply of capable teachers for deprived children. Few slum parents understand the importance of the pre-school years and most communities are not attacking the problem. Knowledge depends on individual effort, financial resources, and personal dedication. Ignorance results from apathy, poverty, and neglect. The latter, rather than the former, is a more likely outcome for those children who are living today in America's disadvantaged areas.

## References

1. Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.
2. Barbe, Walter B. Educator's Guide to Personalized Reading Instruction. Englewood Cliffs, N. J.: Prentice-Hall, 1961.
3. Bond, Guy L., and Miles A. Tinker. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century Crofts, 1957.
4. Brown, Frank B. The Nongraded High School. Englewood Cliffs, N. J.: Prentice-Hall, 1963.
5. Buchanan, Cynthia D. Teacher's Guide to Programmed Reading. New York: McGraw-Hill, 1963.
6. Burke, R. R. "It Beats Working in an Office," The Village Voice. (December 10, 1964), pp. 13-19.
7. Conant, James B. Slums and Suburbs. New York: Mc Graw-Hill, 1961.
8. Cutts, Warren G. Modern Reading Instruction. Washington, D. C. : Center for Applied Research in Education, 1964.
9. Cutts, Warren G. "Special Language Problems of the Culturally Deprived," The Clearing House, 37:2 (October, 1962), pp. 80-83.
10. Delacato, Carl H. The Diagnosis and Treatment of Speech and Reading Problems. Springfield, Ill.: Charles C. Thomas, 1963.
11. Dickey, Frank G. "A Frontal Attack on Cultural Deprivation," Phi Delta Kappan, 45 :8 (May, 1964), pp. 398-400.

12. Dolch, E. E. The Dolch List of 220 Basic Words. Kent, O.: Kent State University Child Study Center, 1964.
13. Educational Policies Commission. Education and the Disadvantaged American. Washington, D. C.: National Education Association, 1962.
14. "Faith in Learning Ability of Slum Children Credited," Southern School News. 11:5 (November, 1964), p. 6.
15. Ford Foundation. The Society of the Streets. New York: Ford Foundation, 1962.
16. Getman, G. N. How to Develop Your Child's Intelligence. LuVerne, Minn.: G. N. Getman, 1962.
17. Hall, Elvajeane. Personal Problems of Children. Boston: Campbell and Hall, 1964.
18. Hansen, Carl F. The Amidon Elementary School. Englewood Cliffs, N. J.: Prentice-Hall. 1962.
19. Harrington, Michael. "A Glib Fallacy," The New Leader (March 30, 1964), pp. 18-20.
20. Harris, Albert J. How to Increase Reading Ability. New York: Longmans, Green, 1961.
21. Hodenfield, G. K. "Attention Can Save Slum Kids," Milwaukee Journal (March 11, 1962), p. 11.
22. Hudson, Margaret W., and Ann A. Weaver. I Want a Job. Phoenix, N. Y.: Frank E. Richards, 1964.
23. Hunt, J. McVicker. Intelligence and Experience. New York: Ronald Press, 1961.

24. Klebaner, Ruth P., and Marjorie Summerville. A Selected Bibliography for Teachers Working with Children of Puerto Rican Background. Brooklyn: Brooklyn College, 1964 (mimeographed).
25. Martin, William , Jr. Little Owl and Young Owl Bulletin Number Eight. New York: Holt, Rinehart, and Winston, 1964.
26. May, Edgar. The Wasted Americans. New York: Harper and Row, 1964.
27. McNeil, John D. "Programed Instruction Versus Usual Classroom Procedures in Teaching Boys to Read," American Educational Research Journal, 1:2 (March, 1964), pp. 113-119.
28. Miller, Herman P. "Statistics and Reality," The New Leader (March 30, 1964), pp. 15-18.
29. Montessori, Maria. Spontaneous Activity in Education. Translated by Florence Simonds. Cambridge, Mass.: Robert Bentley, 1964.
30. Radler, D. H., and Newell C. Kephart. Success Through Play. New York: Harper and Row, 1960.
31. Rambusch, Nancy M. Learning How to Learn. Baltimore: Helicon, 1962.
32. Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.
33. Schueler, Herbert. What it Takes to Teach the Disadvantaged. New York: Hunter College, 1963 (mimeographed).
34. Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964.

35. "Sophocles in the Slums," Time (August 24, 1962), p. 55.
36. Staff of the Maury School. Teaching Reading in the Elementary School. Danville, Ill.: Interstate, 1941.
37. Sullivan, Neil V. "Innovations in Teaching and Learning." In Education and Poverty: A Portfolio of the Major Addresses Delivered at the Second Annual Conference of the National Committee for Support of the Public Schools. Washington, D. C.: National Committee for Support of the Public Schools, 1964. Pp. 33-38.
38. Turner, Richard H. The Town You Live In. New York: New York University Press, 1962.
39. Vite, Irene. High Interest, Low Level Reading Books for Slow Readers. Brooklyn: Brooklyn College, 1964 (mimeographed).
40. Willis, Benjamin. "Quality Education for All," Phi Delta Kappan. 46:4 (December, 1964), pp. 159-161.
41. Wilson, Corlett T. An Essential Vocabulary. Kent, O.: Kent State University Child Study Center, 1964 (mimeographed).
42. Witty, Paul. "The Rôle of Interest." In Development in and Through Reading: Sixtieth Yearbook of the National Society for the Study of Education, Part I. Paul Witty (chairman). Chicago: University of Chicago Press, 1961. Pp. 127-143.