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AUTHOR Ramsey, Wallace Z.
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ABSTRACT

The objectives of this survey were (1) the examination of five major inner-city reading programs, (2) consultation with school officials in those cities concerning the nature of a training program in reading, (3) the designing of a reading teacher education program for the inner city, and (4) the publication of the findings. Procedures used in the development included a study of documents describing the five cities' reading programs, questionnaires sent to school officials, on-site visits, analysis of the results of questionnaires and interviews, and the use of these results to design a suitable teacher education program. The five cities studied (New York, Washington D.C., Detroit, St. Louis, and Los Angeles) all had a high proportion of Negroes, extensive "de facto" segregation, depressed achievement levels, and financial problems. The plan devised included course work to bolster gaps in general education; work concerning Negro language, literature, history, and culture; and extensive training in reading. Combined with the course work would be observation, participation, and tutoring in the inner city. Reading training would emphasize pragmatic approaches. A program taking 5 years to complete was envisioned. (WB)

FINAL REPORT
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INVESTIGATION OF INNER CITY READING INSTRUCTION PROGRAMS

Report Writer:
Wallace Z. Ramsey

Co-Investigators:
Wallace Z. Ramsey
Richard W. Burnett
University of Missouri - St. Louis
8001 Natural Bridge Road
Saint Louis, Mo. 63121

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

"I have a dream today...I have a dream that
one day every valley shall be made low.
The rough places will be made plain, and
the crooked places will be made straight."

-- Martin Luther King, Jr.

"Teache_ to man, he left a lesson to the
world; so simple it could be read from a
primer, so rigorous, educated men might
ignore it. The hands of the poor ask a
full measure of justice. If their cup
is not filled, it will not disappear."

John Gardiner (Editor)
Martin Luther King, Jr.
Baltimore: Vinmar Lithographing Co.
1968, introduction.

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SUMMARY

Investigation of Inner City Reading Instruction Programs
Co-Investigators: Wallace Z. Ramsey and Richard W. Burnett,
University of Missouri-St. Louis, July, 1969

The problems of teaching reading to disadvantaged children are numerous and complicated. Limitations in environment, background of experience, motivational status, and language development inhibit growth in this vital area of development.

The University of Missouri-St. Louis, a new institution, envisions one of its major roles to be service to the city. One of the most effective ways to serve the city is in preparing teachers for it. Therefore, the creation of a program to educate teachers of reading for the inner city is a highly desirable task. Before such a program was created a study of some major inner city reading programs seemed advisable. From this study implications for a plan of teacher education could be drawn, it was felt.

The objectives of the study included (1) the examination of five major inner city reading programs, (2) consultation with school officials in those cities concerning the nature of a training program in reading, (3) the designing of a program of education of reading teachers for the inner city, and (4) the publicizing of the findings so that other institutions might use them.

The procedures used in the research included a study of documents describing the reading programs in the five cities studied, the use of questionnaires to get vital information concerning the school systems and the judgments of school officials concerning teacher education for inner city reading instruction, on-site visits to consult with school officials and visit schools, analysis of questionnaires and interviews, and the use of results to design a program of education for teachers of reading for the inner city. Steps were taken to implement the program designed. Three persons knowledgeable in reading research and in teacher education were engaged to evaluate the proposed program and the research study.

The five cities studied, New York, Washington, D. C., Detroit, St. Louis, and Los Angeles, all had a high proportion of Negroes, extensive de facto segregation, and depressed achievement levels. All had problems related to financing, including poor buildings and a teacher shortage. All were trying different measures to solve their problems. Some measure of local control was being attempted and all were using federal funds for compensatory education. There were several attempts at massive early intervention as a remedy.

Questionnaires revealed that school officials in the five cities believed that teachers should be recruited from concerned people of

all races and socio-economic levels, and should receive the kind of training given any good reading teacher, with an additional concentration on understanding Negro culture and life. There was also a belief expressed that these teachers should know about innovations in teaching reading and should possess techniques to use in the diagnosis and remediation of reading problems.

The plan devised included course work to bolster gaps in general education; work concerning Negro language, literature, history, and culture; and extensive training in reading. Combined with course work would be observation, participation, and tutoring in the inner city. Training in reading would emphasize pragmatic approaches with practicum work as an essential part of training. A program taking five years to complete was envisioned, with minimum credentials being granted at the end of four years. As the study was being completed, steps had been taken to implement the plan devised.

CHAPTER I

NATURE AND BACKGROUND OF THE STUDY

The problem of the education of children in the inner city is one of the greatest of our time. Clustered around the heart of many of our cities are huge numbers of children who are disadvantaged in many ways--socially, economically, experientially, etc. Their need to learn to read is inhibited by a lack of reading material in the home, poor experiential background, lack of parental stimulation, the possession of a non-standard spoken English dialect, and the absence of a strong desire to learn to read. In addition to these factors certain others contribute to a backwardness in reading development: loose family organization (frequently without a father), poor dietary habits, emotional insecurity, insufficient rest, and the presence of a greater-than-normal number of physical defects.

All of the above factors, plus the existence of other factors present in the big city slums, make the teaching of reading vastly more difficult and greatly different than in a suburban, rural, or typical city environment.

In various cities across the nation, school officials have been trying to cope with the problem of education for greater literacy, and programs of a varied nature have evolved. Fragmentary reports, sometimes giving a vague outline of total programs and sometimes a sharp picture of specific practices, have been published in the professional literature. Some systems have published bulletins and handbooks sketching more detailed outlines of their reading instruction programs. The only printed descriptions of other programs are in mimeographed curriculum bulletins circulated only within the school systems for which they are printed. Other programs of possible merit have no available printed material describing them.

The usual lag between program development and printed descriptions of the programs make published descriptive material of limited usefulness in determining the present nature of an existing program. Printed descriptions always have limited usefulness in conveying an understanding of such complex human institutions as schools and their practices.

The University of Missouri - St. Louis is a relatively new institution (organized in 1963) striving to serve the varied needs of a population center of over two million, including both the suburban area (in which the University plant is located) and the urban area. The chancellor of the University indicated his feeling that the inner city was a concern of the institution when he said in his address to the faculty in September, 1967, "Even more important...the need to recommend a program which will provide a positive approach by the University to the broader metropolitan area. What are our responsibilities beyond the campus? How can we best provide leadership and service to the metropolitan area?" In a later paragraph he noted "The problem of the inner city schools and the inner city students is one that we have not yet really dealt with." His vital concern with improvement in teaching was illustrated

in his remark, "I become daily more convinced that the research which most needs doing in the universities at the present time, is that which will give us the answers to the question of what is good teaching and how can we identify it?"

The sentiments expressed by the chancellor were those possessed by the principal investigators of the study reported here and their fellow staff members in the School of Education. They recognized their primary roles to be teacher education and research relating to teacher education. The reading staff was equipped by training and experience to organize and direct a program that would produce teachers of reading who were informed and would be successful in helping their pupils develop reading skills and interests to their fullest capacities.

It became the firm desire of the principal investigators in this study to build a program of education of teachers of reading that would produce individuals who would be successful in working in the inner city. It was felt that in this way the University would be partially fulfilling its role as a metropolitan university.

It was recognized that before such a program could be built that the major inner city reading programs must be studied and the nature of their specific characteristics discovered. It was also felt that resource persons connected with those programs could provide valuable counsel in planning a teacher education program.

The investigators also recognized that beyond the objectives and activities outlined in this study lay the possibility of making the University of Missouri - St. Louis a center for training and research in the teaching of reading in the inner city. A few universities had worked on various aspects of reading in the inner city, but no university had approached the problem in a comprehensive manner. The investigators recognized that the need was great, the opportunities unlimited, and the potential for service to those who needed it was tremendous. The achievement of the objectives of the study was recognized as a significant first step in the development of the institution to build the kind of program it needed.

Objectives of the Study

In view of the conditions outlined above a study was undertaken with the following objectives:

1. To determine the nature of five major inner city reading instruction programs, namely those of Saint Louis, New York, Los Angeles, Detroit, and Washington, D.C.

2. To determine the desirable characteristics of a teacher education program for inner city reading teachers through consultation with directors of instruction, curriculum consultants, and other administrative-supervisory personnel of the above systems.

3. To publicize the findings of the research in order to assist others.

4. To draw up a design for a program of education for personnel who would be especially prepared to teach reading to inner city children.

Prodecures Followed

The following procedures were followed in an attempt to reach the objectives listed above:

1. Each system under study was asked to recommend published bulletins, booklets, books, monographs, and other publications which described various phases of their reading programs. From these suggestions a collection of such material was assembled.

2. From the Educational Research Information Center's Clearinghouses on Retrieval of Information and Evaluation in Reading, Disadvantaged Children, and Teacher Education were obtained lists of publications pertinent to the study. These were used to order copies of reports on the nature of inner city reading programs and other topics important to the study.

3. A questionnaire, designed to reveal in general detail the nature of current practices and .ocedures in teaching reading in the inner city systems studied, was prepared.

4. Copies of the questionnaire (above) were circulated to the five systems and supervisory or research personnel were asked to complete them in a comprehensive manner.

5. School officials in four of the five cities to which the questionnaires were sent were interviewed in order to obtain more extensive information concerning the nature of the reading instructional programs provided.

6. On-the-site visits were made to selected elementary and secondary schools in four of the systems to gain additional details.

7. The results of the questionnaires, interviews, and school visits were analyzed to determine the outstanding characteristics of inner city reading instructional programs.

8. A questionnaire was designed to reveal the personal characteristics and program of training which inner city school officials thought were important for inner city reading teachers.

9. The questionnaire was circulated to fifty administrators and supervisors in the five cities and the results analyzed.

10. Using the findings from all of the above a program of teacher education for inner city reading teachers was designed.

11. Preparations were made to publicize the results of the study so that others working in teacher education programs would have the information for their use.

12. Preliminary steps were taken to put into operation the program of teacher education whose design was based on findings from the study.

Review of the Literature

Contemporary practices and programs have been outlined in sketchy fashion in several recent publications. Only those of a few cities have been discussed and detail is lacking in the discussions.

In 1964 national attention was focused on reading for the disadvantaged when Dr. John King, assistant superintendent of New York City Schools, keynoted the annual convention of the International Reading Association with his address "Teaching One Million Johnnies to Read". At the conference papers by Mergentine, Gibbons, Downing, and Dorney described various phases of the New York City program. Charlotte Mergentine described the School Volunteers Program in which lay help was enlisted (beginning as early as 1956) to give in-school assistance in reading to disadvantaged children. (3, p. 163)

Marilyn Gibbons described the Mobilization for Youth program designed to prevent juvenile delinquency by providing reading clinic help for potential junior-high dropouts. The MFY program began in the summer of 1963. In the same paper Gibbons (3, p. 166) described the program entitled "Supplementary Teaching Assistance in Reading" (STAR) and aimed at the parents of disadvantaged children. The writer reported many parents reported increased interest and understanding of their children's learning problems.

The BRIDGE project, a cooperative undertaking of Queens College and the New York City Schools to improve the reading of ninety junior high pupils was described by Downey (3, p. 167). Three teachers used high interest-low difficulty materials with the pupils for instruction in both reading and content field learning. An enriched program of real and vicarious experience was used to improve language fluency and comprehension. Professors from Queens College helped to plan and supervise the project. At the end of a three year period most pupils had improved markedly in reading and there were significant increases in verbal IQ scores on an individual test.

Dorney described a study done with 45 adolescent delinquents to see if a program of reading instruction would successfully modify the attitudes and behavior of adolescent reading retardates. After fifty sessions of reading tutoring, successful changes in attitudes, behavior, and reading occurred. A follow-up study done eighteen months later revealed that the effects persisted. (3, p. 171)

The March, 1965 issue of The Reading Teacher was devoted to Reading Instruction for Disadvantaged Children. Four of the articles concerned various aspects of the New York City Program. One article described a program in Philadelphia.

Helene Lloyd discussed eight avenues of attack in meeting reading needs of the disadvantaged and related several of these to efforts in New York City Schools. (8, p. 471) She described the development of new intelligence tests more valid for disadvantaged children. A discussion of a special project for developing a better school program for four-year-olds was included. Efforts to get better parent cooperation and more profitable kindergarten experiences were described.

Movements to produce more suitable reading materials and better pre-service and in-service teacher education for teachers of reading were outlined. The use of special reading teachers and better cooperation between colleges and the public schools were described. The establishment of school libraries, reading clinics, and better reading records were cited as areas of progress.

Cohn described the New York Reading Clinic set-up in more detail in her article (8, p. 477). A description of the eleven-clinic program was given, including its goals, staff, and criteria for selection of children. Clinicians taught groups of six or seven after a careful diagnosis of their problems was made. During 1963-64 services for 2900 children were provided. Substantial increases in reading growth were obtained.

Rose Schwab described the program of the After School Study Centers in New York. (8, p. 482) Centers were set up, beginning in 1963, and children who volunteered for special after-school help were provided with three types of assistance: remedial, library, and homework. No statistical results of progress were cited in the study but the writer expressed the view that improvements in achievement, pupil-teacher relationships and community and parental attitudes were obtained.

Meiselman (8, P. 485) described the 1964 summer elementary school program in New York City when seven elementary schools provided six weeks of remedial reading help for pupils retarded two years or more in reading. Outstanding teachers were chosen to staff the program and 150 adult volunteer teacher aids gave assistance. The teachers reported a "positive change in attitude and the amount of real learning they had observed in several of their pupils". All teachers and supervisors felt that the program should be repeated and enlarged.

Johnson and Kress described the Philadelphia Educational Improvement program (8, p. 488) put into operation in sixty-one elementary schools in 1963. Attention was focused on first grade pupils. Consultant help was made available and teachers were provided with instructional aids and professional materials of various types. Class size was reduced to no more than thirty and all part-time classes were eliminated. Evaluation of the project by outside specialists (the

writers) disclosed that the experimental group made superior growth in reading over a control group. Over six thousand children were involved in the experimental program.

Haubrich sketched the broad outlines of a program for the education of teachers of the disadvantaged and briefly described a Hunter College program designed for this purpose (8, p. 499). Among the important characteristics he cited were: acquaint students with the conditions in disadvantaged areas, orient students to the history, sociology, and anthropology of disadvantaged groups, two-way exchange of public school personnel and college teachers for consultation and teacher education, continuing contact and support of graduates of colleges after they are teaching in disadvantaged areas, education of teachers of reading at secondary as well as elementary levels, and maximum amount of actual teaching by student teachers (8, pp. 499-506).

At an institute held just prior to the annual convention of the International Reading Association in Detroit in May, 1965, Ida Kravitz described Philadelphia's Great Cities School Improvement Program (2, pp. 17-24). A two-pronged attack was made on underachievement: a wide-range community program and an extensive, enriched school program. Enrichment, remediation, and tutoring were undertaken by regular and extra staff. In-service teacher education sessions were conducted. A revision of the language arts curriculum was accomplished. Organizational structure was altered. Several other changes were instituted. Tests revealed substantial improvement in pupil achievement.

In May of 1965 three papers concerning teaching reading to disadvantaged children were read at the annual conference of the International Reading Association. Whipple (4, p. 253) described the efforts in Detroit to produce and try out the City Schools Reading Series now printed and sold by the Follett Publishing Co. It is a series recognized to be of superior value for use with inner city children.

Cohen (4, p. 267) discussed the efforts being made to improve the reading ability of children on New York's Lower East Side through the Mobilization for Youth Program. The article is partly a criticism of current methods of teaching reading to disadvantaged children and partly a discussion of what methods and materials should be used.

Stanchfield's account of a research study done in Los Angeles in 1962-63 describes how reading was taught to 550 first grade children in sex-segregated groups. Control groups of mixed classes were set up. Reading achievement was measured at both the beginning and end of the year. At the end of the year results showed that the girls were significantly better than the boys in reading and that the boys in segregated classes (all boys) did no better than boys in mixed classes. (4, p. 291)

Prior to the 1966 Convention of the International Reading Association in Dallas, an institute on reading for the disadvantaged was held. At the institute, Whipple discussed the extent to which currently available basal readers included stories and pictures about Negroes and the

extent to which they were appropriate for disadvantaged children. (6, pp. 3-9) Stemmler (6, pp. 11-24) described the traits of Spanish-American children in Texas, their relationships to reading, and described a reading program that would be designed for such children. A description of projects for pre-school children, migrant children, and for the development of oral English language skills was given.

Six papers read at the 1966 Conference of the International Reading Association dealt with teaching reading to disadvantaged children (5). Three concerned programs in New York City and three described aspects of the Detroit program.

Helene Lloyd (5, p. 35) cited six "benchmarks" of progress in developmental reading for the disadvantaged. Among these were progress in understanding child needs, growing recognition that no single approach, combination of methods, or type of material will guarantee that the disadvantaged will learn to read, the recognition of the need for extensive and imaginative training of reading personnel, the clamor for new tools of evaluation, and a recognition that parental involvement is necessary.

Natchez (5, p. 223) described the experiences of children attending the New York City College Educational Clinic and the implications of such experience for teaching disadvantaged children.

Downing (5, p. 339) discussed the BRIDGE project of Queens College for preparing secondary teachers for work in schools in culturally deprived neighborhoods. The description is very brief and outlines how three beginning teachers provided meaningful reading instruction chiefly through the use of methods and materials of the type recommended for any good reading program.

Enzmann (5, p. 188) described Detroit's Head Start Project in its attempts to develop better communication skills among the children. Whipple (5, p. 337) described a program undertaken by one sixth-grade teacher in a Grand Rapids ghetto who found that eighty percent of his pupils were retarded two years or more in reading. Through efforts to improve the reading of the children's parents an interest was aroused in school and better pupil achievement resulted.

Thomas' article (5, p. 351) discusses the establishment of experimental remedial reading centers. Problems encountered in staffing and equipping them are outlined and procedures described for selecting pupils, scheduling classes, and planning for evaluation of the project.

In 1966 the International Reading Association issued its bulletin, Reading for Children Without--Our Disadvantaged Youth. After Whipple discussed the special needs of such children in the first chapter there followed three chapters on classroom activities for such children in the primary grades, middle grades, and in the secondary grades. Chapter five contained short descriptions of programs in five cities (9).

For Los Angeles three aspects of the total program were described. The language skills of pre-schoolers were developed in a small experimental program, over one thousand college students tutored middle graders in reading, and a four week summer library program served several thousand children.

In Detroit a parochial school provided special help for twenty-five disadvantaged pre-schoolers, utilizing volunteer teacher aids and striving to improve perceptual skills and broaden the experience base.

A Detroit program for improving the high school English program for disadvantaged children was also described. Cleveland's program of compensatory education for junior high school students, begun in 1960, was described. Classes in reading improvement and other academic areas were supplemented by a program of recreation and improvement of production skills. A similar program in Houston was described.

The School Volunteer Program in New York (previously referred to) was described. In 1964-65 the program touched 20,000 children in sixteen different New York City schools. Test results indicated that most of the children increased their reading achievement level from one to three years.

St. Louis schools have been beset by problems in educating disadvantaged children for many years.

One of the writers recalls his own experience in St. Louis slum area schools in the 1920's when the system was attempting to provide compensatory education and care for the various types of needs of the disadvantaged children enrolled at that time.

Since 1953, the system has been experiencing an outflow of white population (there has been a twenty-four percent decline in white population in the period 1953-1967) and an inflow of Negroes (a gain of 132 percent) so that it now has Negro and white children in a seven to four ratio.

In 1943, a system of special reading clinics was instituted. Five of these operated up until 1963, providing diagnosis and treatment of reading disabilities. Children were scheduled for forty-five minute periods three times a week. As a secondary purpose the clincis provided good laboratories for teacher education since teachers were scheduled to work in them for one or two years (following a training program) and then returned to their schools to use their newly obtained knowledge in classroom teaching. In 1963 a sixth clinic was established, this one explicitly designed to serve as a laboratory for training future teachers. In 1966-67, the reading clinics helped 2,300 children gain literacy skills.

In the late fifties "Rooms of Twenty" were organized for children who failed to respond to the typical program. The lower teacher-pupil ratio and the use of diagnostic and remedial reading techniques enabled a better job to be done. Procedures followed in "Rooms of Twenty" have

been described by McDonald (3, pp. 52-53). Funds were made available in 1966 and again in 1967 through the Elementary and Secondary Education Act to increase the number of "Rooms of Twenty" to 92 in 1967-68. (7).

In 1967, through Title III of E.S.E.A., funds were obtained to organize a diagnostic and adjustment center which gave a valuable assist in the reading program. Each summer almost 10,000 elementary children and over 5,000 high school students took work in remedial and regular classes.

The lack of adequate library facilities had been a serious barrier to the development of adequate reading skills and good attitudes towards reading. A recent article described the newest developments in a program which provided library services to many children who had not had them: "Under a project designed to promote motivation for reading through library services in overcrowded schools, financed under the Elementary and Secondary Education Act, eight pilot libraries have been opened, three are being started and eight more are being planned next year....This project attempts to solve the problems of space shortages by using the entire school building as a library but dividing the functions....Under the above designated plan corridors and storage rooms or any other available space has been converted into book repositories in the pilot schools". (1)

The survey of the literature revealed that the assault upon the problems of improving reading in the inner city had moved ahead in many ways. Early intervention had been an important aspect of each system's program -- through federally supported Head Start projects.

It was notable that in every city the chief effort had been on overlaid programs -- the extra things planned and executed in addition to (and probably frequently apart from) the regular programs. The effort had not been to alter existing modes of operation in an attempt to make them more effective in accomplishing their objectives but to add on new sub-programs and programs -- like reading clinics, remedial reading classes, summer programs, special library arrangements, etc.

The literature survey, while it had certainly not been exhaustive, had revealed a vast complex of programs in the cities selected for study and was a sobering experience for the writer. The undertaking loomed vast and ambitious in its very size and scope. It promised to be a complex and enervating task.

CHAPTER II

METHODS USED IN THE RESEARCH

In the spring of 1968, a small scale exploration of the feasibility of the present study had been done. School officials of several cities across the nation had been contacted to determine if they would cooperate in a study of the type eventually done. This was supported by a university research grant. The investigators went to Detroit and Boston. In the former, central office school officials were consulted. In Boston a ghetto school was visited and school officials were consulted. The Detroit visit revealed that Detroit would be a good city to include in the study, because it was midwestern and was the type of city for which the University would be preparing teachers. Boston was rejected because it did not meet the criteria.

Saint Louis was chosen for obvious reasons: it was the city the University served, it was accessible, communication with its officials was easy. New York was chosen chiefly because it is the nation's largest system, has a complex of problems, and is a pace-setter for the nation. Washington, D. C. was seen as unique. It had a very large black population, was in the shadow of the nation's capitol, and likely to be infected by any federally-induced changes. The choice of Los Angeles was caused by its reputation as a center of innovation in education, its growing Mexican and Negro populations, and its strong educational leadership. It had been known as a center for progressive education on the west coast and the investigators felt that some intriguing things were likely to be going on there.

A study of the published materials from the districts seemed to be a reasonable first step. It promised to be a way to save the time of school officials in the cities studied. It could help the researchers avoid asking questions whose answers could be readily obtained from printed matter, it was felt.

The first contact with the systems was a letter describing the project and a questionnaire (see appendix for "Preliminary Questionnaire") asking them to give permission for the study, to designate printed materials describing their programs, to designate a staff member to act as the chief contact with the system, and to grant permission for on-site visits.

Several weeks went by waiting for answers to the letters and preliminary questionnaires. New York and Detroit school officials answered promptly, as did St. Louis officials. Los Angeles agreed fairly quickly to cooperate. The change of superintendents in Washington may have been responsible for the months-long delay in getting an answer from there.

Visits to Saint Louis schools started early and many conferences were held with school officials. Documents describing their programs were not plentiful but were examined. A clear picture of Saint Louis' reading program emerged very early.

The New York City School System had one of its most tumultuous years in its history while the study was going on. A short teachers strike in the fall of 1968 was followed by a much longer one that wore on into early winter. The reverberations from the Ocean Hill-Brownsville controversy reached all across the nation. The massive efforts towards decentralization and local control affected all the personnel of the system. The amount of cooperation obtained from them was remarkable but the changing situation made it difficult for them to relate what was going on in the reading program. Much of the activity was undoubtedly in the hands of the local district officials and was not known to central office personnel, with whom the investigators were in contact.

Detroit officials seemed willing to help but they, too, were preoccupied with their own problems. Materials were ordered from them but examination of them revealed little about <u>current</u> programs. Change seemed to be the order of the day but it was not reflected in the published accounts.

No published materials describing programs were obtainable from Washington or Los Angeles schools during the early phases of the study. Washington officials simply stated that there weren't any in existence. The contact person in Los Angeles failed to respond to many attempts to get information. In later phases of the study the situation changed in respect to Los Angeles -- materials <u>were</u> made available. All attempts to uncover such materials in Washington were almost utter failures. The impressions gained about Washington Schools were obtained almost exclusively from interviewing personnel and visiting schools.

The study entered its second phase with the preparation of a questionnaire concerning instructional arrangements and practices (see the Appendix for "Questionnaire Concerning Practices"). It sought to determine certain general information such as the composition of the school population, the proportion of disadvantaged children, the types of federal assistance being received, types of personnel employed, nature of in-service activities, and the pattern of organization of schools. Specific details concerning instruction were also sought, such as time spent in reading instruction, provisions made for individual differences, types of materials and approaches used, basal materials employed in instruction, special arrangements for problem readers, availability of auxiliary services and the reading programs for secondary schools. Information was also sought concerning the size and types of innovative programs in reading such as Initial Teaching Alphabet classes, the use of the language experience approach, and the degree of use of linguistic materials, Words in Color, etc.

The Practices Questionnaire was completed in a very comprehensive and detailed manner by the Educational Research Bureau of the New York City Schools. St. Louis school officials suggested at the beginning of the study that the writers confine their activities to one of the six semi-autonymous sub-districts, the Enright District, which was done. The officials felt that Enright was typical of the inner city sections of St. Louis and that concentration upon the district would reduce the number of people that would need to be contacted and create a minimum of confusion. The report writer interviewed four supervisors in the Enright District and completed the questionnaire by asking the specific questions and getting detailed answers from them.

The practices questionnaire was completed in an apparently very cursory manner by the Los Angeles contact. Many of the answers were incomplete or would be marked "information not available". Despite several attempts in both Detroit and Washington, the researchers were never able to get school officials to complete the practices questionnaire. Several were sent to each city, and to different officials, but the completed questionnaires were never returned.

On-site visits were made to Detroit, Los Angeles, Washington, and St. Louis. Two or three days were spent in each city interviewing school officials and visiting schools. In each case the researcher was able to visit and talk with those officials that the contact person had arranged for him to see. The care taken by contact persons in making the arrangements varied substantially. In one city it seemed that the researcher saw whoever happened to be in on the days the visit was made. In another the arrangements were left to underlings of the contact person and decisions and arrangements concerning the visit were made in a very loose and semi-effective manner. In another system arrangements were carefully made but the individual people the researcher was to see were not apprised in a clear manner concerning the nature of his visit. In still another he was told who the important people were and left to make his own arrangements.

In defense of all the school officials the researchers contacted it must be said that all were very busy people, empowered to carry out certain duties by their school system, and preoccupied full time with challenging activities in school systems with great problems. It is little wonder they did not do much to satisfy the prying needs of a college professor who was not coming to serve their immediate interests.

New York was dropped from the on-site visit list for several reasons. First, substantial documenting material was obtained from them so that a fairly clear picture of their operation was obtained. (At any rate, it was felt that on-site visits would not add enough to the understanding of their situation to warrant the trouble.) It was also felt that New York was so unusual that any implications for teacher education drawn from visits there might not be as useful to the researchers as implications drawn from situations in the other cities studied. Another factor was that time simply ran out. The original

designated duration of the project was five months. So little progress was made in the five month period that a five month extension was requested. Even this amount of time, and the funds allocated, were insufficient to perform a task of the size that was proposed.

Following on-site visits, during which many school officials were met and talked with, a third questionnaire was composed to use in sampling their opinions concerning the general characteristics and type of education inner city reading teachers should have. These were sent to sixty administrators in several cities, including some in each of the cities involved in the study. (A copy of the questionnaire may be found in the appendix.)

The rest of the study involved a digestion of findings and substantial introspection to generate findings and conclusions. From these an outline of the needed teacher education program emerged.

Evaluation of the Study

Because of the nature of the research empirical evaluation of it through control and experimental groups, use of test results, employment of statistical techniques, etc. was not feasible. It was recognized that the chief value of the research would be to the University of Missouri-St. Louis, to school systems that would employ teachers educated in the program designed in accordance with its findings, and to other teacher education institutions that might use the findings to design their own programs.

It was decided to have the project evaluated by a team of three persons with (1) expertise in the type of research done in the study, and (2) experience in teacher preparation for inner city work. The persons selected are described below.

Dr. Helen P. Robinson, former research professor at the University of Chicago, was well known for her research in reading, including surveys. While at the University of Chicago she was instrumental in their teacher education program and prepared teachers who worked in Chicago's inner city.

Dr. Mary Austin, former president of the International Reading Association, was, at the time of the study, Professor of Education at Case Western Reserve University in Cleveland. Her two research studies, The Torchlighters and The First R, were well-known surveys of practices in teaching reading in the United States. They were completed under Carnegie Foundation grants while she was on the faculty at Harvard. As professor at Harvard and Case Western Reserve she had prepared teachers who worked in the inner city in Boston and Cleveland.

Dr. Coleman Morrison, of City University of New York, was co-author with Dr. Austin of the two studies mentioned above. As a professor at C.U.N.Y., he prepared teachers for work in inner city New York.

The evaluators were asked to evaluate the research from the standpoints of:

(a) Extent to which appropriate cities were chosen for study.

(b) Suitability of the procedures used.

(c) Validity of the findings.

(d) Pertinence of the details of the teacher education program proposed.

(e) Applicability of findings to various cities and teacher education institutions.

Their evaluation reports are reproduced in the Appendix.

Chapter III
FINDINGS AND ANALYSIS

New York City Schools Program

Of all of the larger cities in the United States, New York had more than its share of problems in 1968-69. Early in the year thirty-six days of school were lost due to two successive teacher's strikes over the issue of local control. The events leading up to the strikes and turmoil that had followed the strikes (teacher lock-outs, parent groups blocking entry to schools, accusations of racism, court battles to force the boards to reinstate teachers, etc.) had left the schools in an uproar most of the year.

For several years a plan for decentralization of control had been in the making and had gradually been instituted. Control of local schools by community groups had been launched to placate restless minority groups. About thirty per cent of the school population was black and some 22% was Spanish American. Forty-eight per cent was reported to be economically disadvantaged and forty-four per cent educationally disadvantaged.

During 1968-69 the Ocean Hill-Brownsville Controversy exploded into being, with the black-controlled local board and parents arrayed on one side and the union-supported Jewish teachers on the other side.

A major problem in New York City schools, as it was with all larger inner city systems, was that of finances. In an annual school budget of about a billion dollars around one hundred million in federal aid was included. New York City schools received over $12,000,000 under Title I of the Elementary and Secondary Act alone in 1968-69.

The state legislature had been more helpful than in most states. Govenor Rockefeller used the power of his office to bring the second teacher's strike to an end and supported larger state appropriations for the schools of New York City. The Ocean Hill-Brownsville controversy was ended when the state took over the operation of the strife-torn independent district.

Many felt that the environment in which New York City schools existed was enough to bring its operation to a permanent grinding halt. The density of population, difficulties in transportation, the polyglot nature of the populace, and the problem of sheer numbers lent credence to the feeling.

The schools of New York City, numbering over 1000, enrolled more than 640,000 children in public elementary schools (including almost ten thousand pre-kindergarten children) and over 460,000 in secondary schools (grades seven through twelve)--a total of over 1,100,000 children and youth. Like most other big city school systems New York had been hit by a teacher shortage--with only 72% of its teachers during

1968-69 being fully certified. Title I of E.S.E.A. and other federal and state programs had made it possible to put teaching aides in 54% of the city's classrooms. Twenty-one per cent of the classrooms utilized parent aides.

In-service training activities were varied with ten per cent of the teachers attending district-sponsored workshops and 47% taking on-campus college or university courses. Five per cent were enrolled in college or university courses offered in the public schools.

Almost all of the children in grades K-4 were in self-contained classrooms. At fifth and sixth grade levels a majority were in such classrooms but beginning at grade seven there was total departmentalization.

Reading was taught sixty minutes per day (on the average) in grades 1-5, fifty minutes per day in grade six, and forty minutes per day in grades seven and eight. No systematic reading instruction was scheduled in grades 9-12.

In-class grouping was reported as the only provision made for individual differences in grades 1-4. According to the questionnaire response, beginning at grade five some children (17%) were assigned to classrooms according to reading achievement. At sixth grade level it rose to 30% and became 90% in grades seven and eight.

As far as materials were concerned ninety per cent were reported using basal materials through grade six with twenty per cent being involved in a library-centered individualized program. In grades seven and eight the basal reader was used in 100% of the classrooms. In grades 1-3 less than one per cent were involved in experimental classes using the Initial Teaching Alphabet. At every grade level about half of the classrooms were using multi-ethnic materials.

New York City public schools in 1968-69 had multiple listing of textbooks and an individual school might select and purchase any textbook on the approved list. The research office indicated that no systematic accounting of specific books was kept but it was their observations that the most popular series were Scott, Foresman, Harris-Clark, the McKee Readers, and those of Harper-Row and Co.

Problem readers were helped in a variety of ways. Small classes were used for 20% of them in grades two and three, for 30% in grades 4-6, and for ten per cent in grades seven and eight. About five per cent received reading clinic diagnosis in grades 2-6 and about three per cent did so in grades seven and eight. Some one per cent of children enrolled in grades two through six received reading clinic tutoring. About ten per cent of the children in grades two through six participated in classroom aide-assisted instruction. Fewer than one per cent benefited from classroom reading instruction that was parent-assisted.

When asked to indicate the number of children involved in research or innovative programs the following figures were given:

Special alphabets: 2,000 in grades one and two.
Language experience approach: 25,000 in grades one through six.
Linguistic materials: 40,000 in grades one through six.
Computer assisted instruction: 1,200.

In the space in which the numbers involved in programmed materials were to be listed on the questionnaire no figures were entered. However, the press had reported several thousand New York City children had been involved in "Project Read", an experimental project involving the use of programmed reading materials published by Behavioral Research Laboratories of Palo Alto, California. All of the above information would suggest that over ten per cent of the elementary school children in New York City during 1968-69 were involved in research or innovative programs.

At the secondary levels about five per cent of junior high students (grade 7-9) were involved in corrective reading programs and about three per cent of those in grades ten and eleven were so involved. Fewer than one per cent of secondary school students received remedial reading instruction in very small groups.

The extra programs, affecting much of the disadvantaged population, were numerous, varied, and complex in their makeup. The sheer size of the problem of studying the system was illustrated by the fact that there were over 500 Title I E.S.E.A. projects in operation during 1967-1968, and over fifty in reading alone.

In beginning reading a twenty-one million dollar project for 130,000 pupils in grades one and two reduced class size to 15 in grade one and 20 in grade two. Extra materials were provided for children to take home and start their own libraries. A thrust to involve parents was made. Diagnostic services designed to determine at an early stage why children were not responding to reading instruction were provided. Teacher aides were provided for kindergarten teachers.

Another very major thrust was to provide more effective teacher training, utilizing television courses, after-school workshops, the involvement of 300 apprentice teachers working with 10,000 pupils, and other special district in-service programs.

In the area of supervision a special principal-internship program gave on-the-job training in the supervision of reading to principals ready to be appointed in disadvantaged neighborhoods. In each of the eleven field districts the superintendent met with the deputy superintendent for instruction to discuss special reading projects and problems, of which there were several in each district.

Nine special projects of an innovative or research nature were in existence during 1967-68 and several of these continued into the next year. Seven hundred children and adults were involved in a project utilizing talking typewriters. A computer-assisted instruction project had provided daily instruction in reading and math for 8,000 students and continued into 1970. A programmed reading project tested the McGraw-Hill materials and produced programs to improve reading comprehension.

The Sullivan-McGraw Hill Programmed Reading Series was tested in two kindergarten classes and its use was continued as the pupils progressed into first grade.

One of the most grandiose projects in the nation in research in various approaches to beginning reading was begun in New York City in September, 1966 and continued until June of 1969. Children in over one hundred thirty classes in primary grades (kindergarten, first and second grades) were exposed to one of several approaches or methodologies in learning to read, including the Initial Teaching Alphabet, linquistic materials, language-experience approach, a talking typewriter approach, and regular approaches. The program was under the direction of Dr. Miriam Goldberg of Teachers College, Columbia University and experienced substantial difficulties, namely teacher turnover, differences with teachers over style and ideology, teacher strikes, parental pressures, and administrative revisions. By the time the experiment reached its halfway point it had lost (1) one-half of its participating superintendents, (2) thirty per cent of its school principals, (3) one-half of its original students, and (4) fewer than half of the original teachers. Pressure from parents to group first grade pupils homogeneously caused several of the schools to do so, despite original agreements to maintain heterogeneous grouping in the classes. Several schools pulled out of the project. What the findings will be concerning the relative value of different approaches, and whether they will be at all valid, remains to be seen.

Eleven diagnostic reading centers had been operating in New York City, chiefly financed under Title I, and had striven for early identification of reading problems, had provided remedial instruction for children, and had conducted workshops and training sessions for teachers. The problems experienced in setting these in operation were the same as those encountered in other cities: late funding, shortage of personnel, finding space for operation, etc.

Many, many other projects, including some operating during the school year and others during the summer--and all in reading--could be described. Many different aspects of early reading growth were explored and several of the projects were under the direction of college and university personnel from the local area.

One could summarize reading activities in New York Schools by saying that a grand and complex program, without equal in any other school system, had moved ahead, conducted by a vast army of personnel, and under the direction of a general staff of distinguished qualifications. New York City had been a vast laboratory for projects whose results and findings should be of great value to the children involved and to education science.

It remains for someone to examine it carefully. From such an examination far-reaching implications might be drawn. The resources available to the present researchers prevented the kind of examination needed. The problems extant in such an examination were too great for the project to manage.

Washington D. C. Reading Program

The school system of Washington, D. C., had been unique in the nation. It had served the federal district housing the seat of the nation's government. It had been, in one sense of the word, autonymous, being subservient to no state government. It had been subject, however, to the whims of the Congress of the United States.

During the last thirty years the system had been faced with a steady decline in its white population and a rapid increase in black population. Nine of every ten (93%) of the children attending Washington schools in 1968-69 were Negro,and an unwholesome proportion were from poor homes, where parents were on welfare, mothers were living off federal gifts, and many fathers, when they were living in the home, were unemployed.

The 146,000 school children and youth of Washington attended classes in 185 different schools, including 140 elementary schools, many of which were over fifty years old. The teachers of the system were represented in bargaining for salaries and working conditions by the local chapter of the American Federation of Teachers. In 1967 when the union first became the bargaining unit its membership represented less than 50% of the teachers. Fortunately Washington had not, up to the time of this study, suffered from a teacher's strike nor much difficulty in negotiations with the union.

As the proportion of blacks increased in the schools the number of black teachers and administrators also increased. The proportion of black administrators in the top echelon of administration was probably higher in 1969 than in any major system in the nation.

The problems of teaching reading to the growing black population had been of concern to the District's board and superintendent for many years. During the late fifties and early sixties the superintendent, Dr. Carl Hansen, prided himself on the materials and procedures used to teach reading. While basal readers were used in virtually all of the schools, Dr. Hansen often pointed out that the heart of the program was the Phonovisual Method, a synthetic phonics method calling for instruction in sounds in isolation and the letters used to represent them in print.

As a result of public dissatisfaction with the tracking system, and other aspects of education that had been promulgated under Dr. Hansen, he resigned under pressure in late spring of 1967 to be succeeded by Dr. William R. Manning.

The factor that precipitated Hansen's resignation was the Skelly Wright Decision rendered in the case of Hobson vs Hansen. Judge Wright's decision was that the de facto segregation practiced in Washington, D.C. was unconstitutional. In the decision the judge made a scalding indictment of the rigid tracking system then in use in the schools. He ordered an end to it and also directed the school system to take steps to integrate student bodies and faculties in the District. Attempts to implement his

directive resulted in some reduction in tracking but in several instances other programs resembling tracking replaced it. An example was the M.I.N.D. Program (Meeting Individual Needs Daily,) which provided special reading and arithmetic help for non-disciplinary problems of low ability in primary grades. The subsequent critical Passow Report done by a team from Teachers College, Columbia University, shook the system to its roots. Since Dr. Manning's accession considerable ferment and change were the rule in the schools of the district.

Some bussing of students to reduce segregation began. Integration of staff was done by placement of new teachers rather than by transferring old ones. It was feared that reassignment of veteran teachers might result in wholesale resignations. The step actually had the effect of the employment of more white teachers. When the report writer visited in a Washington junior high school with a student body of 95% Negro, the black principal proudly pointed out his two young white teachers and told how well they got along with the children and what a good job of teaching they were doing.

In some cases in which integration was achieved by bussing, problems occurred. For example, blacks bussed into schools west of Rock Creek Park encountered a much more academic program, their parents could not readily go to school for P.T.A., etc. They also missed out on Title I programs, field trips etc. present in their neighborhood schools.

The advent of massive amounts of federal aid, first through the National Defense Education Act, and more recently through the Elementary and Secondary Education Act, made innovation in instructional practices possible. The reading program was probably affected more than any other phase of education.

In 1964, Mrs. Kay Lumley came to Washington Schools from Montgomery County, Maryland to be director of the District's Reading Center. Under Mrs. Lumley's direction the Center became an agent of innovation in reading and especially in relation to special programs for problem readers.

Prior to the change in the top administration some changes in organizing to care for individual differences were being made. Along with the tracking program such variations as nongrading, team teaching, and the use of the Language-Experience approach to teaching reading were being tried. Dr. Hansen's departure was followed by a relaxation of the requirement that Phonovisual materials be used. The selection of the approach to reading and the choice of materials was then left up to individual schools, subject only to limitations of the budget and other factors over which the schools had no control. These are the ways in which the regularly financed developmental program was proceeding during this study.

Of great impact was the spate of extra programs financed by federal legislation for the nation and overlying the regular school program in Washington, as elsewhere. Of primary importance was probably the role of the Reading Center and the influence of Mrs. Lumley.

The Reading Center, housed in various places in the district during 1968-69, and at the time of this writing located in Phillips School Building in the Georgetown Area in Washington, radiated its influence outward into every corner of the District but chiefly into those in which most of the disadvantaged children lived. Mrs. Lumley's six assistants supervised the work of 172 reading specialists fulfilling various roles in the schools. About 140 of them were in instructional units in the schools, teaching small groups of problem readers in grades 1-12. Some of the 140 also served as consultants to classroom teachers in the developmental program. Eighteen others were assigned to geographical areas as general reading specialists to aid teachers in the Reading Improvement Program.

Fifteen reading people worked as full-time diagnosticians, either in clinics established in schools or in mobile units especially equipped for the task and moved from school to school as needed. The eight mobile units, built on Ford Falcon chassis in 1965, operated for the last four years. The story of the snafu encountered when the carefully-made plans for the reading vans were turned over to bidders, and the resultant products were purchased by the school system, was an interesting study in the inefficiency of educational bureaucracy but will not be recounted.

The Reading Center operation included experimentation with innovative practices for the last few years. During 1966-67 a program utilizing the Merrill Linguistic Readers was begun in one school. In September, 1968, five additional schools were added. At present writing about 300 children, mostly in primary grades were using the program. Tentative plans called for further expansion in 1969-70.

During 1968-69, 13,000 children in Washington were involved in Project Read, an experiment using programmed reading materials published by Behavioral Research Laboratores, a series very similar to McGraw-Hill's Programmed Reading. The series was used as a basal program through grade six and as a corrective and remedial program in grades seven and eight. It was financed under Title I of E.S.E.A. and was being evaluated by George Washington University. No control group was used. The entire population used in the experiment was pretested in September, 1968, and posttested in June, 1969. A teacher attitude scale, determining teacher reactions to the program, was scheduled to be administered in July. Since the schools involved in the program had had a downward spiral in reading, it was felt that if the spiral was arrested while Programmed Reading was being used, it would be regarded as successful.

The writer visited one school in the project, Logan Elementary School. The principal and teachers expressed the feeling that the program was successful and that the individual approach had an advantage. (It is worthy of note that two of the Reading Center's assistant directors told the writer that the teachers of the school had "worked very hard" and that the principal was "an outstanding one.") The school was also one of twenty in the Model School Program, which will be described later.

Logan School itself was an interesting example of the type of innovation used in an attempt to solve some of the problems of the ghetto. It was located almost in the shadow of the capitol and had a program that

kept it open about twelve hours per day and seven days a week. In addition to its regular program for children, it also operated a program for the surrounding community.

As one of three "community schools" in Washington it provided for adult classes in elementary typing, a girl's human development class, an art club, an elementary artist's meet, a course in math for fun, bowling, slimnastics, a high school equivalency examination class, and a Youth serves Youth program. The latter involved the tutoring of elementary children by high school students who were potential dropouts. Only a fraction of week-day activities for the community have been listed here.

On weekends the school sponsored family field trips, plays and movies, play time for two- and three-year olds, an Audubon Science Club, a Boys Chef Class, a Y Swim Class, Big Brothers, Brownies, and the use of nurse's assistants in the clinic.

In Logan, as well as in the other two community schools, Perry and Adams-Morgan, there was a Community Advisory Council that aided school officials in planning. School officials reported great increase in respect for school property and a decline in vandalism since the school went under local control.

Another program of great interest in Washington was the Model School Division operation. A bulletin issued by the District's Central Office of Education described the division as "an educational subsystem ...a model school subsystem in the inner city area...to provide a wide range of programs and services...improved educational opportunities for low income families". It surrounded Cardozo High School in the inner city and involved almost 20,000 school children housed in five preschools, fourteen elementary schools, four junior high schools, a senior high school, and a vocational high school. One of its objectives was to develop interaction and involvement of the community with the schools. The Division was semi-autonymous. It was described to one of the writers as an attempt at massive intervention, one utilizing lots of teacher aides, extra teachers and extra funds.

The part of the Model Schools Program of most pertinence to this study was the Language Arts innovation which existed as a part of it. All fourteen of the elementary schools used the Bank Street Readers, seven utilized the Language-Experience Program in reading, three were involved in Project Read, two had ITA experiments going. There was one Unifon project and one utilizing Words in Color. Nine elementary schools had heavy tutoring programs in reading. There were many other aspects of the Model Schools Program not related directly to reading but which affected it.

Eight of the schools utilized Youth aides, ten used teacher aides, and seventeen were affected by innovation teams that went into classrooms to stimulate innovative efforts by teachers. Three of the Model Schools Division schools were also community schools. The eyes of

educational Washington were on the work of the Model Schools Division to see if it succeeded well enough to become a model for decentralization and local control.

One complaint that the report writer heard from several sources in Washington was that innovative programs usually did not last long enough to determine if they were successful. Mention was made that scores of new programs were inaugurated every year and others that had existed for only a year or two were phased out. This might have been caused by the need to adjust to new guidelines to obtain money from federal laws designed to support innovations.

Money was no less of a problem in Washington schools than in any other city studied. The U.S. Congress acted on the system's budget and had been known to criticize it line by line. Being a showcase system because of its location probably caused it to get more money than it would otherwise have, but Washington's schools were not affluent, they were poor. One Model School Division administrator told the writer that the division's budget might be cut by as much as one-third in 1969-70.

The reading program was strengthened in many ways by federal aid from N.D.E.A. and E.S.E.A. There was a growing number of teacher aides in the system. In 1969 they approximated 1000 in number, trained by the Reading Center and employed by the system. In addition there were at least 200 unpaid Urban Service Volunteers working in the schools. Mrs. Lumley reported that there was no shortage of qualified reading specialists in the system. Several did not have full certification which required a master's degree plus twelve graduate hours, including a clinical reading course. Five years teaching experience were required before one could become a reading specialist.

The picture one left Washington with was that it was a city with complex education problems which it had only recently begun to face up to. There were signs of progress but there was so much yet to be done. The treatment accorded the Reading Center, the chief agent for improvement in reading instruction, by having moved its offices twice within one year, indicated either the low esteem in which reading was held or the desperate straits of the system. Efficiency and productivity in the reading program would continue to suffer until some degree of stability was achieved in the office location. Reading remains the key to education. At present it seems as if the key is too small for the lock in Washington. One would hope this would change.

Los Angeles Reading Program

In 1969 the Los Angeles School District sprawled across 800 square miles of the San Fernando Valley, encompassing the city and county of Los Angeles, jewel of Southern California. In 1968-1969 its 430 elementary schools and 127 secondary schools served almost 660,000 children who were taught by 25,000 teachers. The district was so large it was subdivided into eight areas, each presided over by an area assistant superintendent. The average school in the district was large, serving slightly over 1200 students.

Big school districts mean big financing and the proposed budget for Los Angeles schools for 1969-1970 was $765.5 million. Unless legislation proposed in the state assembly was approved, well over half of the funds came from local sources. The district was forced to trim about forty million dollars from the budget, find new sources of revenue, or risk a deficit of the same amount if the legislation did not pass. The shortage of funds occurred because voters on April 1, 1969 rejected proposals for school bond and tax measures--a common occurrence in big cities across the country.

Like the other city school systems involved in this study, Los Angeles had a sizable population of disadvantaged children. The 146,000 black children in the system were almost equaled in number by the 130,000 Mexican-American children. The two groups together constituted almost 43% of the total school population and were more or less concentrated in three of the districts eight areas. Three-fourths of the teachers of the system held permanent certification. The remainder were mostly degree teachers in various stages of serving their seven year probationary period. Since permanent certification in California in 1969 required five years of training, most of the probationary teachers had college or university work to complete. The turnover of teachers and growth of the district forced the employing of about 3000 new teachers each year, requiring a prodigious effort of orientation on the part of district supervisory staff.

In the district 95% of the elementary classrooms (grades 1-6) were self contained, the average time devoted to reading instruction in each grade was ninety minutes, and 85% to 90% of the classrooms utilized in-class grouping as the chief provision made to care for individual differences. In grades 1-6 about ten per cent of the classes were assigned to their classrooms according to reading achievement. In grades 1-3 five per cent of the classes were nongraded. The average class size in the system was 28.5 pupils.

The supervision of the reading program was under the overall direction of the Division of Instructional Planning, one of two divisions of the district's administration. Each of the area divisions had two supervisors directly concerned with reading, as well as other aspects of the curriculum: one for kindergarten through second grade and another for grades three through six. Secondary reading (grades 7-12) was under the direction of the secondary English supervisory personnel. In each case there were

supervisors for the locally-supported programs and another for the federally-supported programs.

The elementary developmental program was very usual in many respects but had some unusual characteristics. Basal textbooks formed the foundation for the program and were furnished by the state. However, the specific textbooks used varied according to the reading ability level of students and their ethnic backgrounds. During the last five years there had been a concerted effort to get all first grade teachers oriented to the language experience approach to beginning reading and supervisory personnel indicated to the writer that the approach was being used in all kindergartens and first grades. About one-fourth of second grade teachers were said to be using it.

The reading supervisor informed the writer that the language experience program was instituted after an extensive in-service program that included many demonstrations and workshops. Videotaped demonstration lessons were scheduled to be used with new teachers in fall, 1969, to orient them to the approach.

The state adopted textbook system of California was very thorough and offered schools many options. For 1969-70 schools could choose among the Harris-Clark (Macmillan) series and the Harper-Row as a regular basal and for disadvantaged groups could use a combination of the Bank Street Readers and the Scott, Foresman Open Highways Series. During 1968-69 substantial effort was expended to get teachers ready to use the Bank Street Readers in schools enrolling disadvantaged children.

One of the great influencing factors on reading instruction since 1966 had been the Miller-Unruh law passed by the California legislature. It provided for state-wide certification of reading specialists by examination,which was given annually by the Educational Testing Service. School officials contacted by the writer felt that many people who passed the examination were not really qualified by training and experience to be reading specialists. Therefore, Los Angeles schools insisted on other qualifications.

Under the Miller-Unruh Law state wide testing was done in reading in all school districts. The results obtained in February, 1968, showed that Los Angeles pupils were relatively poor in reading. The State Board of Education directed Los Angeles to take drastic action to improve reading. A massive program of in-service training and inter-school visitation in 1968-69 was scheduled to be followed in 1969-70 by placing in the hands of all Los Angeles primary teachers the Speech-to-Print Phonics materials. All kindergarten teachers were to be given a copy of Foundations for Reading by Marian Monroe (Scott, Foresman Co.) and all first grade teachers were to receive a set of the Ideal Phonics Cards. All third grade classrooms were to receive Durrell's Phonics Practice Program. An outlay of $300,000 was scheduled to pay for the four-phase program.

The choice of reading textbooks to be used in Los Angeles classrooms was a matter of local option, according to the reading supervisor, and was mainly made by teachers using the materials.

Provisions for problem readers included small classes for such readers, classroom aide-assisted instruction, parent assisted instruction, late afternoon special reading classes, and summer reading classes. No figures were made available to the writer on the numbers involved in these programs. Unlike the other four cities involved in the study, Los Angeles had no system of reading clinics. The local teacher education institutions, University of Southern California, University of California - Los Angeles, California State University, Occidental College, and Pepperdine College were relied upon to provide clinical reading services for those children who needed it.

The writer was informed that most of the local teacher education institutions gave their education students two types of experiences with children: one with "normal" children and one with "inner city" children. Los Angeles schools participated in the programs. Many of the schools sent A.B. graduates, with only a content major, to Los Angeles schools as probationary teachers who had seven years to complete certification requirements, including professional training. Growth in school population and teacher turnover in Los Angeles had forced the system to take most of the four year graduates who offer themselves for employment.

The writer was also especially impressed with certain aspects of the secondary reading program in Los Angeles schools. A three-phase program existed, with each phase adapted to the needs of the specific groups it served. The Reading Improvement Program, essentially "developmental" reading, was for average and above-average readers and enrolled over 5500 secondary students in 1968-69.

The Basic Reading program, a corrective program for slow learners and retarded readers enrolled over 6,000 students. Power Reading was an accelerated course for above-average students who were reading at or above grade level. Power Reading enrolled over 2,300 students during 1968-69. Both Basic Reading and the Reading Improvement courses could substitute for required English for one or two semesters. These three programs reached only five per cent of the secondary school population, however. School officials admitted that whatever reading instruction the other 95% received was in regular English classes. Extensive in-service opportunities for all secondary teachers to become informed about reading were made available and attendance was promoted in many ways, including allowing professional improvement points for attending.

It was obvious, however, that secondary reading instruction in the regular program was a voluntary matter for most students and actually reached only a small minority of them. Special state and federally funded programs, however, touched many more students.

The Elementary and Secondary Education Act had been of great value to the disadvantaged children of Los Angeles Schools. Supplemented by California Senate Bill 28 and the Miller-Unruh Bill, the act has brought many millions of dollars into the school system.

In 1968-69 the E.S.E.A. Title I program brought benefits to 117 elementary schools and 24 secondary schools. A total of 6.5 million dollars was expended on elementary programs and 4.8 million dollars on secondary programs. Because of changes in the guidelines for expenditure of E.S.E.A. funds there were drastic changes scheduled in the Los Angeles program for 1969-70. The amount of money spent on secondary programs was to decline to 2.6 million dollars and the amount for elementary programs was to increase to 9.5 million. The money was earmarked to be spent for early intervention programs designed to provide massive help for the most deprived children in an attempt to bring about marked improvement in their educational status.

The 1968-69 secondary E.S.E.A. program had included many aspects including reading laboratories, small group basic reading classes, the preparation of materials for instruction in the history and literature of black people, and a program to expose high school students to legitimate theater productions.

The supervisor of reading in the Office of Special Programs indicated that 16,000 students in 800 classes were being reached at the secondary level. He described workshops in which 130 content area teachers had learned to use techniques in teaching reading in content subjects. The project was in its second year and included a practicum segment in which participants applied what they had learned by teaching one child in the prescribed manner.

The writer visited reading classes in John Burroughs Junior High School, Gompers Junior High School, and Lincoln Senior High School. The latter two were deep in the ghetto. The latter two were part of the Student Achievement Center program serving 24 secondary schools and reaching ten per cent of the secondary school population. It provided special classes for readers with fairly intense problems. Small classes, in which teachers were aided by paid and volunteer help, utilized special materials and specially trained teachers. One aspect of the program trained minority teachers for administrative positions. There were many other aspects of the program including fine arts work, counseling services, and community-centered activities.

There were several other specially-funded secondary programs. One had produced eight novelettes and four books of readings especially appropriate to inner city adolescents. It was reported to the writer that Los Angeles Schools had a contract with Scholastic Book Services to produce six mini-anthologies on black literature to mate with their regular literature anthologies for use in junior high school reading classes.

Thirteen secondary schools were involved in the APEX (Area Program for Enrichment Exchange) which provided classroom experiences not normally available in the regular curriculum of a student's school. Several hundred students were transported to centers where subjects like drama, aeronautics, soil science, foreign language, and reading could be taken.

The Elementary Specially Funded projects were numerous in Los Angeles Schools. The Reading Specialist program, which began operation in September, 1966, had provided for over 200 specialists and consultants in over 100 schools. They had worked with over 5000 pupils in the primary

grades in small groups. Pupils were chosen as those having the greatest need and received instruction specifically designed to meet their needs.

One of the most interesting of the elementary projects receiving special funding in Los Angeles was the Intensified Education Program, which could be categorized as an early-massive-intervention attempt. The writer visited Ascot Elementary School, one of five involved in the project (there were three with predominantly black enrollment, two with predominantly Mexican-American children). It had 985 children in grades pre-kindergarten through six and a staff numbering about two and one-fourth times the usual staff for a school of that size. The student body and staff were predominantly Negro, as was the principal and her vice principal. The program included a divided-day reading program for the first six grades providing a ratio of one adult to ten children.

At the sixth grade level there was a library-centered individualized reading program for the more capable learners. In addition to the identification and cluster grouping of gifted pupils, there were six classes for mentally retarded pupils. At the primary and upper grade levels two language laboratories emphasized oral expression. There was substantial emphasis on promoting a good self image, involving parents, field trips into the community, and experimentation with instructional methods and procedures. The administration, teachers, pupils, and parents were excited about the program and felt that the results were almost astounding.

The Intensified Education Program was costing about $300 per pupil above the usual outlay--a total of $1,250,000 for the 5,300 children involved. The director of the project indicated that it would be expanded to include thirty-three additional schools in 1969-70.

Another interesting undertaking was the Malabar Reading Project, which provided a reading program for Mexican-American children that emphasized individualized instruction. It operated in only one school but provided for instruction in skills as well as self-selection in reading, group sharing of ideas gained from books, the use of writing to reinforce reading skills learning, and parent involvement.

A situation very supportive of all special programs was the well-organized plan for in-service training in Los Angeles Schools. For example, in spring, 1969, the elementary teacher had available 52 different in-service projects in which he could participate, including thirteen in reading. All carried points for advancement and several of the 52 had separate divisions for teachers in different areas of the city. During the same period there were two in-service projects in reading available to secondary teachers. The projects covered all phases of reading and explored many different plans, materials, and procedures for teaching reading. In addition to the in-service training available from the school system, the local area colleges and universities all offered courses in reading.

Another factor supportive of the reading program in Los Angeles was the degree of community involvement the schools had been able to engender. Beginning in September, 1969, the 447 elementary schools in the system were scheduled to begin operation with a parent-teacher-community committee which would study data on individual pupils and plan programs designed to alleviate deficiencies and promote growth. The plan had been the outgrowth of five years of planning and effort to involve the community more thoroughly in school affairs. One person in the central school office had been occupied almost full time in promoting such involvement.

The composite picture the researchers obtained from looking at the Los Angeles situation was that the system had not yet been hit hard with the problems that had beset the other cities in this study but that the system was making strong efforts to anticipate difficulties that may be coming. The school officials interviewed displayed a good grasp of the situation, understood what was happening, had well-thought-through plans to meet the situation, and faced the future with some hope.

The recent state support for reading, while it was restrictive and interfering, in one sense of the word, was serving to provide a kind of needed help. Providing needed textbooks, even though the choice might be restricted, very likely proved to be of indispensable aid. The statewide testing, even though it tended to be a type of outside interference, had apprised the system of its standing, and had goaded it into taking some extraordinary steps to improve reading growth--steps that perhaps should have been taken before.

Federal money seemed to have been used wisely in projects designed to help children in ways that were important. Difficulties were being encountered, special teachers were difficult to recruit and train, but this, like other problems, was being met head-on by careful planning and action.

The thousands of children in Los Angeles Schools deserve the best kind of program--as do the millions in inner city schools across the country. In 1969 they did not have such programs but progress was being made. Whether it was rapid enough to avoid catastrophe and ruin remained to be seen.

The Detroit Reading Program

Detroit, the "Motor City," had a city school system in 1968-69 made up of 270 elementary schools and a total of 75 secondary schools. A large proportion of the school population could have safely been categorized as disadvantaged.

The Detroit system, like that of each of the others studied, had, for several years been experiencing an out-migration of whites (three per cent annually in Detroit) and an in-migration of blacks. The over sixty independent school systems surrounding Detroit absorbed the whites and much of their wealth. The city of Detroit's school system had a 60% black population. Almost one-half of the system's teachers were black, according to Detroit officials, and thirty per cent of school principals were Negro. Three of the assistant superintendents in the central school office were black and one-third of the system's nine district superintendents were Negro.

Developmental reading in Detroit was under the direction of a small central office staff and twenty-eight reading coordinators employed under the Great Cities Improvement Program, a federally funded project in operation in five major cities in the U.S., including Detroit. Each of the coordinators worked in one school to improve the developmental program. The program could best be described as "modern traditional," being built around a series of basal readers as the core of instruction. The program was decidedly middle-of-the-road, with few excursions being made into such extremes as individualized reading or pure phonics approaches.

Reading instruction in the junior high was embodied chiefly in a program entitled "Reach," one which combined instruction in reading and speech. Senior High School reading instruction was confined to whatever instruction was given in English classes.

One unusual feature of the Detroit developmental reading program at the elementary level had been the development of the City Schools Reading Program, a series of primary-grade reading materials more appropriate to the needs of inner city children than are typical basals.

In 1959, under the leadership of Gertrude Whipple, supervisor of reading, the first steps were taken to complete a textbook series to meet the needs of pupils in multi-cultural areas. The oral language of Detroit six-year-olds, one-half white and one-half black, was studied to determine typical vocabulary, sentence types, etc. Interviews were also conducted to determine the interests of inner city primary children.

A series of three pre-primers was written, using the information gathered in the study. These were tried out in a study that compared children's responses to them with responses to a typical series. Results were so good that plans were made to complete the series through grade three. At the time of this writing they were expected to be completed by fall, 1969.

The series had previously been published by the Follett Publishing Company and made available for sale all over the country. Since its inception other companies have begun to publish series appropriate for the inner city and the publishers of the major series of readers have brought out their regular series in multi-ethnic editions.

The Detroit system continued to make the City Schools Reading Program available for experimentation in the city from 1960 to 1969. In the fall of 1969 the series will be, for the first time, the adopted series for the primary grades.

Interest in approaches other than the basal were apparent in Detroit. The research office reported to the writer that a project to evaluate six different methods of beginning reading including the Initial Teaching Alphabet, Programmed Reading, and other approaches. Their preliminary findings were that no method was superior and that the role of the teacher was more important than the method.

The chief impact of federal assistance in Detroit on reading had been to establish new programs to care for the needs of retarded readers.

During 1968-1969 two hundred remedial reading teachers operated in Detroit's 232 elementary schools. Each teacher was restricted to classes of no larger than ten pupils and a total load of only fifty per week -- if state reimbursement was to be retained. In Michigan the state could provide up to 75% of a remedial reading teacher's salary if state standards were met and certified personnel were employed. In 1968-1969 actual state support was only 40% because of revenue shortages.

Since approximately one-third of Detroit's 300,000 school children were in need of remedial reading the 1968-69 program, which provided direct instruction for only 17,000, was woefully inadequate. Detroit school officials had formulated a plan whereby remedial reading teachers could become remedial reading consultants. Under the plan the specialists would continue to do diagnoses of pupils' reading problems but remediation would be done by classroom teachers. The remedial consultants would provide materials and assistance to teachers in implementing plans for remediation. To fully implement the program, and make available enough specialists so that each school could employ one such person half time, would have cost a million dollars. In the climate of economic squeeze in 1969 the chances for implementation of such a program appeared to be dim at the time of writing.

The need for clinical reading services was met in Detroit during 1965-1968 by six Centers for Communications Skills, financed under Title I of the Elementary and Secondary School Act. These centers functioned in a manner very similar to that of the St. Louis reading clinics. They provided careful diagnosis of reading problems by a diagnostician, a social worker, a psychologist, remedial reading

therapists, and school service assistants. Remedial reading instruction was provided in the clinics for many children. For others recommendations for instruction were made to their classroom teachers, who were then expected to carry out the plans.

Due to the decline in federal funds the number of clinics was gradually cut back. During 1967-68 only four operated and by May of 1969 the number in operation had dwindled to one. The latter was operated by the Neighborhood Education Community Project financed under Title III of E.S.E.A. It could be characterized as a demonstration project serving five schools: three elementary, one junior high, one senior high. The three-year cost of the project was six million dollars.

The apparent impending cut back in state and federal aid in 1969 had Detroit School supervisory officials concerned. They expressed to the writer the fear that remedial reading programs would be among the first to suffer. They stated that over a million dollars needed to be spent in 1969-70 to provide each school with a half-time remedial reading consultant. Only about one-tenth of that amount appeared to be available, if budget plans in existence were implemented.

One of the most interesting projects among Detroit's federally supported projects was the $6,000,000 Neighborhood Educational Community Program. It combined massive early intervention with neighborhood control as an attempt to bring about significant changes in the educational status of children.

The writer visited Field Elementary School where the N.E.C. project was operating. A number of innovations in education for ghetto children were being tried at Field. Primary teachers were experimenting with approaches to beginning reading including the language experience approach, basal reading, individualized reading and a radical systems approach devised by the principal and her two curriculum assistants. The approach was based on behaviorist-Skinnerian psychology, was multi-sensory, and utilized teaching hardware in a combination not seen before by the writer. Team teaching and individualized instruction were strong features of the Field program. The Field library was actually a learning center in which the children could utilize filmstrips, records, and other audiovisual aids in addition to books.

Efforts were being made to implement actual community control of Field School. A local board was elected in April, 1969. It was scheduled to have virtual autonomy in selection of personnel and formulation of school policy in matters of curriculum. Financial support was to continue from the central office.

Like all of the other systems examined in this study, Detroit experienced difficulties in getting adequate state and local financing--even for the programs that existed before federal aid came.

The common shortage of funds to support needed changes (or even continuation and extension of existing worthwhile programs) in inner city school systems was illustrated on May 6, 1969 during the writer's visit when Detroit's city school superintendent announced on television that if the state legislature did not provide sufficient funds there would be cut backs in special services, possible double sessions, shortening the school day in the secondary schools, the layoff of scores of teachers, or even no opening of schools in Detroit in September. He pointed out that while one-sixth of the state's revenue came from Detroit, less than that amount found its way back to the area.

By May 6, 1969, the Michigan senate had passed an 840 million dollar bill for state aid to education, the largest single appropriation bill ever passed in Michigan. This, according to state legislators speaking on Detroit's television channel 2, represented an increase of eleven per cent over the previous allocation of funds to schools. The amount constituted over one-half of the state's budget. A parliamentary wrangle between Michigan's divided legislature and reform-minded governor threatened to delay full passage of the bill, however. The issue of state aid to parochial schools complicated the otherwise cloudy picture of state financing of Michigan education.

The Detroit picture was further darkened by the fact that Michigan's teachers were already the third highest paid in the nation and Detroit's Federation of Teachers presented demands in late April for salary increases costing thirty-two million dollars. The system had already piled up a thirty million dollar deficit over a two year period. Increases in teachers' salaries could only be met, according to Supt. Drachler (Detroit News, May 7, 1969) by laying off between 600 and 1300 teachers.

School officials in Detroit expressed pride in their participation in cooperative teacher education programs with Wayne State University and Michigan State University. Both institutions had small-scale special programs for the preparation of teachers for inner city schools. Both provided for substantial pre-student teaching experiences with ghetto children--observing in schools, living in the inner city, working with children in community agencies, and for students to take their methods work at a university center in the ghetto. The Wayne State program provided for seniors to intern in city schools at 80% of a full teacher's salary. During their internship they were supervised by a seven member team composed of four university professors and three Detroit school officials.

The in-service program in reading in operation in Detroit was described as substantial to the writer. Through the Federally Assisted Staff Training (F.A.S.T.) project, financed by Title IESEA funds, workshops and demonstrations in reading were held in 1969. The improvement of reading in junior high school content classes was the emphasis in one Detroit district. In another the reading demonstration teacher requested a workshop for thirty Title I teachers. About one-fifth of F.A.S.T. funds went for in-service training in reading in 1966-1969.

Under a Michigan legislative appropriation a three year program to improve reading and language arts was supported. Six assistant principal curriculum leaders and their teachers received training at Wayne State

University as a result. They returned to their schools to improve language skills through a program utilizing extensive parent involvement.

In Detroit schools a concerted effort was underway to increase the proportion of Negro principals in the schools. As vacancies occurred they were being filled by Negroes. White members of the Detroit school staff privately told the writer that pressure from the black community had forced three white principals to go on "sick leave" during the previous year. Nevertheless, the writer talked with two white principals from Detroit's riot area who liked their jobs, felt that progress was being made in their schools, and indicated that cooperation from Negro parents was very substantial and helpful.

Members of the administrative staff described a plan being implemented to assign thirty black administrators, labeled "staff coordinators," to predominantly black schools to be models for the Negro children attending. The writer visited with one such coordinator in a school enrolling 20% Negroes, 20% Puerto Rican-Mexicans, and 60% southern whites. She seemed intelligent, perceptive, and cooperative. Her white principal praised her highly. There was no question in the writer's mind but that she <u>was</u> a good model for <u>all</u> students and especially the black ones.

Two conferences in Detroit were among the most helpful the writer had during the entire study from the standpoint of determining the type of program future inner city reading teachers should have. At Field School the white principal and two Negro assistants (all attractive, alert, and intelligent) presented the following twenty suggestions for education of inner city reading teachers:

1. Early work with children by pre-service teachers was needed.

2. There should be tutoring of individual children in language arts by teacher trainees.

3. Observation and participation in classrooms to accompany lectures on theory of teaching reading were desirable.

4. Training in methods of developing oral language growth of children should be given.

5. The importance of the teacher being a good oral language model of children should be stressed.

6. Experience in working in the inner city community prior to college or university methods courses was desirable in order to become acquainted with the life patterns of the people and to become aware of the resources in the community.

7. University officials should do an assessment of each prospective teacher and tailor the program to the student. If they had had experience similar to inner city experience, maybe they didn't need it again.

8. Prospective teachers should be taught that inner city children can achieve and that it isn't necessary to completely relax standards or to just "keep them happy."

9. Give prospective teachers a knowledge of Afro-American literature and history in the wider context of American literature and history.

10. Teach respect for the inner city community and its ways and stress that it is not without substance.

11. Continued supervision should be given <u>after</u> graduation to give appropriate support, to help cope with problems, to help the teacher increase her effectiveness--through a continuing university experience.

12. Stress that love for inner city children is not a prerequisite to teaching them but respect for them is.

13. Choose individuals that have a commitment to working with inner city children. There is no room for the <u>frightened</u> teacher. The dynamics of ghetto society must be understood, the role of community pressures, militants, and the emerging black consciousness must be recognized.

14. Recognition of the changing nature of black society is imperative. Those who work in it must understand how it is changing and should be aware of the differences <u>within</u> the inner city peoples.

15. Preservice work in developing a diagnostic strategy in a laboratory setting is needed.

16. Beginning teachers must be freed from the feeling that they must have a basal reader to lean on. Teach them about the basal, help them to be able to use it as a tool; but establish the attitude and confidence that they can use other approaches.

17. Explore earlier instruction in the use of a diagnostic test (Durrell or informal) as a tool for determining reading needs of children.

18. Teach them about the nature of language--how it develops, nature of dialect, respect for various dialects, acceptance of Negro dialect.

19. Give them more information about learning theory so they can develop learning materials based on behavioristic (Skinnerian) theories, etc.

20. Give them better knowledge of how to organize and manage a classroom for meaningful instruction of various kinds--individualized, language experience, etc.

A subsequent conference with the director of Title I reading for the system was equally as productive. The following additional suggestions were given:

1. Teachers in training should begin programmed tutoring in reading for children needing reading help.
2. Teachers in training need to have inner city experience, no matter what their background. A perspective gained as a child (in the inner city) is not the same as that gained as an adult. Observing as a non-teacher is not the same as observing as a teacher.
3. Teachers in training should have wide contact with people who have lived the black experience so that Afro-American culture and history can be interpreted by people who know it.
4. Students should be convinced that the human touch (being "the significant other" in a child's life) is more important than methods, materials, etc.
5. Help students understand the self-hate that occurs among black children.
6. Give teacher-trainees early experience that will enable them to determine whether or not ghetto teaching is for them.
7. Help teachers to develop skill in self diagnosis of their classroom behavior using introspection and retrospection.
8. Teach teacher-trainees how to ask probing questions and to stimulate group interaction.
9. Help teachers realize that Negroes must learn to speak Standard English in order to make it in the world.

General conclusions were difficult to draw from the Detroit portion of the study. While the writer discovered many encouraging things the Detroit picture was generally bleak. There seemed to be jealousy and misunderstanding within the administrative family. This prevented the kind of unity of purpose needed in a very problem-shrouded situation. On the firing line the principals and teachers seemed to be more enthusiastic, less given to hand wringing about their situations. Local control in Detroit seemed to lack an ingredient that would make it successful--perhaps it was the blessing of the leadership.

As far as reading was concerned, the City Schools Reading Program was not enthusiastically endorsed by those using it. The feeling was expressed that it had taken so long to develop it that it became outmoded before it was finished. The stated results from the experimentation with different first grade methods did not sound quite as conclusive as they were expressed. Some felt that the experiment had generated an excitement that was being permitted to dissipate as the innovations were being discarded.

The secondary reading program seemed amateurish and unexciting in its planning and execution. There seemed to be little to recommend it.

The attempt at massive early intervention seemed to be the most encouraging aspect of the Detroit situation. Perhaps time will prove it to be the most promising direction of trust.

Saint Louis Reading Program

In 1968-69, the public schools of Saint Louis enrolled over 117,000 children in 164 elementary schools and ten senior high schools. It was one of the few cities in the nation not having any junior high schools. In a space of sixteen years school enrollments had increased almost one-third. The per pupil ratio per teacher had increased to thirty-four at a time when the national ratio was well below that. Forty per cent of the classrooms in the city had thirty-six or more pupils.

Between 1953 and 1969 the proportion of Negroes in the total school population increased rapidly until it stood at sixty-four per cent of the total elementary enrollments. In four of the system's six independent districts the population was predominantly Negro and in three of them it was above 99% black. In those three districts 75% of the children were economically disadvantaged. The proportion of the total school population living in a poverty area (one in which 14.7 per cent or more of the families get Aid to Dependent Children) was seventy per cent.

The metropolitan area surrounding the city was over twice the area of Saint Louis and had a greater population, mostly white. With a white exodus to the suburbs had gone much of the district's wealth. The white suburban school districts had likewise attracted many of the better-trained teachers from Saint Louis. That fact, plus the increase in school population in the city, resulted in a painful shortage of teachers in the Saint Louis system.

The financial problem of education in Saint Louis was one shared with the other major cities in the nation. At a time when the nation as a whole was spending 40.3% of its state revenue on education, Missouri spent only 34.6% for schools. Under an outdated Foundation Program formula, annual state aid for each Saint Louis pupil had been $103 less than the state-wide average (The Saint Louis Post-Dispatch, April 7, 1969). While school costs were climbing, the assessed value of property increased less than one per cent. Since the major portion of school monies came from property taxes in Saint Louis, the relative stability in assessments hurt badly. Revenue was cut even more by the fact that one-third of all the property in the city was tax-exempt.

At a time when the Supreme Court had declared segregation unconstitutional the city's schools, in fact, remained segregated. In three of the city's "independent" districts (out of a total of six) there were only 158 whites in a total school population of almost 44,000. Some bussing of Negro pupils into white schools was done but chiefly to relieve overcrowding in the inner city. It was a token effort, however, since only 2315 children were bussed in 1968-69.

Among the whites there was a strong feeling against integration. In May, 1969, parents in a predominantly white south Saint Louis district publicly objected to Negroes being bussed in to the local schools.

The assistant superintendent of the district, who also was in charge of bussing for the whole system, publicly agreed with objecting white parents that integration lowered standards of behavior and achievement levels. He further recommended that the parents take their grievances directly to the superintendent. A general wave of protest from teachers and black parents against the stand of the assistant superintendent was followed by his dismissal.

The problem of racial tension in the system had become a serious one before 1963. Negroes had complained that inner city schools were not receiving their fair share of the district's expenditures for education. It cannot be said that the system responded with bold measures designed to allay fears and suspicions. The system had been divided into six "independent" districts, each with its own Parent Congress and district superintendent. The Congress advised the superintendent on the conduct of school affairs. The city-wide school board still formulated fiscal policy and other major policies, and most important matters relating to curriculum were centrally controlled.

As late as June 1, 1969 the school officials were criticized as lacking the imagination to solve the school system's problems. Officials of the local Human Development Corporation took school officials to task for failing to seek volunteers as classroom aides to free the teacher for teaching and for not seeking help from intellectuals outside the schools to assist in solving the problems of education. Reluctance to involve inner city parents in school management was cited as a shortcoming of the school system. A ringing call was made for "sweeping innovation....carried out by administrators who have an obvious compassion and concern for the children they are paid to serve" (Saint Louis Post-Dispatch, June 1, 1969).

Saint Louis teachers were, for many years, among the best-trained and most skilled in the nation. Much of the city's long reputation of quality education had stemmed from the high quality of the staff. The flight to the suburbs had, however, taken its toll. Many of those who stayed in the city complained that the predominantly Negro population was less interested in school, more prone to inattention, apathy, unruliness, and truancy. The situation grew worse until by the school year 1968-69 some 420 of the system's 4200 teachers were substitutes in regular assignments. (In one of the almost all-black districts, in which the writers observed in classrooms, sixteen per cent of the teachers were substitutes.) Under pressure from the Saint Louis School System the State Department of Education had recently extended from sixty days to ninety days the period during a school year during which a substitute might teach. Many classrooms were staffed for a whole school year by a succession of substitutes, each working for a ninety-day period.

Under the circumstances teachers had remained largely non-militant. The American Federation of Teachers had gained little headway in organizing in Saint Louis. There had been threatened strikes in 1967 and again in 1968, but these never materialized. The school system and the

N.E.A.-affiliated local teachers' organization had bargained their way to quick agreement over salary problems.

In this setting existed the reading program of the system. A powerful influence on the program was the superintendent, Dr. William Kottmeyer, educated in the classical tradition at Saint Louis University, a Catholic school. He had succeeded to the superintendency, many people felt, on the strength of his reputation as a reading specialist -- established by founding reading clinics in Saint Louis before any other large city system in the nation had them.

The developmental reading program in the elementary school was built around basal reading materials. Since no junior high schools existed the basal-centered program continued through the eighth grade. An ungraded primary, composed of levels A-1, A-2, B-1, etc. to E-2, corresponding to the levels in the reading series being used, was created in 1959. In theory a child was not permitted to move from one level to the next until he mastered the skills taught at that level. In practice the schools resembled regular graded schools.

In 1968-69, and for three or four years previous, the adopted basal reading series for Saint Louis schools was the McKee Reading Series published by Houghton-Miflin. At level A-2, Getting Ready to Read, which taught the sounds of consonants and their corresponding letters, was used. (At level A-1, or kindergarten, the Ginn Reading Readiness materials were used.) Other books in the McKee series were used in levels A-3 to E-2. In the intermediate grades the Scott-Foresman series, chiefly the Open Highways track, was used.

Testing was very important in the system. The California Achievement Tests were used in primary grades and the Iowa Test of Basic Skills was used above that level. The tests, according to some teachers enrolled in the writers' University classes, were used as the chief basis for promotion, retention, and graduation of pupils and for the rating and promotion of teachers. It is not known if, and to what extent, these practices were really followed.

Some small-scale experimentation with innovations in teaching early reading was conducted in Saint Louis in 1967-69, including tryouts of the Initial Teaching Alphabet, Programmed Reading, the Bank Street Readers, and other programs. In the Enright District, in which the report writer observed classes, the Bank Street Readers were being used in several primary grade classrooms on an experimental basis.

Reading instruction at the secondary level was small-scale and was limited to a few elective developmental reading classes and federally-supported remedial reading efforts. The limited nature of the secondary program was not due to a limited need. The report writer participated in unsuccessful efforts to obtain a federal grant to train secondary teachers of reading, which the school system indicated were badly needed and would be employed in teaching reading, if trained. Administrative personnel indicated that the reading program

at the secondary level needed expanding (the average eighth grader was nine months retarded in reading). However, in the face of financial and staff shortages the vast bulk of effort in reading was being made at the elementary level.

Federal financial assistance to the system had been extensive since the onset of such aid five years before. In 1968-69, out of a total budget of sixty million dollars, more than six million came from federal sources, mostly from Title I of the Elementary and Secondary Education Act. Out of a total of fifty-seven special projects carried on in the district (including twenty-five supported by E.S.E.A.) twelve were in reading or were related to reading. Some of these will be discussed in greater detail later.

Six programs which had been financed by E.S.E.A. funds, and were directly related to reading improvements, had expenditures over $500,000 in the years 1965-1969. The largest of these was the Elementary-Rooms-of-Twenty Project. This type of program had operated in Saint Louis since 1953. It provided remedial instruction in basic skills for children in grades 3-6 who had failed to respond satisfactorily to regular classroom instruction.

Rooms-of-Twenty teachers worked with only twenty children in a self-contained classroom setting and utilized special equipment and materials in a great effort to improve language abilities, including reading, and basic arithmetic skills. School officials in Saint Louis had been determined not to permit the rooms to be filled with mentally retarded or socially-maladjusted children. (The system had its own extensive program of special education.)

In 1968-69 a total of ninety nine of the Rooms-of-Twenty operated in the city, including forty eight in the Enright District, the one in which the researchers did most of their observing, and one of the most deprived areas in the city. The writer was told that the average gain in reading in the Rooms-of-Twenty was ten months per school year. This could certainly not be termed miraculous growth.

A Reading Center program, in which specially trained remedial teachers worked with small groups (six to eight) for 40-45 minutes per day, or two or three times per week, was also in operation. In the Enright District, enrolling about ten per cent of the system's children, the program operated in thirteen of twenty-nine elementary schools. In eight of these it was supported by federal aid. The proportion of children served by this program was about ten per cent of the elementary school population in the district.

For children with more severe reading problems than could be cared for in the schools, work in one of Saint Louis' six Reading Clinics was a possibility. In 1943 the first reading clinic, begun by the present superintendent, Dr. William Kottmeyer, was opened. Since that time the number had been expanded to six. Diagnosis for over 30,000 children had been performed in the years 1943-1969. Over 10,000 had been suc-

cessfully taught to read in the clinics during those years, according to Reading Clinic directors.

When the report writer visited the headquarters of the Saint Louis Reading Clinics in November, 1968, the director of the complex indicated that in-service training was the primary purpose of the clinics and service to children was a secondary purpose. She also said that during recent years eighteen clinicians had been trained each year and had returned to their schools to become remedial reading teachers or teachers in Rooms-of-Twenty. The writer was also told that most recently-appointed (during the last six to ten years) administrators in Saint Louis had received training in the clinics.

The clinics had not always had an easy time staying open. During the second semester of 1967-68 they were forced to close because the personnel were needed as classroom teachers during a short-lived emergency.

A large outlay of E.S.E.A. funds (over one million dollars in 1966-69) was devoted to the support of the remedial reading program in elementary and secondary schools. Another sizable amount (over $800,000) was spent in the acquisition of school library resources during the same period. Two other programs cost more than $1,500,000 during 1965-69. One provided for summer school attendance of 12,000 elementary and over 5,000 secondary students. Another was a program for the training and employment of teacher aides.

School aides were used in most schools in Saint Louis' inner city. About 300 paid aides worked in the schools with teachers and in school offices. An additional 110 were labeled "elementary teacher assistants", 31 functioned as school-home aides, and an additional 150 volunteers supplemented the work of teachers in art, music, elementary libraries, and in remedial reading. This was an average of one aide for every 195 children, a very small proportion to be of significant assistance.

A federal program that had gained much attention in the city and in some professional journals was the library program. In implementing it the hall space in several of the crowded ghetto schools had been converted into libraries. This was possible because so many of the ghetto school buildings were very old with spacious halls, actually larger than was needed. Teachers in the system were lavish in their praise of it and reported that it greatly increased leisure reading in the schools in which it was instituted.

The Saint Louis school system was unique in another respect--it still had its own college for training teachers. Harris Teachers College was housed in 1968-69 in the old Vashon High School, formerly a Negro High School. Instructors at Harris often doubled as supervisors in the public schools and supervisors often taught one or two classes at Harris. Despite an economic squeeze, and the presence of several colleges and three universities having teacher education pro-

grams, school officials insisted that Harris must remain open if an adequate supply of qualified teachers was to be obtained.

It can be seen that the problems in Saint Louis schools were very similar to those faced in other cities in this study. They were being met in much the same manner as they are in other cities. Financial problems were only partly met by federal aid. State help in Missouri was noticeably less than in the other cities. Negro militancy was less in Saint Louis than in the other cities, chiefly because it was more typically a southern city and also because it had a substantial Negro population that could be regarded as stable and established--a vested interest that helped keep the damper on. Reading instruction in Saint Louis had been receiving substantial attention because the superintendent, a somewhat authoritative figure, had been a reading specialist before becoming superintendent. Probably because of his classical education and conservative views, the reading program had remained rather conservative--a good traditional program but not given to the kind of innovation needed to solve the problems of teaching reading in the ghetto nor as innovative as that in any of the other inner city systems studied.

SUMMARY OF FIVE CITIES STUDY

The five cities chosen for study had many problems in common and the solutions tried had many similarities. Some variations in program emphasis existed among the five.

All had a high proportion of Negroes in the school population. In every city there was extensive de facto segregation with a variation in the attempts to undo it. The neighborhood school concept, with an absence of bussing to correct the racial imbalance, was the rule rather than the exception.

All had low average achievement levels and a high dropout rate in the secondary schools. Actual achievement test summaries were supplied by Saint Louis and New York systems; other city officials indicated by their statements that the degree of retardation in achievement was frightening.

All had financial problems with the accompanying difficulties. A lack of modern buildings, inadequate facilities, a teacher shortage, and a growing militancy among teachers were all present in all cities to a greater or lesser degree.

To counter the problems many changes were being tried. Every city was trying some measure of local control, ranging from the almost autonymous ghetto district in New York, through the neighborhood school concept in Washington, the citizen board for every elementary school in Los Angeles, the neighborhood-controlled massive intervention school in Detroit, to Saint Louis' six "independent" districts with token local control.

All had used federal funds primarily for attempts at compensatory education in an attempt to solve the most immediate and pesky problems rather than organizing to prevent such problems from occurring in future years. Remedial reading was big business in all the cities and the use of teacher aides was rather widespread but differed in extent. Head Start and pre-Head Start type classes existed in every city.

There were some attempts at massive early intervention. New York had its More Effective Schools Program in which the number of teachers per 100 children was greatly boosted; Los Angeles had its Ascot School and others like it, which tried to do much the same thing. Washington had its Logan School which paired massive intervention with neighborhood involvement and its Model Schools Division, an agency for innovation. Detroit had Field School which also attempted to combine these two in one operation. If Saint Louis had a similar example, the writers were not made aware of it.

Each city was trying desperately to adequately orient new teachers and keep veteran teachers up-to-date by operating massive in-service programs. While most cities were forced to either rely on their own supervisory staff for such efforts, or utilize nearby state supported or private colleges and universities for in-service training and teacher recruitment, Saint Louis had its own teacher preparation institution.

The reading programs in all the cities had a basal series as a core. In New York local district choice of textbooks was possible; in Washington the whole district used the same series; in Los Angeles it was state-dictated but the dictatorship was benevolent and fairly insightful. In Detroit they were writing their own basal series adapted to their needs. In Saint Louis they were using a conventional basal as dictated by system-wide choice.

Each system was flirting with innovation. New York was engaged in experimentation on a massive scale; Washington had its Project Read and its Merrill experiment. Los Angeles had embraced the language-experience approach for first grade and was equipping all teachers of five, six, and seven year olds with the tools needed to do an excellent job. Detroit had done its six method study. Saint Louis had tried I.T.A. on a small scale and one series of the special inner city basal.

All of the systems were spending much money and effort on remedial reading. All had implemented the Reading Center concept which provided small-group remedial instruction in the school which retarded readers were attending. Special materials, specially trained teachers, auxiliary services, and a concerned administration provided help of the kind needed to improve skills of retarded readers.

The Reading Clinic concept was honored by most of the cities. New York had eleven; Saint Louis had six; Detroit's effort had shrunk to one clinic due to financial problems; Washington's were on wheels, and Los Angeles, blessed with a plentitude of colleges and universities

with clinics, had none of its own but missed them little.

This, then, was the picture of five major inner city school systems and their reading programs in 1968-1969. All were subject to deserved criticism, some were stronger than others but all were struggling with their problems. Their failures were probably a reflection of the failure of a nation to be concerned enough about its disadvantaged black people to do what was needed to find an adequate solution.

Findings from Questionnaire on Teacher Education Program

The questionnaire on the desirable nature of a teacher education program for inner city reading teachers contained forty four items. (A copy of the questionnaire can be found in the appendix.) The items asked respondents to indicate the value of specific characteristics, knowledge, or abilities that candidates in a training program should have or attain. These were arranged in seven categories: general characteristics, professional training, training in reading, linguistic knowledge and ability, knowledge about Black Americans, and knowledge of new methods of reading instruction.

A tabulation of responses on the questionnaire returned (seventy per cent of the total) revealed that six items were rated as "absolutely indispensable" for inner city reading teachers by seventy per cent or more of the respondents. These items were:

3. Should believe in the innate potential of black children.
4. Should believe in the value of education to help all people.
7. Knowledge of general principles of learning.
11. Knowledge of the differences in learning styles of children.
16. Knowledge of how to care for individual differences in reading.

Items number three and four (above) were rated as "absolutely indispensable" by 100% of the respondents.

Other items rated high by respondents were:

Knowledge of ways of adjusting to frustration.
Ability to orally communicate.
Knowledge of how to teach phonics, etc.
Knowledge of how to increase children's desire to read.

A large majority of respondents (over 65%) rated <u>all</u> items, except three, as being "absolutely indispensable", "very important", or "valuable". The three items rated "less important" or "probably

unimportant" by more than one-third of the respondents were:

1. Should be black.
2. Should be from lower socio-economic class.
30. Knowledge of the written masterpieces of literature.

The respondents generally agreed that inner city reading teachers should have experience in living and working in the inner city and should have wide contact during training with people who have lived the black experience. They also felt that such teachers should know the dialect, literature, socio-economic values, and other aspects of black American ghetto culture. Knowledge about reading textbooks designed for inner city children was regarded as "indispensable" or "very important" by 75% of the respondents.

The responses in relation to the content and activities that should go into training in reading was generally no different from the expected prescription for non-ghetto teachers. It was surprising that the reaction to the values of serving as a teacher aide, doing micro-teaching, and viewing one's own teaching via videotape were not overwhelmingly enthusiastic. It may be that since most of the respondents presumably had not had such activities in their teacher education program, they were not sure about their value.

In the area of the teacher's linguistic knowledge and ability there was agreement on the value of oral communication ability, writing ability, reading ability, and knowledge of dialect. There was skepticism expressed concerning the values of knowledge of literary masterpieces, knowledge of language history, and knowledge of English syntax.

Respondents were greatly in favor of inner city reading teachers knowing about the language-experience approach and linguistic methods of teaching reading. They were lukewarm towards programmed reading and library-centered individualized reading, and very unsure about the value of knowing about the Initial Teaching Alphabet.

Almost one-half of the respondents added their own comments at the end of the questionnaire. A brief and representative sample of their statements is given below:

> "In my opinion inner city teachers should be warm, involved, and totally dedicated people who are in good mental and physical health, and truly believe in the potential and worth of all children."

> "These teachers should be given training in depth in the areas of cultural relativity (sociology), learning, and human growth and development of urban children."

"The inner city teacher needs to realize the low esteem of learning and the reasons why."

"The teacher must have a high frustration level. The teacher must be able to come back from defeat."

"Skills of motivation must be programmed into the learner prior to teaching."

"The attitude of the community toward any arm of the establishment--such as school--must be compensated for prior to teaching. The teacher is viewed as 'from the Man'--an outsider."

"Inner city teachers should be prepared to <u>listen</u> to their children, to <u>read</u> into expressions, looks, attitudes, the cry for love and learning."

"The inner city teacher must prepare himself to challenge the child--to expect him to attain... constant building of pride in the child's own worth."

"Opportunities to observe as well as to have practice in teaching in the inner city."

"The education of teachers of reading for the inner city should...help them become aware of the problems of the inner city child so that they can approach the reading with a different style and understanding."

"They should also spend much time putting these materials and techniques to use under the supervision of a teacher in the inner city who also has a good understanding of children."

"Somewhere in the training of these teachers stress should be put upon giving these children experiences so they have something to talk about, and relate to, as they move into the formal reading program."

"A program should be developed which equips teachers to be proficient in implementing an individualized approach in diagnosis and instruction along with an ability to provide counseling of a personalized semi-directive nature to children."

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The analysis of the school situation in five of the major inner city programs revealed to the writer the ways in which reading instructional programs are affected by those situations and further aided him in looking ahead to understand the future of such programs. This information was integrated with his knowledge of the Negro disadvantaged child and his knowledge of reading instruction -- past, present and future. From the consideration of all these factors emerged the following conclusions concerning the role, activities, and needs of persons who will become reading teachers in inner city situations:

1. Teachers must be prepared to work with minority children whose experience backgrounds, language development, and self-concept are radically different from those of typical middle-class white children.

2. The Negro minority is changing in its self-concept and its desire for education. There is a growing determination to move away from being rejected and feeling inferior to gaining acceptance and feeling superior. This will affect every phase of the life of the group and especially education.

3. Minority groups will become more concerned about education and its possible role in helping them to control their own destiny. This will make them less likely to accept normal progress for their efforts in education. As people who feel they have potential and want to develop it, they will want rapid progress and will, it is hoped, be willing to work very hard to attain it.

4. The inner city teacher must know and understand the environment from which the child comes so his actions and reactions can be interpreted in light of the forces affecting him, and so that the conditions of the environment can be used as facilitators of learning.

5. The inner city teacher must know the history and culture of black people so the child can be helped to increase his knowledge and understanding of these as he builds respect and pride for his role as a black person.

6. Inner city teachers can expect, for some time to come, to work in old buildings, but they are likely to be better equipped and supplied than formerly.

7. Inner city teachers can expect to be working more with parents, and community boards of education, as the tendency to local control of big city schools accelerates. This will call for a greater ability to understand what they are doing, why they are doing it, and to be able to explain it to the laymen who will be looking over their shoulders.

8. Inner city teachers can expect to be sharing classroom responsibilities with teaching aides and other auxiliary personnel as the idea of massive intervention gains a greater hold in city schools. This will call for re-examination of the teaching act to decide which functions can safely be deferred to paraprofessionals and how to integrate the work of all the specialists so that the children actually profit, rather than suffer, from the activities of several people.

9. Inner city teachers must understand and be accepting of the black child's dialect, must be able to use his knowledge of it to help him in learning to read, but must be willing and able to help him learn to speak and read Standard English, an economic necessity in a world dominated by those who speak Standard English.

10. The inner city reading teacher must be knowledgeable about, and able to efficiently use, basal reading materials, especially the newer series designed for the reading instruction of inner city children.

11. The inner city teacher must be able to accept, and to efficiently use, innovations in teaching reading and especially the use of teaching technology and deployment of auxiliary personnel as they apply to individualization of instruction.

12. The inner city teacher must be knowledgeable in the area of diagnostic and remedial teaching, an indispensable part of individualization.

13. The inner city teacher must know when his own limitations have been reached in working with a child and be willing to refer him to a reading clinic. He must also be willing to cooperate with the clinic in sharing information about the child and in implementing the findings of the clinic diagnosis in any way he can.

14. The inner city teacher must possess the characteristics the public has come to expect of teachers: a love of learning, a deep desire to help children grow in their abilities and understandings, a belief in the improvability of mankind, and an ability to present a model of the enlightened and justice-loving man to children.

15. The inner city teacher should feel that he can be a very in-

fluential force in the development of a child, that his presence in the child's life can have far-reaching effect, and be willing to use his time and energy to take advantage of this possibility.

The Plan For Teacher Education

The size of the task of educating teachers of reading for the inner city is such that it cannot be achieved in an undergraduate program. There is a real question of whether it would be realistic to try to do so. Inner city schools are so short of personnel, and certification regulations in most states demand only baccalaureate training, that a program that did not result in some kind of credential-granting at the end of four years would not attract enrolees. It is questionable, also, whether most individuals would be ready to absorb all of what should be done until they have had a year or two of teaching experience. Therefore, a five-year program is envisaged with it being interrupted at the end of four years for the teacher to get one or more years of experience.

Selection

Candidates for the program should be recruited from the inner city and those who are black, and have been disadvantaged themselves, should be sought. However, a modicum of general capacity to learn would be a basic requirement, and personal characteristics normally thought to be important to teaching would be of foremost concern. An interest in helping children learn, and a belief in their potential for growth, would be sought in candidates for the program. An eagerness to be in the program, and a willingness to engage in its activities, as extensive and strenuous as they might be, would also be regarded as important. Persons and organizations in the inner city who could aid in recruiting suitable candidates should be cultivated and cooperated with.

Experience in the Inner City

An essential part of the program should be to help students gain experience in the inner city and to become familiar with the home life, and the community life of inner city children. The University should accept as its responsibility the making of arrangements for students to work in the inner city. Students can help community agencies, assist adults working in boy scouts, girl scouts, YMCA, YWCA, and similar organizations. Community involvement is regarded as activity suited to the first two years of the student's university work. Some work in schools, as a teacher's aide for a half-day per week, should be planned for late in the sophomore or early in the junior year. These activities will help students decide if they are suitable for inner city teaching and if they really want to do it.

During methods courses, in the junior year, or early in the senior year, students should do extensive observation and participation in

some teaching functions in inner city schools. Programmed tutoring of children in reading, using materials now available for such activity, should be carried on by students during their reading methods courses. Such activities would be much easier to arrange if the University is located fairly near the inner city, and has a good working relationship with inner city school officials, as the University of Missouri-St. Louis has.

A six- or eight-week full-time student teaching experience in inner city schools would culminate students' community and school involvement during their four-year program. A one-year internship, during which both University and public school personnel would provide help and support, should follow the student's completion of the baccalaureate program. A system like that used by Wayne State University in Detroit, in which interns teach at 80% of a full teacher's salary, would be a good model to follow, with modifications to suit the St. Louis situation.

General Education

The student's general education should be of great concern in the program. Significant gaps in the student's knowledge should be filled. The aim would be to educate him as liberally as possible while promoting the ideas, attitudes, and skills needed for inner city teaching. If compensatory education were needed it should be provided. The recent adoption of a policy reducing area general education requirements at the University of Missouri-St. Louis would make it possible to tailor a student's general education more to suit his needs than had previously been true.

Every effort should be made to bring the student's own language abilities to a high degree of proficiency. Working with parents, and other agencies of local school control, demand the ability to think clearly and express one's thoughts orally in a clear and understandable manner. Work in linguistics should aid this.

Specialized Knowledge

In the student's program course work in Negro history, language, and culture should be required. One of the teaching tasks in the inner city should be to help students increase their awareness of their own heritage and build a pride in their past accomplishments. Only if the teacher possesses certain kinds of knowledge will he be able to do this.

Knowing the language and culture of black people will help the teacher to understand inner city children better and will aid in cultivating the proper attitudes toward them, their language, their aspirations, their needs, and their development. During this study contact with people who have lived the black experience, have strong feelings about it, and can express these to students, should be

arranged. Personal appearances and telephone and videotaped lectures should be used for this purpose. These appearances should be by well known Negro writers, and social and political figures.

General Professional Education

The professional education of the inner city reading teacher would not differ significantly from that which should be given to other teachers. It should include knowledge about how children grow and develop, theories and principles of learning, adjustment mechanisms, social and philosophical foundations, elementary curriculum, and methods of teaching the various subjects. Whatever implications that need to be derived from this study, and other research concerning methods of teaching subjects other than reading, should be implemented. Specialists in social studies, science, mathematics, and other subjects should design their courses so that inner city teachers will teach the disciplines represented in such a way that they are of interest and value to inner city children.

All courses, including professional courses in the sequence for inner city teachers, should be of highest quality, should utilize modern teaching technology, should be individualized as much as possible, and should be taught by people highly interested and well qualified in what they are teaching. Professional courses should be staffed with professors familiar with the inner city so that course content can be related to the inner city environment by them. This may mean utilizing people who will agree to become familiar with inner city culture and education as well as the recruitment of some suitable staff from among public school personnel. People who have had recent experience in inner city teaching, supervision or administration should be able to teach more realistically than those who would merely agree to become familiar with it.

Reading Methods Course

The course in reading methods in the inner city teacher education curriculum will have a vital role to play. Reading is the tool used by children in so much of the learning they do in school so to achieve excellence in reading is very important to the child who is seeking to learn rapidly and in depth. His teachers need to be well-equipped to teach him to read. Because of the kind of environment in which he will work, i.e., one utilizing teacher aides, teaching technology, and diagnostic teaching, the teacher will need extensive training in the tools and techniques involved.

The kind of content obtained in the usual reading methods course is needed by the inner city reading teacher but it is not enough. Such topics as the nature of reading, the physiology and sociology of reading, techniques for teaching reading skills at different levels, procedures in improving reading interest and tastes, and introduction to innovations are needed by all teachers of reading--including inner city. The present-day mobility of teachers demands this, also.

The inner city teacher needs a more in-depth exposure to innovative practices in reading instruction and training for the application of these in the special environment. In addition, work in the nature and use of basal materials especially written for inner city children, and instruction and practicum in diagnostic and remedial teaching of inner city problem readers are vitally needed. Primary teachers require training in the use of the language-experience approach to teaching reading, an approach especially suitable for inner city children.

In order to meet the requirements listed above a five-course sequence in reading is proposed for inner city teachers. The approximate titles of the courses are as follows:

1. Teaching Reading in the Elementary School
2. Teaching Reading in the Inner City
3. Diagnostic and Remedial Reading
4. Reading Practicum I
5. Reading Practicum II

The first two courses would be taken as undergraduate. The other three would be deferred until the graduate program. It is doubtful if undergraduates would be ready for, or could profit from, more than the first two courses.

The ways in which the courses are taught are more important than when they are taken. Each course should be offered in such manner that the student is exposed to real-life inner city reading teaching situations. Observations of reading instruction in inner city classrooms would be highly desirable. If students carried on continuous periodic observations in the same classrooms, participation in reading teaching in an active manner could gradually evolve. Videotapes of actual inner city reading teaching could be used in methods classes to illustrate the use of methods and materials being studies. Universities equipped such as the University of Missouri-St. Louis is, with extensive videotaping equipment, can do this.

Involvement of the teacher trainee in an active way in the methods courses would be a great need. After study, lectures, videotape viewing, and observation, the trainee could begin micro-teaching of short segments of selected lessons to groups of inner city children. This would be valuable experience in applying what had been learned while the methods instructor is readily available to clear up misconceptions and reteach concepts poorly learned. If students realize that micro-teaching is an activity in which they are to engage, they are better motivated for what is studied in preparation for micro-teaching. It also inducts the student into teaching in a situation less complicated and less threatening than the student teaching experience.

During the course on inner city reading the student could have the experience of trying out some simple diagnostic techniques and in the use of programmed tutoring of a child with minor problems in reading. More extensive study of reading problems as they relate to inner

city children would be an important part of the course. Greater detail concerning the language-experience approach and other innovations usable in the inner city would also be an important part of the course.

All of the above would be preparation for a six- to eight-week full-time student teaching experience in the inner city. Cooperating teachers should be chosen for their excellence of teaching and ability to help students engage in successful laboratory experiences.

After graduation the student would, for one year, have responsibility for a classroom-size group of children as a full-fledged teacher. He would be supervised by a team composed of a university supervisor and a mature buddy-teacher of the public school staff. Together with other interns he would have a planned program of in-service experiences designed to aid him in being a successful first-year teacher in the inner city.

The teacher should be able to continue his study and begin graduate work immediately, if he wishes. The graduate program should continue the course sequence begun as an undergraduate and should also be especially designed for inner city teachers. It should include general education courses suitable to the teacher's needs, as well as professional courses designed to further the undergraduate study.

A sample undergraduate program for elementary teachers is given below:

First Year

English Composition	3 hrs.	American Literature	3 hrs.
American History	3 hrs.	Plant Science	3 hrs.
Sociology	3 hrs.	American Government	3 hrs.
Speech and Discussion	3 hrs.	Negro History	3 hrs.
Intro. Linguistics	3 hrs.	*Elective	3 hrs.
	15 hrs.		15 hrs.

Second Year

Mathematics	3 hrs.	Mathematics	3 hrs.
Geography	3 hrs.	Speech for Teachers	3 hrs.
Biology	3 hrs.	Biology	3 hrs.
Children's Literature	3 hrs.	Negro Literaturs	3 hrs.
*Elective	3 hrs.	Human Development	3 hrs.
	15 hrs.		15 hrs.

Non credit: Inner City Experiences

Third Year

Educ. Psychology	3 hrs.	Science Methods	3 hrs.
Classroom Management	3 hrs.	Education Elective	3 hrs.
Physical Science	3 hrs.	*Electives	9 hrs.
Educ.Lab. Experiences	1 hr.	Educ.Lab.Experiences	1 hr.
*Electives	6 hrs.		16 hrs.
	16 hrs.		

Fourth Year

Reading Methods	3 hrs.	Student Teaching	6 hrs.
Math Methods	3 hrs.	Teaching Reading in the Inner City	3 hrs.
Social Studies Methods	3 hrs.	Case Study	3 hrs.
Oral Interpretation	3 hrs.	*Elective	3 hrs.
*Electives	3 hrs.		15 hrs.
	15 hrs.		

*Chosen to fill gaps in general background or as part of an academic major.

The above program provides for:

General Education	57 hours
Professional Education	38 hours
Electives	27 hours
Total	122 hours

Graduate Study

Social or Psychological Foundations	3 hrs.
Historical or Philosophical Foundations	3 hrs.
Diagnostic and Remedial Reading	3 hrs.
Reading Practicum I	3 hrs.
Reading Practicum II	3 hrs.
Humanities, Social Science	6 hrs.
Electives	12 hrs.
	33 hrs.

The program for secondary teachers would be very similar except that on the undergraduate level the methods courses would be fewer in number (one or two in his special field of teaching), and electives would be used to get an area of concentration in his teaching field. At the graduate level a twelve-hour concentration in a teaching field would be a possibility.

Implementation of the Plan

Implementation of the plan of teacher education described above had already begun before this report was written. A new course, Teaching Reading in the Inner City, was approved by the University faculty in the spring of 1969. The course was offered for the first

time in the summer session of 1969. At the time of this writing it was being enthusiastically received by a class made up of about one-half inner city Negro teachers and one-half white suburban teachers who had begun to feel the need for special course work to equip them to cope with growing numbers of black students in suburban schools. As the report writer taught the course he felt that a great degree of racial understanding was being achieved as the teachers discussed their common problems and sought solutions. For the writer, it was a satisfying and rewarding experience.

A campus conference on teaching reading to disadvantaged children was planned for July 31-August 1, 1969. Resource persons from the inner city school staffs of St. Louis, New York, Los Angeles, Nashville (Tennessee), and Detroit were invited. The conference was to be sponsored by Urban Problem Solving Funds allocated by the University of Missouri. Plans to have an annual conference were being formulated.

A Committee on Graduate Study for Inner City Teachers was forming, with its stated objective to plan a master's degree program relevant to the needs of inner city teachers.

The study reported here is regarded by the writers as a significant step in a continuing effort by the University of Missouri-St. Louis to devote its energies to solving the greatest social problem of our time--the problem of disadvantaged black people in the inner city ghettos of the nation.

The plan proposed implies a certain approach to inner city education and a teacher preparation program designed to equip teachers to work in the environment constituted in that image. Other, more radical, blueprints for inner city education could have been proposed. The one outlined takes the best of recent past experience and combines it with existing conditions in a plan that the writers believe is reasonable and workable, from both a human relations and economic point of view. No cheap way to educate inner city children has been found--therefore, in the final analysis, the feasability of the plan depends upon the public. Given the financial support needed, the plan sketched here will work to good advantage. Without such support, it is doubtful if any plan will produce more than unprofitable routine and educational failure.

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APPENDIX

QUESTIONNAIRES

EVALUATORS' REPORTS

Preliminary Questionnaire

Background Statement

The University of Missouri at St. Louis is planning to establish a program for educating teachers of reading, reading specialists, curriculum consultants, and researchers qualified to deal with problems of teaching reading in the "inner city". In preparation for this we are undertaking a study of reading programs in selected school systems in the United States. We feel that your school system should be included in such a study.

On some enclosed sheets are areas we wish to study. Will you please examine the list and then complete the questionnaire below.

1. Would your school system be willing to cooperate in our study? (Check one, supply any explanatory information you wish.)

_____Yes
_____No
_____Other

2. Are there printed materials which will give us answers to some of the questions? _____
Please list and supply a source of these.

3. Would you, or some member of your staff, be willing to complete a questionnaire to answer questions concerning the areas of interest?

_____Yes
_____No
_____Other

Please supply name, position, office address and telephone number of person we might contact.

4. Would you, or some member of your staff, be willing to submit to an interview (by telephone or in person, at your convenience) so that more detailed answers could be obtained?

_____Yes
_____No
_____Other

If person is different from that in item 3 above, please supply name, position, office address and telephone number of the person to be contacted.

5. If some <u>on</u>-<u>site</u> visits to programs operating in your school system seem advisable, would you or some member of your staff be willing to arrange for such visits? _____
Please supply name, position, office address and telephone number of person who can do this.

We appreciate your cooperation in this matter and promise to keep inconvenience to a minimum.

Please sign below and return this sheet in the enclosed envelope which is self-addressed to:

Dr. Wallace Ramsey, Education
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, Missouri 63121

Your name _____

Your position _____

Office address _____

School system _____

STUDY OF INNER CITY READING INSTRUCTION

UNIVERSITY OF MISSOURI - ST. LOUIS

Questionnaire Concerning Practices

School System _____ Independent District or School _____

Name and Position of Person Completing _____

(It is not the intent of the researcher to ask for data already available in published form. If the information requested has been published, please list the title and source of the publication containing it.)

Check or circle appropriate choices below in response to each question. Add any qualifying comments you may wish to explain your responses.

1. Composition of school population

Circle numbers to indicate the percentage of each ethnic group which makes up your total school population:

Negro 1 2 3 4 5 6 7 8 9 10 20 30 40 50 60 70 80 90 N.A.*

Spanish-American 1 2 3 4 5 6 7 8 9 10 20 30 40 50 60 70 80 90 N.A.*

White 1 2 3 4 5 6 7 8 9 10 20 30 40 50 60 70 80 90 N.A.*

Other _____ 1 2 3 4 5 6 7 8 9 10 20 30 40 50 60 70 80 90 N.A.*

2. Proportion of disadvantaged children (circle numbers to indicate percentage).

1 2 3 4 5 6 7 8 9 10 20 30 40 50 60 70 80 90 N.A.*

3. Types of Federal Assistance being received

Indicate the proportion of your budget that is obtained from each of the following sources:

Federally Impacted Areas Act _____

Research and Development Project Funding _____

Title I Elementary and Secondary Education Act _____

Other Federal Assistance _____

*Information not available

4. This report covers _____ (number) elementary children (grades K - 6) and _____ (number) secondary (grades 7 - 12) children.

5. Types of personnel employed

Indicate the percentage of CLASSROOMS utilizing each of the following types of personnel:

Fully certified teachers _____

Full-time substitutes or temporary teachers _____

Teaching aides _____

Parent aides _____

Information Not Available _____

6. Types of professional improvement activities utilized ("In-service", other).

Indicate the percentage of TEACHING PERSONNEL involved in each of the following types of activity during the past (or very recent) year:

District sponsored workshops _____

College or university courses offered on campus _____

College or university courses offered in the public schools _____

Publisher sponsored workshops _____

Reading clinic internship _____

Other (Specify) _____

7. Organization of elementary schools

Indicate the percentages of children in each grade that are enrolled under each of the plans:

	Self-Contained	Departmentalized	Nongraded	Other*
Grade K	_____	_____	_____	_____
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____
9	_____	_____	_____	_____
10	_____	_____	_____	_____
11	_____	_____	_____	_____
12	_____	_____	_____	_____

8. Time spent in formal reading instruction

After each grade below circle a number to indicate the approximate number of minutes per day each grade spends in formal reading instruction (omit time children spend in reading science, social studies and similar material). If reading is not taught as a subject in a particular grade, circle the zero.

GRADE	MINUTES PER DAY													
1	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
2	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
3	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
4	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
5	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120

(see next page for grades 6 - 12)

GRADES	MINUTES PER DAY												
6	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
7	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
8	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
9	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
10	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
11	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120
12	0	10	20	30	40	50	60	70	80	90	100	110	120	over 120

9. **Provisions made for individual differences**

Indicate the percentage of children in each grade that are enrolled in rooms utilizing each plan:

	K	1	2	3	4	5	6	7	8
In-class grouping	____	____	____	____	____	____	____	____	____
Assigned to classroom according to reading achievement	____	____	____	____	____	____	____	____	____
	K	1	2	3	4	5	6	7	8
Joplin Plan	____	____	____	____	____	____	____	____	____
	K	1	2	3	4	5	6	7	8
Nongraded reading or "levels" plan	____	____	____	____	____	____	____	____	____
	K	1	2	3	4	5	6	7	8

Clarifying statement _____

_____

_____

_____

_____

10. Types of materials and approaches used

Indicate the percentage of children in each grade that are enrolled in rooms using each type of material or method.
(Exclude any being used purely for research pruposes.)

Grade	K	1	2	3	4	5	6	7	8
Basal	____	____	____	____	____	____	____	____	____
Special Phonics	____	____	____	____	____	____	____	____	____
Special Alphabet (ITA, etc.)	____	____	____	____	____	____	____	____	____
Library Centered Individualized	____	____	____	____	____	____	____	____	____
Language Experience	____	____	____	____	____	____	____	____	____
Programmed Reading	____	____	____	____	____	____	____	____	____
Linguistic Materials	____	____	____	____	____	____	____	____	____
Multi-Ethnic Materials	____	____	____	____	____	____	____	____	____
Other (specify)	____	____	____	____	____	____	____	____	____

Clarifying statement: _____

_____

_____

_____

_____

11. Basal materials used in your system

If you use one or more basal series for reading instruction, please check below the series used in each grade. If more than one is used put a plus beside the check of the one used the most.

Grade	K	1	2	3	4	5	6	7	8
Allyn Bacon (Sheldon Readers)									
American Book Co.									
Bank Street									
Follett Readers (Detroit Multi-ethnic)									
Ginn									
Ginn Multi-Ethnic									
Harper-Row									
Harris-Clark (Macmillan)									
Lippincott Readers									
McKee Readers (Houghton-Miflin)									
Scott Foresman									
Basic									
Basic Multi-Ethnic									
Open Highways									
Wider Horizons									
Others (list)									
_____									
_____									
_____									

12. Special arrangements for problem readers

Indicate the percentage of children in each grade that are worked with in each of the following arrangements:

	K	1	2	3	4	5	6	7	8
Small classes for disabled Readers	___	___	___	___	___	___	___	___	___
Reading Clinic Diagnosis	___	___	___	___	___	___	___	___	___
Reading Clinic Tutoring	___	___	___	___	___	___	___	___	___
Classroom Aide-Assisted Instruction	___	___	___	___	___	___	___	___	___
Parent-Assisted Instruction	___	___	___	___	___	___	___	___	___
Summer Reading Classes	___	___	___	___	___	___	___	___	___
Late Afternoon Special Reading	___	___	___	___	___	___	___	___	___
Other (Specify Below)	___	___	___	___	___	___	___	___	___

_____

_____

_____

_____

_____

_____

13. Indicate the number of children currently (or during the last year) involved in each of following research or innovative programs:

Special alphabets (ITA, Unifon, etc.) _____

Language experience approach _____

Linguistic materials _____

McGraw-Hill programmed reading materials _____

Words in Color _____

Multi-ethnic materials _____

Computer assisted instruction _____

Development of new reading materials _____

Clarifying statement:

_____

_____

_____ _____

_____

14. Auxiliary services

Estimate the percentage (or number) of children receiving each of the following special school sponsored services:

	Number	Percentage
Psychological testing	_____	_____
Psychotherapy	_____	_____
Guidance - individual	_____	_____
Guidance - group	_____	_____
Guidance to parents	_____	_____
Speech therapy	_____	_____

(Question 14 continued on next page)

Special Education:

Mentally retarded	____	____
Emotionally disturbed	____	____
Visually handicapped	____	____
Perceptually handicapped	____	____

15. Reading Program for Secondary Schools

Indicate below the percentage of total enrollment involved in each type of secondary school reading programs.

	Grades					
	7	8	9	10	11	12
Developmental (average and above reading in groups of 20-35)	____	____	____	____	____	____
Corrective (groups of 10-15)	____	____	____	____	____	____
Remedial (Poor readers, groups of two to nine)	____	____	____	____	____	____

Other programs (briefly describe and tell how many children in each grade are enrolled in the program)

Questionnaire
Teacher Education Program
Inner City Reading Teachers

The University of Missouri at Saint Louis is interested in getting an answer to the question: "What should be the nature of a program for educating teachers of reading for inner city schools?" It is certainly true that any teacher should be knowledgable and possess the right attitudes. However, we are interested in finding out how the inner city reading teacher (and her education) should be different from that of typical city, suburban, or rural teachers. Keep this in mind as you respond to the items below. If no choice describes your feeling, feel free to write in one that does. React to each item by circling the proper letters.

I General Characteristics

The inner city reading teacher	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
1. Should be black.	AI	VI	V	LI	U
2. Should be from lower socio-economic class.	AI	VI	V	LI	U
3. Should believe in the innate potential of black children.	AI	VI	V	LI	U
4. Should believe in the value of education to help all people.	AI	VI	V	LI	U
5. Should have had experience in living and working in the inner city.	AI	VI	V	LI	U
6. Wide contact during training with people who have lived the black experience.	AI	VI	V	LI	U

II General Professional Training

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
7. Knowledge of general principles of learning.	AI	VI	V	LI	U
8. Knowledge of ways of adjusting to frustration	AI	VI	V	LI	U
9. Knowledge of the effective role of reward and punishment in learning.	AI	VI	V	LI	U

II General Professional Training (continued)

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
10. Knowledge of the nature of individual differences among children.	AI	VI	V	LI	U
11. Knowledge of the difference in learning STYLES of children.	AI	VI	V	LI	U
12. Knowledge of test and measurement procedures.	AI	VI	V	LI	U

III Training in Reading

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
13. Knowledge of basal materials for teaching reading.	AI	VI	V	LI	U
14. Knowledge of how to teach phonics and other word recognition skills.	AI	VI	V	LI	U
15. Knowledge of how to improve meaning vocabulary.	AI	VI	V	LI	U
16. Knowledge of how to care for individual differences in reading.	AI	VI	V	LI	U
17. Knowledge of diagnosis of reading problems.	AI	VI	V	LI	U
18. Knowledge of remediation of difficulties.	AI	VI	V	LI	U
19. Knowledge of materials for teaching problem readers.	AI	VI	V	LI	U
20. Knowledge of children's literature in general.	AI	VI	V	LI	U
21. Knowledge of how to increase children's desire to read.	AI	VI	V	LI	U
22. Observation of school reading classes during teacher education.	AI	VI	V	LI	U
23. Experience in tutoring a child in reading as a part of reading methods course.	AI	VI	V	LI	U

III Training in Reading (continued)

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
24. Experience in being a teacher aide.	AI	VI	V	LI	U
25. Experience in micro-teaching as a part of teacher education.	AI	VI	V	LI	U
26. Experience in viewing and criticizing one's own teaching via television tapes of the teaching.	AI	VI	V	LI	U

IV The Teacher's Linguistic Knowledge and Ability

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
27. Ability to orally communicate the teacher's own ideas.	AI	VI	V	LI	U
28. Ability to communicate the teacher's own thoughts in writing.	AI	VI	V	LI	U
29. Ability to read effectively and critically.	AI	VI	V	LI	U
30. Knowledge of the written masterpieces of literature	AI	VI	V	LI	U
31. Knowledge of the different dialects of spoken English	AI	VI	V	LI	U
32. Knowledge of the history of the English language	AI	VI	V	LI	U
33. Knowledge about the syntax (grammar) of English.	AI	VI	V	LI	U

V Knowledge About Black Americans

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
34. Knowledge about the dialect of ghetto dwellers.	AI	VI	V	LI	U
35. Knowledge of the literature about black Americans	AI	VI	V	LI	U

V Knowledge About Black Americans (continued)

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
36. Knowledge of the social and economic values of inner city dwellers.	AI	VI	V	LI	U
37. Knowledge about reading textbooks designed for inner city children.	AI	VI	V	LI	U
38. Knowledge of other aspects of black American ghetto culture.	AI	VI	V	LI	U
39. Belief that black Americans must learn to speak Standard English.	AI	VI	V	LI	U

VI Knowledge of New Methods of Reading Instruction

The inner city reading teacher should have	Absolutely Indispensable	Very Important	Valuable	Less Important	Probably Unimportant
40. Knowledge of the language-experience approach in teaching reading.	AI	VI	V	LI	U
41. Knowledge of linguistic methods of teaching reading.	AI	VI	V	LI	U
42. Knowledge of the use of the Initial Teaching Alphabet.	AI	VI	V	LI	U
43. Knowledge of the use of programmed reading	AI	VI	V	LI	U
44. Knowledge of library-centered individualized reading instruction.	AI	VI	V	LI	U

Go back over the 44 items and circle the ten that are most important in educating inner city reading teachers.

VII Your Personal Ideas

Tell below the ways in which the education of teachers of reading for the inner city should differ from that of other reading teachers.

When completed, return the questionnaire in the enclosed self-addressed envelope to:

Wallace Ramsey
Reading Specialist
University of Missouri-St. Louis
St. Louis, Missouri 63121

PROJECT

EVALUATIONS

An Evaluation of the University of Missouri (St. Louis) Reading Project

Coleman Morrison
City University of New York

During recent years the teaching of reading has become a battleground where professional educators and interested lay public have clashed between and among themselves over the question of which method of reading is best. Unfortunately in their concern over this issue they have failed to evaluate a more important issue, namely, which mode of teaching reading is best for which children. The assumption underlying this issue is that no one method of reading instruction is best for all children and that some children will learn more effectively from one approach or type of presentation than they will from another. Characteristics related to the learner and how he successfully assimilates the reading instruction provided thus become important components in the determination of the reading program to be employed. And while it is necessary to know and understand the characteristics of children coming from all social milieus, an investigation of children coming from the inner city is particularly important since less is known of them and how they learn than is currently available about other children.

The fact that these same children bring to the school setting attitudes, beliefs, commitments, and personality characteristics that are in marked contrast to those of other children or of those persons entrusted with the responsibility for teaching them underscores the importance of a study that attempts to understand these children, the world in which they live, and then attempts to provide an educational program which will enable teachers to help these children cope with the realities of their surroundings in addition to providing them with the skills and knowledge that will enable them to emerge as mature readers, and as such to be able to avoid a continuing life of poverty.

It is refreshing therefore to be able to relate to a study which attempts to explore approaches for educating children in the inner city and to have established a preliminary program to correct prevailing weaknesses in teacher education programs.

The present program wisely delimited the number of objectives it attempted to accomplish so that only four were identified.

The first objective sought to determine the nature of existing reading programs in five cities including St. Louis where the training institution is located. All four cities beyond St. Louis were chosen with discretion since each in its own way had highly publicized programs for coping with disadvantaged children. At some subsequent date

the Project Director may also want to explore the educational programs in Wilmington, Delaware, and Baltimore, Maryland, where innovative practices are currently being evaluated.

It is interesting to note that the final report indicates a lack of cooperation in several instances between those cities selected to participate in the study and the participating University. This is an age old problem that Conant hoped to overcome to some extent by the certification and training of Clinical Professors whose responsibilities would include their serving as liaison persons between the College and the local school system. It is hoped, that in an effort to establish greater rapport between "town and gown" the educational program developed by the Project Director will include the active involvement of personnel in the St. Louis Public Schools.

Use of a questionnaire to determine the conduct and content of any program is usually frought with danger. The greatest problem of all is that there often exists a discrepancy between what the administrator or contact persons may think is taking place in the classroom and what actually is transpiring. In this particular study there appears to be two factors working in favor of the Project Director: 1)a well developed questionnaire; and 2)knowledgeable personnel responding to it. I speak specifically here of the report dealing with the New York public school system where the description of the program coincides remarkably well with my own observations in the city's schools.

In other cities the questionnaire was followed by personal visits with administrative staff and classroom observations. These visits were undertaken presumably to substantiate information contained in the questionnaire and to fulfill the second objective of the study, the determination of desirable characteristics of a teacher education program. The resulting report of the status quo in the cities of St. Louis, Los Angeles, Detroit, and Washington appear to be accurate as well as comprehensive.

The review of the literature which precedes a description of these programs is also comprehensive and informative. One omission in the New York area is the CRAFT report, directed by Dr. Albert J. Harris, and subsequently published as a part of the Research Studies Series from the Associated Educational Services Corporation. The study was a three year comparative study of methods of teaching reading to approximately 1,700 disadvantaged Negro children in New York City. The project began in 1964 and was completed three years later.

Findings from the current questionnaire on the teacher education program were particularly interesting and undoubtedly of great value to the Project Director in determining components of the subsequent program. When the report is released for wider distribution it might be helpful to provide a tabulation of responses on the actual questionnaire so that the reader will have more detailed information relative to the

responses. I, for one, would be interested in knowing reactions to item 9 (knowledge of effective role of reward and punishment in learning), item 10 (knowledge of the nature of individual differences among children), item 11 (knowledge of the difference in learning STYLES of children), and item 12 (knowledge of test and measurement procedures).

Subsequent questionnaires might also be directed to parents, community leaders, and graduated students in an effort to determine what they consider to be the strengths and weaknesses of existing programs and suggestions for improving thepresent preparatory programs of teachers. Information gained from this kind of solicitation is, of course, subject to the same kind of error that has been referred to previously. However, because of the role that community leaders can be expected to play in the subsequent selection and retention of teachers it might be useful to conduct a sampling of their opinions concerning these matters.

I found the third objective somewhat ambiguous primarily because I did not know precisely what the Project Director meant by the expression "publicize the findings of the research." My conflict of thought related to whether the research referred to concerned the more global aspects of research related to the teaching of reading to children in the inner city schools, to this particular survey, or to a combination of both. Perhaps my confusion also stemmed from the fact that dissemination of the "research" preceded the fourth objective which related to the development of a program of preparation when I might have expected that the objectives would be reversed. In any event the dissemination of the survey conducted by the study staff and its related findings should be encouraged. More important, of course, will be an evaluation of the preliminary preparatory program and a discussion of its strengths and weaknesses.

Chapter IV detailing the conclusions of the study and recommendations for changes in teacher education programs is succinct, readable, and germane. In particular the conclusions concerning the role, activities, and needs of persons who will become reading teachers in inner city situations goes a long way to bridge the void that exists pertaining to the state of knowledge, and general lack of consensus, as to the nature of effective and desirable characteristics of persons responsible for teaching in the inner city schools. Many of the items will directly influence the teacher preparatory program and should be a dramatic departure from existing programs which prepare prospective teachers of reading. In particular these include item 1 dealing with the cultural differences of teachers and pupils; item 4 relating to environmental factors affecting the success of the disadvantaged child; Item 5 concerning an anthropological understanding of inner city children; item 7 dealing with parent-teacher relations; item 8 relating to ancillary help within the classroom; and item 9 concerned with an understanding of varying dialects. None of these items of concern, to the best of my knowledge, are incorporated in existing teacher preparatory programs. Other teacher characteristics included in the list of desired qualities are included

in most preparatory curriculums to some extent, but presumably need reinforcement in some instances and a greater degree of intensity in others.

The recommendation that the five year educational program for inner city teachers be divided into a four year program followed by a period of employment and a subsequent fifth year in education seems eminently sound. Perhaps as the program develops a sixth year will be considered a necessity. Six year programs have already become a reality in many states and because of the ambitious undertaking of the University of Missouri program a sixth year seems more reasonable than unreasonable. This one year extension, however, is a question to be determined at some subsequent date.

The selection of students is an important facet of the new teacher education program and deserves the attention it receives in the report. It is noteworthy that admission standards will not be relaxed. One thing inner city children need is quality teaching, which they do not always receive in existing classrooms. Too often the inexperienced, beginning, or unwanted teacher is assigned to inner city schools. Hopefully this condition will be corrected in the Missouri program.

No mention is made of sex in the selection of candidates, but it is hoped that every effort will be made to attract male teachers. Research related to family conditions surrounding inner city families in the Northeast reveal that among Negroes, which constitute a large percentage of the enrollment, the family tends to be matriarchal. Fatherless homes are frequent. In many of these cities, and in particular in New York, recruitment and employment of men has had a beneficial effect on the progress of children. Placement of male teachers in the New York inner city's schools has even been notably successful at the kindergarten and primary grade level.

The scheduling of student experiences for community activities outside of the school is commendable and should go far in meeting some of the needs of prospective teachers. On the other hand the six or eight week student teaching period may prove too limited. It is particularly important that prospective teachers become involved with September experiences so that they will have an understanding of how and why children are grouped, how individual differences are accommodated, how and why instructional materials are selected. It is similarly important that student teachers be involved with on-going and end-of-the-year evaluative criteria and actively participate in these procedures. Thus the recommendation from this evaluator is for a flexible student teaching program that would not be confined to a predetermined number of weeks. At the same time I realize the administrative problems such a recommendation may cause and offer the suggestion as a theorist rather than a realist.

The Project Director should underscore his statement which reads as follows:

> All courses, including professional courses in the

> sequence for inner city teachers should be of the highest quality, should utilize modern teaching technology, should be individualized as much as possible, and should be taught by people highly interested and well qualified in what they are teaching.

This is undoubtedly one of the most important statements in the report, and a goal devoutly to be sought. Hopefully an ad hoc committee will be formed to ensure that this objective becomes a reality rather than a hope.

I probably should be in sympathy with two reading methods courses to be offered to prospective teachers, but lacking a course description concerning course content I am somewhat reluctant to support two "methods" courses that at least on paper carry strikingly similar titles. For despite the fact that one course is related specifically to inner school reading I am not aware of any research to support the hypothesis that the majority of inner city children learn to read by different methods or from different materials than other children. Recent experimentation in the New York schools has not discovered any particular reading method that is especially suited to the disadvantaged child. However, I feel that I am at somewhat of a disadvantage myself in not having access to the course contents so lack of support for a discrete course may not be warrented. Similarly, lack of course descriptions make it difficult to evaluate other course offerings. Yet one gets the impression from reading the report that characteristics deemed necessary to ensure successful teaching will be incorporated within existing psychology and sociology courses. Perhaps more of both should be required as opposed to the two (one in each) presently scheduled.

Having a strong liberal arts orientation I feel that less time should be spent on vocational training, and I am particularly gratified to find no required methods courses in art, music, or physical education. At the risk of tampering with a program already in progress I would suggest less credit hours in Children's Literature, a combination of the math/science course with equivalent reduction in semester credit, and a reduction in the semester credit hours offered in classroom management, oral interpretation, and speech for teacher. In addition to including more course work in sociology, anthropology, and psychology, I would include a full or half course in interaction analysis, which would include a study of the Flanders/Amidon research as well as other attempts to provide more appropriate teacher-pupil interaction. Perhaps this area of study has been accounted for in the existing curriculum, but once again I feel somewhat handicapped by not receiving course descriptions.

In summary I commend the Project Director and his University for undertaking a much needed project. The design of the study conformed to existing patterns of research projects and the resultant analysis of the data reflected an accurate appraisal of the status quo in the cities under investigation.

The conclusions concerning needed areas of instruction for prospective teachers of reading in inner city schools filled a void that should prove extremely useful to colleges and universities where curriculum changes are either underway or envisioned. The plan for the education of teacher education was direct and reflected much of the need expressed in the conclusions which preceded the description of the plan.

If the study had a weakness it appeared to be in the sample program, where this evaluator found too much emphasis on professional education and too little on general education. However, this opinion was based in part on the evaluator's strong liberal arts orientation and on the fact that course descriptions were not available at the time of the evaluation.

Coleman Morrison

Coleman Morrison
Associate Professor
Office of Research and Evaluation
City University of New York

CM/beg
Signed in the absence of Dr. Coleman Morrison by BEG

Evaluation of "Investigation of Inner City Reading Instruction Programs"

by Helen M. Robinson, Professor Emeritus

University of Chicago

This report is very interesting and describes the problems faced by some of the larger inner-city school systems. Considering the time made available to the investigator and the small grant of money available, a great deal of information was collected.

The five criteria offered for evaluation will serve as the major basis for the comments that follow. A few miscellaneous comments will be added at the end of the report.

A. The cities chosen appear to be comparable to St. Louis in most respects and all have been attempting to solve similar problems. They represent different areas of the country and their efforts have differed; a broad sampling of attempts to solve their problems was possible.

B. The questionnaires seem to be quite satisfactory, especially to get the overall picture of the school system and its problems. It appears to be unfortunate that time and money prevented greater breadth and depth of interviews with teachers as well as personal observations. Very often the instruction is as good, if not as spectacular, in schools other than those usually shown.

C. The findings, as summarized, appear to be dependable. One of the strong points was the continuous notation of the overlay of programs rather than alteration of the entire reading program to incorporate the best of many alternatives.

In the preparation of teachers, the survey seems to imply the necessity for understandings which will encourage innovation but <u>with evaluation</u> and readiness to break tradition whenever something better stands the test of repeated trials.

D. Certainly much of the information collected is essential to the teacher education program. Perhaps the experience of those interviewed, even though they have not found solutions to problems, can be conveyed to teachers-in-training. The challenge and the deep desire to solve educational problems, specifically in reading, should be part of all programs for prospective teachers of the inner city.

E. The findings of the survey can be used by any other city or teacher training institution and can be interpreted in different ways to suggest experimental plans. School personnel wishing to observe different innovations, for example, have some ideas where to find them.

Other schools or universities might add descriptions of programs to this beginning to form a fuller compendium than the brief descriptions in "Inventory of Compensatory Education Projects", 1965, by the Staff of the Urban Child Center in the Graduate School of Education at the University of Chicago.

While many of the large city projects exchange information, it does not reach many teacher-education centers.

<u>Miscellaneous Comments:</u> In the review of the literature, several studies of considerable importance have been omitted. For example,

Brazziel and Terrell (Journal of Negro Education, 31, pp. 4-7) showed the necessity for helping disadvantaged children learn to take tests so that their strengths and weaknesses could be better appraised.

A very pertinent report of research of the CRAFT project by Harris, Morrison et al clarifies the relative importance of methods of teaching beginning reading and underscores the significance of the effectiveness of the teacher.

Perhaps considerable importance should be attached to Bloom's study of early intellectual development and the necessity to concentrate on early success in learning to read, as opposed to remedial instruction, which was the common ingredient of the school systems. Obviously it was impossible to cover all publications in the field but a great many references of value appeared in journals and proceedings other than those of the International Reading Assn.

In view of the importance of early progress in reading, I question the plan of offering no diagnostic or remedial reading until the fifth year in the proposed program. Obviously clinical services cannot be covered at the undergraduate level and perhaps diagnostic teaching can be included in the proposed courses. If not, I would favor such a course to enable young teachers to become aware of weaknesses in learning and correct them in the classroom.

Another point worth mentioning is the desirability of including group dynamics in some part of the program. Teachers of inner-city schools often have problems in classroom management, in dealing with parent groups, and the like. This topic may be included in some of the psychology courses.

Although the point was made that course names are sometimes deceiving, I should like to make a strong plea for one characteristic of the reading methods course. Prospective teachers are often given a "cook-book", "how-to-do-it" course without understanding what they are trying to do or that there are a variety of means for accomplishing their goals. Such a program discourages innovation or diagnostic teaching. It discourages adapting instruction to special needs of groups or individuals. Because the problem of the inner-city school is unsolved, teachers need to be creative rather than bound by tradition, and therefore need to know more about reading than the routine "how-to-do-it" or "follow the teachers manual."

Finally, schools must be aware that no pre-service program can prepare teachers completely and, as many of those reported have done, provide continuous in-service training. Therefore, schools should have consultants or other specialists in reading to help teachers continuously.

The foregoing comments are made to alert the readers of this report to the fact that it was limited by time and money and therefore it is good for orientation but mainly as a place to begin in planning reading instruction for inner-city children.

1. Extent to which appropriate cities were chosen:

To gain an overall picture of urban area reading instructional programs, the researchers appear to have made an appropriate selection of cities for study. The large inner-city school populations of these locations have created problems of the most complex types. Consequently, within the five chosen, one could expect to encounter almost every possible learning difficulty with its accompanying compensatory program. Thus, information obtained from these centers should contain the breadth and depth essential for planning special teacher education programs.

Geographically, key cities across the country are represented. Had it been possible to include others in the short-term study, it probably would have been desirable to add a few middle- and smaller-sized cities which are known to be in varying stages of transition. This is not to say that results would have been radically different but rather that smaller cities might have brought to light some innovative programs in reading which were not visible in those chosen for study.

2. Suitability of the procedures used:

The procedures used in the research were both appropriate and generally productive. In the case of a review of available documents describing the reading programs in the selected cities, this seemed to be an important first step because it could be fruitful in gathering data about proposed objectives and recommended procedures for accomplishing the stated goals. Unfortunately, documents were not forthcoming in every instance. Schools cannot always keep publications current; often by the time something appears in print, the information may be almost outdated. Nevertheless, recipients of federal funds usually expect to have such materials for distribution to interested groups and individuals. Among the available materials, it is hoped the researchers had an opportunity to review ESEA project proposals for each city, particularly those dealing with concentrated efforts in reading instruction.

Admittedly, questionnaires can be used to obtain facts not readily gained by other techniques. Respondents must reply, however, and reply with accurate information, if questionnaires are to be helpful. In view of the educational crises confronting each of these cities during the past year, cooperation was beyond expectation. It may be that returns on the Practices Questionnaire were a little disappointing because no one person could supply the requested information. Reading personnel who might provide reliable data for certain items would not necessarily have data for others. It is possible that had the Practices Questionnaire been separated with sections for administrative consideration and others for directors of reading instruction greater care would have been devoted to it. Even so, returns might not have reached 100 per cent. As the researchers acknowledged, school people are extremely busy--often "wearing several hats" in their efforts to provide better educational programs.

On-site visits have become an established, and accepted, procedure for securing confirmation of reported data and for obtaining additional insights into the nature of on-going projects. The study team must have felt frustrated by the lack of time to explore various programs and to talk with more individuals about the needs of inner city reading instructional programs. Nevertheless, the report indicates that valuable information was obtained, despite the brevity of the visits. Given more time and better arrangements for visitations, the third questionnaire (opinions about characteristics and education of inner city reading teachers) could have been omitted, since interviewees often feel freer to discuss such content with a receptive interviewer than to write their recommendations.

The use of "evaluators" is commendable. In longer-term projects, evaluators could serve as an advisory committee. As advisors, these individuals could be of some assistance in aiding the study team in accomplishing desired goals.

3. Validity of the findings:

Chapter III of the report appears to be a masterful condensation of the findings of the study and an analysis of them. When one considers the complexity of the school systems involved, one can truly appreciate the writers' ability to describe and synthesize such diversity. Fortunately, it is this diversity which makes it possible for the researchers to design a special program for inner city reading teachers.

Generally speaking, the findings of the present study confirm those of a survey of Title I reading projects by Austin and Smith during 1966-67 (see Reading Research Quarterly, Spring, 1969). The latter study identified six major types of reading projects which were funded with ESEA monies, with at least two-thirds of them being in the remedial category. In addition to remedial efforts, both studies report developmental, enrichment, in-service education, special projects, and varying combinations. It becomes abundantly clear in both reports that many systems have recognized that present school curricula are ill-adapted to the maturation and life-experiences of from one-third to one-half of the student population. These systems, therefore, are attempting to initiate fundamental changes by introducing child need-centered programs supported by well-qualified personnel, reduction of class size, diagnostic teaching procedures, personalized instruction, and great quantities of new, appropriate materials. Another encouraging trend noted during the 1966-67 survey, and confirmed by the recent one, is the added emphasis being placed upon programs for young children. Educators today are more willing that previously to commit themselves to heavier investments in activities which predispose children to learning.

The findings reaffirm that the successful teacher of disadvantaged children is a mature, well-integrated person who respects his difficult, unmotivated and apparently unteachable pupils. He communicates his

respect by setting high but reachable goals, by his impartiality and consistent firmness and honesty, and by his warm regard for each individual. He combines the detached but completely accepting stance of the anthropologist observing cultural differences, with the active involvement and manipulative approach of the determined reformer, the educator, in the sense of one who leads his pupils out into the wider world. Though not a specialist in any one of the behavioral or social sciences, he gleans from each of them knowledge which helps him understand the behavior of his pupils, the meaning of their scores on intelligence and aptitude tests, the realities of their present and future world, the demands which various social and vocational alternatives will make upon them. In addition, the teacher must have a wide repertoire of materials and procedures, the ability to devise new ways, to deviate from accepted procedures and courses of study--but always with the awareness of the knowledges and skills the pupils must eventually acquire. If the hypothetical "successful teacher" were to be characterized in a single phrase, it would be ordered flexibility. (Passow, Goldberg, Tannenbaum, editors. Education of the Disadvantaged, A Book of Readings, New York: Holt, Rinehart and Winston, Inc., 1967, pp. 472, 474, 475.)

The actual validity of the findings is dependent in large measure upon the ability of the study team to elicit accurate, detailed, and relevant information by means of questionnaires and interviews. Knowledge of the researchers' professional training, research experience, and reputation leads this writer to believe that the objectives have been accomplished according to the study team's usual high standards and within the limitations imposed by the school systems themselves. One can always question theoretically whether the most reliable information will be forthcoming from those selected to provide it, but in this case the researchers have made every effort to check the authenticity of their findings through study of pertinent printed materials, visitations, and their own expertise in the areas of reading instruction and teacher education.

4. Pertinence of details of teacher education program proposed

Many excellent recommendations are included in the report for a plan of teacher education. The following comments reflect further possible considerations:

a. Prospective teachers should have many opportunities to work with inner city children. At the undergraduate level, experiences as volunteer aides, tutors, etc., in summer and academic year projects should be initiated as early as possible--probably not later than the first semester of the sophomore year. Subsequent years could provide additional work in reading with the disadvantaged, perhaps as aides in mobile and/or stationary reading centers, before student teaching and internships begin.

b. Linguistics appears to be a requisite course in contemporary teacher education programs. Care should be taken that course content focuses not only upon readings and discussions which provide general understandings of various schools of linguistics but specifically upon the special dialectal problems of inner city children and upon techniques for teaching English as a second language. Our experience at CWRU indicates that a problem-centered course is most helpful for teachers in coping with the language needs of disadvantaged pupils.

Undoubtedly, the recommendations of the N.C.T.E. Task Force will be incorporated in the University of Missouri-St. Louis program, i.e., that teachers of disadvantaged children possess at least a working knowledge of developments in structural and transformational grammar, in social dialectology, in psycholinguistics, and in language and cognitive development.

c. A recently completed doctoral study by Clara Gertrude Rodney ("An Assessment of In-Service and Pre-Service Educators' Responses to Recommended Principles and Practices for Developing Oral Language Skills for First Grade Disadvantaged Students". University of California, Los Angeles, 1968) may be helpful in planning course content. She attempted to determine if educators and prospective teachers were equally knowledgeable about three recommended principles and practices for developing oral language skills in first grade disadvantaged children, and to learn if role and prior training were reflected in the demonstrated knowledge of the subjects. Rodney's principles were: 1) teachers should encourage children to express themselves freely and have the children do most of the talking; 2) teachers should employ questions which permit and encourage the children to use their language for thinking; 3) the teacher should accept the language of the children. Her findings led to two major conclusions: 1) inadequacy of present training programs in relation to priority principles and practices for development of oral language for disadvantaged students, on both the in-service and pre-service levels; and 2) necessity for sharper focus on training teachers to develop strategies for improving the cognitive abilities of students, regardless of language usage. Certainly, the latter conclusion should be kept in mind as future programs are implemented.

d. The recommended use of newer technology in teaching is praiseworthy. Videotapes have been found to have value as a means of introducing micro-teaching before student teaching takes place.

The program should also consider the use of an "instrument" for describing and categorizing classroom climates. As noted above, disadvantaged pupils need many opportunities for oral language practice which, of course, thrives best in learner-oriented classrooms. A Social-Emotional Climate Index, or the Flanders' category index for interaction analysis, could be utilized to help teachers categorize their verbal behaviors into "learner-oriented" and/or "teacher-centered". The fact that such tools allow teachers to discover their classroom climates and to plan more learner-centered strategies for their disad-

vantaged students does not mean that this discovery will put the disadvantaged pupils so much at ease psychologically that their blocks to learning will be removed. Rather, teachers' increased awareness via such instruments should enhance their understanding and sensitivity to learners, thereby reducing somewhat the insecurity and sense of inadequacy that is so often apparent among these classroom groups. Such procedures appear particularly important in view of the fact that oral language should receive greater stress in language instruction for the disadvantaged at all levels of education, from pre-school through adult.

e. This reader of the present study report was pleased to note that a committee on graduate study for inner city teachers was forming for the purpose of planning a master's degree program relevant to the needs of inner city teachers. Because fairly mature, experienced individuals are needed in urban-area schools, this step appears especially important. Many former teachers, as well as those who have remained in the profession, could be attracted by an opportunity to participate in a reading program of this nature. Should this program involve an academic year and two summers of training, for example, great numbers of well-qualified reading specialists could be released for employment in the schools within a relatively short time. Obviously, the selection of candidates for special training should be carefully devised. In addition to university members on the selection committee, it is hoped that inner city administrators and ESEA project directors would be invited to help in the recruitment and selection of potential trainees. Plans for evaluating both graduate and undergraduate level programs should be included as part of initial planning efforts.

5. Applicability of findings to various cities and teacher education institutions

Because this study has examined in depth the kinds of situations in which prospective inner city reading teachers may be placed, it is hoped that the findings will be applied in a number of ways: 1) that the program will serve as a model for other undergraduate colleges; 2) that financial support will be sought and obtained for implementing several centers for testing the proposed model; 3) that centers so established provide formative and summative evaluations which lead to any needed program changes; 4) that recommendations from the present study will encourage other graduate schools to design and implement special programs for training reading personnel for urban areas; 5) that interested college personnel and public school people be invited to participate in a symposium devoted to the procedures and problems of preparing inner city reading specialists; 6) that a study of teacher-characteristics of successful and non-successful trainees be initiated; 7) that school administrators and university professors develop practical programs to make available to teachers reports of research and new developments on teaching reading to inner city children; and 8) that this report be widely distributed and given recognition at meetings on local, state, and national levels.

Mary C. Austin
Case Western Reserve University