DOCUMENT RESUME

ED 064 416 UD 008 386

AUTHOR	Mackintosh, Helen K.; And Others
TITLE	Administration of Elementary School Programs for Disadvantaged Children. Disadvantaged Children Series, Number 4.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	OE-35082
PUB DATE	66
NOTE	48p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.20)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Problems; Administrator Guides; Administrator Responsibility; Administrator Role; Curriculum; *Educationally Disadvantaged; *Elementary Schools; Measurement Goals; Parent School Relationship; Program Administration; Program Development; Program Evaluation; *School Administration; School Community Relationship; *School Organization; Teacher Administrator Relationship; Teacher Improvement; Teaching Load

ABSTRACT

This brochure is designed for elementary school administrators, and reports some of the administrative problems and responsibilities involved in the operation of programs focused on the disadvantaged, briefly points up the nature and extent of the elementary school problem, and summarizes the efforts of school systems to cope with it. The brochure lists the scope of provisions in 16 (Baltimore, Boston, Chicago, Cincinnati, Cleveland, Detroit, Denver, Los Angeles, New Haven, New York, Oakland, Philadelphia, Pittsburgh, San Diego, San Francisco, and Washington, D.C.) out of the 23 cities visited by the staff of the Elementary School Section of the Office of Education in the Spring of 1964 and 1965. A select bibliography on the education of the disadvantaged child is also included. (RJ)

DISADVANTAGED CHILDREN Series

No. 1. *Educating Disadvantaged Children Under Six*
(Nursery and Kindergarten)

No. 2. *Educating Disadvantaged Children in the Primary Years*
(Kindergarten Through Grade 3)

No. 3. *Educating Disadvantaged Children in the Middle Grades*
(Grades 4 Through 6)

No. 4: *Administration of Elementary School Programs for Disadvantaged Children*

DISADVANTAGED CHILDREN SERIES No. 4

OE-35082

Administration of Elementary School Programs for Disadvantaged Children

by
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LILLIAN GORE
and
GERTRUDE M. LEWIS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ..... JOHN W. GARDNER, *Secretary*
Office of Education ..... HAROLD HOWE II, *Commissioner*

Superintendent of Documents Catalog No. FS 5.235:35082

U. S. GOVERNMENT PRINTING OFFICE

WASHINGTON: 1966

For sale by the Superintendent of Documents, U. S. Government Printing Office,
Washington, D. C. 20402—Price 20 cents

FOREWORD

THE NATION HAS BECOME deeply concerned over the educational plight of children and youth in severely depressed areas. Typically, children from these areas fail to do well in school, become discouraged, drop out as soon as the law permits, and go on to swell the ranks of citizens whose potentialities are not realized.

In the spring of 1964 and 1965 staff members of the U.S. Office of Education visited a number of schools in 23 large cities to study the special measures being taken by educators to improve the achievement of disadvantaged children, aged 3 to 11 or 12; to observe the programs in progress; and to consult with the educators concerned. Their findings are presented in four brochures in the *Disadvantaged Children Series.* The first three, entitled, respectively, *Educating Disadvantaged Children Under Six*, *Educating Disadvantaged Children* in *the Primary Grades*, and *Educating Disadvantaged Children in the Middle Grades.* The present brochure, the fourth in the series, is designed for elementary school administrators in school systems severely affected. The authors of this publication were former members of the Elementary School Section of the Office of Education, of which Dr. Helen K. Mackintosh was Chief. It reports some of the administrative problems and responsibilities involved in the operation of programs focused on the disadvantaged; briefly points up the nature and extent of the elementary school problem; summarizes the efforts of school systems to cope with it; and lists the scope of provisions in 16 of the 23 cities visited.

The Office of Education acknowledges with gratitude the cooperation of the school systems, teachers, and consultants who have contributed so generously to this study.

E. GLENN FEATHERSTON
Acting Director, Division of State Agency Cooperation

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INTRODUCTION

THE PROBLEM of providing adequate education for severely disadvantaged children is not a new one for school administrators. Such children have always been a part of the school population, but two factors of recent growth have called the problem to public attention: the overwhelming numbers of these children and their unprecedented concentration in and adjacent to large urban centers. More than 70 percent of the Nation's children now live in cities. Within recent years, the proportion of disadvantaged children in our cities has increased to one out of every three; by 1970, it may be as high as one out of every two. In large cities it is not unusual for entire classes, schools, and districts to be composed predominantly of the educationally deprived, with almost no children from the more fortunate social levels to lend a hand in many ways. As teachers strive to cope with the problem of educating these boys and girls, they often find themselves almost submerged by the complexity of the difficulties they encounter and turn to their school administrators for help.

As early as 1959, school superintendents of the Nation's 14 largest cities recognized the seriousness of this growing problem and joined forces to work toward a solution. With the help of the Ford Foundation, they established the *Great Cities Program for School Improvement*, to improve the education of disadvantaged. Projects undertaken under this program extended from preschool through high school, and involved children, schools, school personnel, parents, and communities.

Urban school systems have been experimenting steadily since 1959 with modifications of ongoing programs, special programs, special help for students, and various other measures thought to be helpful in motivating boys and girls to learn and in making it possible for them to learn. Assistance has been extended not only by local school boards but by foundations, organizations, and institutions outside the school systems, particularly in providing for afterschool, weekend, and summer study, and in establishing preprimary classes.

The U.S. Office of Education has been active in working on the problem since 1961 when supervisors of elementary education in large cities convening in the Office for their sixth biennial conference called attention to its growing dimensions and complexity. In 1962, the Office called a conference of educational leaders working on this problem. From this conference emanated *Programs for the Educationally Disadvantaged* which reported the various programs discussed.

In the spring of 1964, staff members of the Office visited 16 cities, and in the spring of 1965, 7 more, in order to review the measures educators were taking to improve the achievement of disadvantaged children. They observed the activities provided for children aged 3 through 11, secured the judgment of local school personnel as to the value of these measures, and checked their findings with four outstanding and well-informed consultants:

MARY ADAMS, *Assistant Superintendent in Charge of Elementary Education in the Baltimore City Schools*

DR. LASSAR GOTKINS, *Senior Research Associate, New York Medical College*

DR. ROBERT HESS, *Chairman of the Committee on Human Development, University of Chicago*

DR. REBECCA WINTON, *Director of Early Childhood Education, New York City Public Schools*

Section I of this brochure presents the major findings of the study as they pertain to the administration of elementary schools; Section II presents an overview of the total public school program provided for children from 3 to 12 in each of the 16 cities visited in the spring of 1964.

Section I. Provisions for Educating Disadvantaged Children in Elementary Schools

Some Elements of Need

DEPRESSED NEIGHBORHOODS, from which most of the schools' disadvantaged children come, represent the lowest income and educational levels in our society. Typically, these neighborhoods are unkempt and unorganized; frequently they lack space and cultural institutions. Easy anger, easy laughter, and the struggle for mere survival are the order of the day. Until recently, these were the "forgotten" areas, scornfully called the slums. Now urban renewal and high-rise apartment houses, with play space still too meager, have taken over. But the people who live in these areas have changed little. The young still grow up acquiring the ways to survive in such a milieu but unprepared to cope with life outside it.

Families in these neighborhoods tend to be large and matriarchal. The father is often absent; the mother heads and supports the family, but, because she has both to earn a living and keep the home, has little time to devote to it. For a great deal of the time children are on their own. Many are "footloose" and free; others carry responsibility for the younger children, for meal planning, shopping, and care of the home. Despite their apparent neglect of, or lack of interest in, their children, these mothers want their children to be educated. True to the American dream, they believe that it is through education that their young will rise above the squalor that encompasses themselves and threatens to engulf their children.

Each year in September, thousands of children pour out of severely depressed quarters into the schools. As a result of prolonged deprivation, they find themselves in a world with which they are psychologically, socially, intellectually, and sometimes physically out of tune; they do not know what is expected of them in this new world or how to grasp hold of it.

Coming from homes where communication is customarily restricted to gestures and monosyllabic commands, many have little verbal language with which to clarify thought or to communicate with the teacher and other children. Few have a vocabulary from which the teacher may help them structure a language. There are extremely narrow limits to their knowledge of names of common objects and of persons (even including themselves) and to their acquaintance with verbs expressing any action beyond the most elementary commands, such as "get," "sit down," "go to bed," and "eat." In contrast with the child of middle-class culture who reports to first grade with an adequate speaking vocabulary of approximately 2,000 words or more. The disadvantaged child usually has a limited and meager vocabulary. While the child from the middle-class culture is able to express his thoughts in phrases and sentences, the disadvantaged child often restricts his expressions to gestures and single words.

It is not, however, only in lack of ability to communicate effectively through speech that the limited experience of these children manifests itself. Many of them have not ventured beyond a few city blocks. The street has been their playground; whatever objects have come to hand, their playthings; and similarly deprived children, their playmates. These children lack many of the understandings and intellectual abilities which children entering school customarily possess. Among these are power to distinguish accurately color, size, shape, distance, time, and place, and to see and express simple relationships such as those existing between picture and object, crayon and paper, food and table, books and stories.

Their concepts of function are limited to the immediate and personal. A policeman, for instance, is "someone who keeps me from doing what I want to do" rather than "someone who keeps us all safe." Their ability to associate with others is limited, for most of their associations have been of a negative nature and confined to keeping out of the way, protecting their persons or possessions, or fleeing from a pursuer. Associations of this kind do not encourage interaction with others. The future holds no threat or promise for these children; it is problem enough to deal with today.

as children grow older, their attitudes are shaped by the successes, failures, and rejections they experience, and the responsibilities they carry. By the time they enter the middle grades, many disadvantaged children are frustrated and disillusioned and must be rehabilitated in both spirit and behavior before they can make any noticeable educational gains.

The problem that elementary school educators of such children face is that of helping them to develop and maintain forward-looking hopeful attitudes and aspirations while learning to acquire understandings and skills which will steadily increase their competence to deal successfully with their daily lives in and out of school. The school organization and administration, teaching staff, curriculum content and activities, and special services must be focused patiently and effectively on developing the social and intellectual backgrounds and skills which are essential to success in school, and on enabling each student to progress *at his own rate* with dignity and integrity to the end that he will wish to make the most of his educational opportunities.

Programs Under Way

For Children Under 6[1]

A number of experimental programs in preprimary education are already under way in large cities. Although, in any city, these programs enroll only a small number of disadvantaged young children, they are throwing light on the value of planned educational experience at an early age as an antidote for deprivation. They are also demonstrating the elements of a good nursery school program. So far these preprimary programs have not greatly burdened school budgets, since funds for their operation have come primarily from foundations, organizations, and religious or charitable institutions. Assistance by the school has usually, but not always, been to provide space, services, and some equipment, and to cooperate in selection of staff and in the planning, supervision, and evaluation of the program.

Programs for young disadvantaged children group

[1] Observations were completed before the *Head Start Program* began operation.

18 to 20 children, approximately 2 years below the age of entrance into the local first grade, under the care of one fully qualified professional teacher and two subprofessional assistants. In some programs, parent volunteers are provided training to enable them to help teachers several days a week. As the children complete a year in nursery school, the program is extended into the kindergarten, utilizing available units of space or creating new ones where necessary. In order to insure continuity in the children's education, the group sometimes remains together and the teacher moves along with the children into kindergarten. In at least one city, when children have completed the kindergarten year, the program of the first grade is modified to meet their needs. It is anticipated that similar adaptations will be made continuously as the children progress through school.

The main emphasis of the program is on enlargement of the children's experience in order to develop their self-confidence, verbal facility, understanding of environment, basic intellectual abilities and concepts, and interpersonal relations. Firsthand experience and manipulation of objects and materials are important features. Real objects are utilized wherever possible, and sturdy, washable toy replicas wherever necessary. Almost daily walking excursions are made into the neighborhood to increase observation, understanding, and communication. Gradually, representations of objects, as in pictures, are introduced and steps taken to make them meaningful.

Success of the program depends in large part on the quality and preparation of the teacher, her interest in the task, and her special understanding of the nature of teaching these children and of working with their parents. Other important factors are the quality of the subprofessional aides: the adequacy of the space, equipment, and materials provided; and the availability of the services and consultation needed.

Where conditions encourage development, the programs are already proving productive. Baltimore kindergarten teachers, for instance, have found that children who have participated in these projects have few adjustment problems upon entering kindergarten; that, when compared with children of the same age who have

not been included in the projects, they show marked language development, superiority in ideas, and ability to solve problems and think for themselves; and that they compare favorably with more advantaged children of the same age, some of whom have had nursery school experience.

For Children 5 or 6 to 12

Special efforts are being made with children already in grades kindergarten through 6. Some programs take place within the school day, others outside the school day.

Within the School Day

Devices in use which affect the organization of the school include:

The ungraded primary school.—The child advances at his own rate, free from undue pressure and the threat of failure. Teachers sometimes advance with their children.

The family plan.— Under a plan similar to the foregoing, the children remain together and continue with the same teacher for several years.

Team teaching.—Four or five teachers of varying competencies work for a part of the day with a group of 100 or more children of the same grade level, and with individuals or small groups for part of the day. Advantages to the teachers are (*a*) the possibility of having very small groups when desirable, and (*b*) teamwork in planning and teaching in relation to the guidance of children both as persons and as pupils. It was felt that the loss of the team approach in these respects would entail corresponding losses to children themselves.

Teaching team.—One of the teachers of a given grade in a large school is designated as team leader. She teaches a homeroom for half of each day; during the remaining half she coordinates the planning, testing, teaching, and procuring of needed services for the children; gives special assistance to new teachers; and works with parents. Each school team meets weekly or oftener; team leaders in the district meet weekly.

Junior primary or junior first grade.—Provides a year between kindergarten and first grade for those who, despite all the help given, are not ready to cope with first-grade work. Work is continuous but not repetitive. Children may be moved at any time. A junior primary child may move directly into grade two at the end of the year.

Junior second, third, and fourth grades.—Provides an extra year between grades one and two, two and three, and

three and four for children who are not capable of going ahead, but who may be expected to gain appreciably by spending a year in work tailored to their needs. This year is intended to avoid repetition of subject matter and experience, and to substitute achievement for failure.

Reception or orientation room.—Children entering the school for the first time are tested and studied in a special room preparatory to proper placement in the school. Children may be in this room several days or weeks.

The divided day.—Half the children report an hour early and leave an hour early. This gives the teacher a smaller group at the beginning and end of the day. Usually reading and related language arts are taught in these periods of reduced class size. In one school, lunch is staggered so that primary teachers may concentrate on small group teaching during part of the lunch period.

The school library or materials center.—Attractive books and other educational materials suited to varied interests and learning needs are readily available in a school area set aside for this purpose.

Organizational patterns applied especially to reading.—These include:

- Reading periods of approximately 1 hour daily for groups of children of similar reading achievements or levels drawn from several classes or grades
- Reading groups within a class organized for daily teaching on the basis of reading achievement
- Reading groups within a class organized flexibly on the basis of identified reading needs or interests
- Individualized reading in the classroom with groups formed when needed to fulfill some immediate purpose
- Reading clubs
- Team teaching, with emphasis on small groups which receive special help in reading as a skill and in the content areas
- Reading classes which cut across grade levels and are organized as teams with one teacher designated team leader

Many attempts are being made to improve instruction, particularly but not exclusively in reading. Among the methods being tried are—

- Remedial programs, some using extensive audiovisual aids and others teacher-made devices
- Activities to advance technical word power (phonetics and word analysis, for instance); others to advance knowledge about and delight in literature
- Efforts to secure or develop multicultural materials, par-

ticularly to increase knowledge and appreciation of the Mexican-American and Negro contributions and culture

- Reading consultants to help teachers. One consultant may be assigned to one or several schools to assist team leaders to improve their teaching and to demonstrate newer techniques by teaching children
- Supplementary teachers to work with groups, usually in the third and fourth grades, who need help in reading but not at a clinical level
- Instruction in reading for high achieving fifth-graders through the teacher's use of overhead projectors and controlled readers
- A school librarian who stimulates and assists by effective use of the bulletin board; holding a schoolwide contest to see what room can bring the most library cards; granting a book as a prize to a child who reads 10 books; and meeting a class each afternoon to talk about books. The children preview each new book on an overhead projector.
- Children exchange letters with authors who live nearby.

Outside the School Day

Among the special plans devised to help disadvantaged pupils through activities outside school hours are the following:

- School-community agent is appointed to each school to organize an after-school activity program featuring language arts, foreign languages, manual and creative arts, the library, and a story hour.
- Supplementary teachers and college students are paid to teach after school, for as many as 20 hours a week, such classes as remedial reading, spelling, use of the library, mathematics, homework, and leadership.
- College and high school student volunteers tutor without pay in the language arts, mathematics, science, and social studies; operate interest clubs; and help in other ways.
- Settlement houses, churches, Young Men's and Women's Christian Associations, the Newman Club, and other organizations operate study centers, ordinarily in cooperation with the school system, and the school or schools involved usually advise on or assist with staff and program.
- The Junior League and other voluntary organizations provide cultural enrichment opportunities for children after school, on Saturdays, and in the summer. Activities include trips to museums, parks, and theaters; and the meetings of interest clubs to pursue the study of

photography, geology, science, music, or any other chosen area of investigation.

- Seven extra teachers, one to each grade level K through 6, and a supervisor are assigned to each school, reporting at 10:40 a.m. and remaining until 5:00 p.m. daily. Until 3:00 p.m., when school hours are over, the teachers work on a definite teaching schedule with two or three small groups; from 3:00 to 5:00, they conduct an activity program composed of homework study, interest clubs, individual hobbies, trips, games, reading, and other enrichment activities.

Responsibilities of the School Administrator

The administrative staff in a school system or school which numbers severely disadvantaged children among its pupils must establish, clarify, and maintain policies which favor their development. Since the problem which large concentrations of such children present to school administrators is unprecedented, some of the practices which must be devised and tried in dealing with it are not generally used in schools. It is therefore one of the first responsibilities of the administrative staff to ensure that these policies and practices are well understood and accepted by the school board, the professional staffs of the central and district offices and individual schools, leading citizens, and parents. All administrators in the system should be informed, since the policies adopted may affect most schools as the children progress.

Among policy matters to be reconsidered in the light of the needs of disadvantaged children are (*a*) the school's goals; (*b*) the quality of the program; (*c*) the school's organization; (*d*) the teacher; (*e*) the teaching load and related services; (*f*) the extent to which teachers and principals may be free to adapt the curriculum; (*g*) materials of instruction; (*h*) the means of measuring the progress of the children and the success of the teachers; (*i*) the means used to report progress of children to parents and to the school administration, and the use to be made of such records; and (*j*) relationships with parents.

The School's Goals

Educators and community leaders responsible for education must dedicate their programs to the achievement for this large segment of our children also of the

cherished American goal of helping each child acquire as much education as he has the ability to receive. Administrators and teachers must fully understand this commitment. Although we are not completely certain of all its implications for practice, some implications are set forth in the Educational Policies Commission's *Education and the Disadvantaged American*, and by researchers and students in this area.

Commitment to Quality

The problems involved in reshaping programs or setting up new ones are many and complex, but in dealing with them every administrator will be called upon to make decisions in the light of what he considers to be best for the children involved. At each level of school life, it is necessary that the housing quarters be sanitary, safe, and ample for activity and study.

If children are to make daily physical, social, intellectual, and emotional gains, the program must take into account both what research and study have shown about each age and growth level in general, and what observation shows in disadvantaged children in particular. Equipment, materials, and staff must be chosen carefully for their potential contribution to the growth of these children. The curriculum must emphasize the here and now in each child's life; at the same time it must point toward continuity in learning; connect the learnings of the past, present, and future; and stimulate many interests to set the child's sights on what he can achieve in the future.

Organization of the School

To enable disadvantaged children to receive an education comparable to that of more advantaged children, two major organizational patterns seem possible: (1) These children may be brought into school 2 years *prior* to the age of first-grade entrance in order to develop proficiencies which they have so far failed to develop; or (2) the elementary school plan may be extended 1 year (or possibly 2 for those who need this) to allow them time to develop these proficiencies *after* they enter school in kindergarten or first grade. If the latter plan is followed, the problem will be to help children avoid unnecessary competition or the stigma

of failure. The common expedients of bolstering the existing school programs with additional staff, tutoring, or after-school and summer study are certain to benefit some children, but it is doubtful that such measures can be counted on to raise the level of education of all to the extent of enabling them to develop their potentialities to become independent, responsible, and contributing citizens.

Once the child is enrolled in school, the organizational plan should take into account the irregularities of learning. Individual progress should be facilitated, with full attention to all aspects of growth and development. Many schools are finding an ungraded system more serviceable for this purpose than grade-by-grade promotion, ability grouping, team teaching, the track system, and other types of organization.

The Teacher

Teachers for severely deprived children should be characterized by warmth of personality and a sense of values which will make it possible for them to accept, respect, and guide the children and to work with their parents, no matter how much their mores deviate from those of the teacher's. Before starting to teach these children, they should have some understanding of the behavior and accomplishment which may be expected of them. Their sociological education should have laid the basis for understanding the familial and social roots of the behavior of these young people, and their professional education and experience should have equipped them not only to teach well but also to adjust programs to the needs of children.

Since even good teachers do not commonly understand what is implied in teaching severely disadvantaged children, any plan to improve the education of these children will necessarily involve the reeducation of their teachers to enable them to distinguish the points of similarity and difference between teaching these and teaching other children. Opportunity must be given teachers to develop understanding of the sociology of disadvantaged neighborhoods, of the effects of these neighborhoods upon families and children, of the conditions the children meet at home, of the problems the children face in becoming educated, of the attitudes of parents toward their children's education,

and of the means by which parents may become involved in helping the children—and subsequently in improving themselves.

Subprofessional personnel who assist the teachers also need special training in the nature of this problem and particularly in the ways in which they can be of help in the classroom.

In several of the cities visited, programs had been initiated in an individual school or in a school district to orient teachers to the specifics of the problem. One such program was in the East District in Los Angeles, where teachers and principals came together to examine the culture and values of the Mexican family. Under the guidance of specialists in Mexican culture from Occidental College, preconceived stereotypes and ideas were brought into the open and, when necessary, destroyed. Teacher-education institutions were asked to educate teachers in understanding the disadvantaged, and especially to help prospective elementary school teachers understand Spanish-American games and rhythms. Student teachers are placed voluntarily in schools where they learn how to work with Spanish-American children. As a result, some seek permanent employment in these schools.

In Louisville, Ky., the university conducted summer workshops to help the city's teachers understand and explore ways to meet the needs of severely deprived children. The school board gave half-time scholarships to teams of two teachers from each school. Following these workshops, individual schools made a number of staff studies of the problem. In addition, an area supervisor presented a chart on *Factors Affecting a Child's Reading Achievement* to a school faculty meeting. She helped the teachers make an analysis to see which factors were negative in the lives of disadvantaged children, and how they could help children compensate for their shortcomings. She also helped them find more appropriate teaching materials and new ways to evaluate pupil progress, and stimulated them to start collections of "self-image-building" pictures for use in the classrooms. She tried to communicate to teachers their own worth in this challenging situation, and sought newspaper publicity to give the program a lift.

The Teaching Load and Related Services

A primary condition for this educational reform is a teaching load small enough to enable the teacher to give the individual attention necessary to motivate, diagnose, encourage, and guide. Neither research nor experience has yet yielded any definitive finding as to the number of these children a teacher can handle successfully. But in any case the ratio of teacher to pupils should not be less than that recommended for other children: 1 professionally qualified teacher and 2 subprofessionals to 18 or 20 nursery school children; 1 professionally qualified teacher and a subprofessional to 25 children in kindergarten or grades 1 to 3; 1 professionally qualified teacher and a subprofessional to 30 middle-grade children. Experience may prove a higher ratio of teachers to children necessary.

In recognition of the need for more staff in schools in disadvantaged areas, a number of cities have adjusted the formula which they use to apportion staff to schools so that it favors schools in disadvantaged areas. At least one State legislature (California) recognized this need by prescribing that special State funds available to help school districts provide compensatory education be used *to reduce teacher load*, to improve the teaching of reading, and to teach English to non-English-speaking children, all of which requires the assignment of additional personnel. Many cities with large numbers of disadvantaged children strive to maintain a class load of not more than 30, and find it necessary to establish new sections of a grade or grades in order to achieve this goal. This, too, requires the assignment of additional personnel.

Voluntary organizations and individuals frequently offer help in serving as aides to teachers or tutors for pupils. These workers, when adequately trained, are of genuine assistance to professionally qualified teachers and increase the ratio of adults to children.

In addition to principals, regularly allotted teachers, and custodians, schools in disadvantaged areas may be assigned some or all of the following personnel:

- ***Supervisors*** to work directly with principals and teachers in severely affected schools
- ***Helping teachers*** (successful classroom teachers) especially to assist beginning teachers or those new to the school.

- *Coordinators* along subject lines to assist teachers in making provisions for children
- *Psychological personnel* to help assess children's characteristics and needs and to advise on children with exceptional problems
- *Counseling personnel* to assist teachers and work with parents and children
- *Health personnel*, especially medical, dental, and school nurse service; to insure frequent examination and effective referral and followup of remedial defects; and to give consultative services in relation to environmental health and to health instruction.
- *Home visitors* or *school social workers* to serve as liaison between the school, home, and child-serving agencies
- *Visiting nurses* to work particularly in health-related problems involving the home
- *Speech specialists* to assist teachers and to work with children having more than ordinary speech difficulty
- *Librarians*, full- or part-time, to maintain and administer a central library in the school; to help teachers and children select books; to promote effective use of library resources by children; to raise the level of book selection by children; and to encourage both children and parents to an interest in reading
- *Clerical and administrative assistance for principals* to free them for instructional leadership and for the special problems of administration in schools in substandard areas
- *Reading consultants, teachers, and clinicians* to give help to teachers of children with more than ordinary reading problems
- *Language arts specialists* to work in one or several schools helping teachers focus directly on the demonstrated language needs of children
- "*Master teachers*" assigned to help 6 to 10 inexperienced teachers and to work with small groups of children
- *Extra teachers* to assist in classrooms; to tutor selected children; or to take a group of children from designated classes regularly from 40 to 50 minutes to half the school day
- *Extra teachers* assigned to primary grades to reteach reading to small groups, that is, to reinforce the daily teaching
- *Substitute teachers* to release teachers for observation, home-visiting, parent conferences, inservice education, or production of materials to be used in the school or throughout the school system
- *Bilingual teachers* to teach English to bilingual children

- *Resource teachers* to work in art, music, physical education, speech, and other subjects
- *Special teachers* to devote full or part time to identifying out-of-school resources with potential for education at different grade levels, securing or preparing materials for teachers, arranging for and accompanying children and teachers on trips, or assisting with and advising on followup activities in the classrooms
- *Student teachers*, employed as teacher assistants in the sessions when they are not practice-teaching, to work with individual and small groups, and to serve as library helpers, clerks, and in other ways designated by the staff
- *Volunteers* from the school community or other parts of the school district, assigned and paid by the central office to assist the school as aides in the classroom, cafeteria, halls, library, office, or on the playground
- *School community agents* to work with and assist the staff; work with parents, agencies, and organizations; and organize after-school programs for children
- *Supplementary teachers and college students* paid to teach after school as many as 20 hours a week
- *College and high school student volunteers*, both paid and unpaid, to tutor children, operate interest clubs, and help in other ways
- *A corps of fully qualified teachers* to report to school at 10:40 a.m.; assist in classrooms during the school day; and operate a study and recreational program until 5:00 p.m.
- *Extra staff in the central office* designated to provide special services, such as assembling or producing instructional and enriching materials related to intercultural understanding, human relations, and the extension of community or civic understanding; planning and conducting inservice improvement activities; and helping in the procurement of needed services

Curriculum Emphases

The main curriculum emphases within elementary schools dealing with large numbers of disadvantaged children vary from place to place, chiefly according to the severity of deprivation as shown by the children's adjustment to school and progress in school expectancies. In schools enrolling children who are most severely disadvantaged in language, the emphasis from kindergarten through grade 6 is on developing facility in the English language arts, especially speaking, listening, reading, and writing; on extending the children's environmental horizons through direct experi-

ences wherever practicable and through well-selected vicarious experiences wherever necessary; on extending their conceptual background and familiarity with cultural resources; on the use of mathematical and scientific method; and on developing self-confidence and the ability to interact with others.

When children suffer from severe language handicaps, reading, writing, and other important elements of the curriculum will necessarily have to wait until they have achieved the skill with oral language, the background of experience, and the accompanying intellectual enhancement that are essential to success in traditional academic areas.

All experiences provided should be especially chosen and designed to advance language development. Wherever possible, they should feature the use and manipulation of real objects of all possible kinds (for instance, rocks, wood, water, sand, and blocks and rods of basic mathematical shapes); where this is not possible (as, for instance, in the case of trucks, trains, and airplanes) washable and sturdy toy replicas of the real objects should be used. Study trips to points of educational interest are of first importance. For young children, trips should be limited to points within walking distance, but bus trips may be made to more distant points as children grow older. All experiences should be carefully selected and planned to contribute to educational objectives and the results integrated into classroom work in as many subject areas as possible.

The social studies program is of the highest importance since it is in this area that much of the knowledge deprivation of these children is most acute. In the primary grades the program should emphasize, but not be restricted to, understanding the local environment, partly by trips and experiences providing contrasts—city life with country life, for instance. It should then proceed to aspects of the city which are interesting to children and important to their education, such as historical points, cultural and civic centers, business and industrial plants, public services, religious and educational institutions, and current events of significant interest. International and intercultural education should be interwoven at strategic points, to help children to begin to orient themselves,

their city, and their Nation in the world scene. Care should be taken to choose experiences and to emphasize conceptual development relevant to the children's capacity to understand. A trip to the State or national capitol would seem entirely appropriate for 11- or 12-year-olds, but would be questionable for 6-year-olds.

In the middle grades, the social studies curriculum should continue to emphasize the local area, but the horizons should be broadened to include the rest of the Nation and the world.

Children not severely disadvantaged are often able, after a year or two, to follow the regular school program if care is taken to adapt materials and tasks to their varying abilities. In the beginning years, the few children who have had both nursery school and kindergarten education may be expected to move ahead more rapidly than those who have had only a year of pre-first-grade education or none at all. The latter will need many more experiences of a preschool type, especially those which emphasize observing, listening, speaking, manipulating, and moving back and forth from the object to pictorial representation of the object to abstract symbolization (as in number development).

The curriculum, year by year, will need to be adapted similarly by perceptive and creative teachers.

Materials of Instruction

The complexity of the teacher's task makes it necessary for her to have an abundance of materials from which to select what she needs for teaching and what each child needs for learning. She will need a supply of reading materials of sufficient variety to meet the wide range of reading proficiency in her class. This will mean materials for the teaching of reading skills and literature, as well as for reading in the content areas: it will also mean supplementary reference and library materials for enrichment. Materials should be easily accessible and arranged in such a way as to facilitate pursuit of the answers to questions or problems raised by pupils or teachers, whether in text and reference books, magazines, newspapers, maps, globes, charts, pictures, films and filmstrips, recordings, or related paperback or hard cover popular books.

In the schools visited, wide variance was observed in the materials available. Textbooks in reading, social

studies, health, and other reading content areas ranged from, at the worst, a single set which everyone was required to read, supplemented by single copies of a few other textbooks and a set of encyclopedias (not always up to date), to, at the best, multiple and single copies of many textbooks on various ability levels, supplemented by newspapers, magazines, reference books, and supplies of related popular books.

The library book supply probably showed the greatest variance. Most school personnel aspire to having a well-stocked, well-administered central library. While some schools had such central libraries, and sometimes room libraries as well, others possessed no libraries of their own but depended entirely upon a city library or depository which sent to the classrooms, on request, a collection of from 30 to 40 books every 2 or 3 months. Others again had small central depositories of books and magazines donated by parents and other interested adults.

Leaders of the special programs, principals, and teachers working with the disadvantaged were aware of the importance of having reading materials readily available in order to stimulate the children's efforts in learning to read and to foster the leisure-time *habit of reading* for pleasure or information. Realizing as they did that it was only in school that the children would be encouraged to establish such a habit, they were making ingenious and valiant efforts to secure materials and to make them meaningful in their pupils' lives. Paperback book sales held by the school were said to attract children and some of their parents, and sometimes resulted in a budding library at home. Sales or gifts of secondhand magazines to parents also had a good influence.

Measuring Progress and Accomplishment

It is increasingly recognized that measurement techniques and tools, such as intelligence and achievement tests, which have been developed with more advantaged children, are not suitable for use with disadvantaged children. They may have a function in helping teachers guide children, but their use for purposes of comparison or competition among children, classes, or school systems can only undermine the morale of teach-

ers as they attempt to assess the needs of their children, and bring discouragement to many children who are struggling to do well. Children, teachers, and schools must be evaluated in terms of the progress the children are making toward becoming independent, well-equipped persons and learners.

Renewed efforts are being made to reach the goal of tailoring instruction to individual needs through reducing class size and using a continuous progress plan which makes it possible for each child to advance according to his own rate of learning.

Records of progress can be substituted for the uniform grading of achievement used throughout a school or school system. Children should be motivated and encouraged to work comfortably at their individual pace without either retarding able pupils or exposing slower children to the fear of failure. Inevitably, some will move faster and some slower than others.

School patterns which accommodate all kinds of learners are difficult to define, organize, and administer. The nongraded plan now in use in primary school units across the country and recently adopted citywide in Chicago can—but is not always—be adapted to meet the growth pace of individuals. Some aspects of it can be adapted to the middle as well as the primary grades, especially in reading, spelling, and mathematics.

Reporting Progress

Similarly, grading children by competitive methods would be certain to discourage some and to reduce their efforts to progress. Reporting systems developed over the years, which point out children's strengths and weaknesses and draw parents, teachers, and children into cooperation, undoubtedly serve these children better. Such systems are most useful when developed locally by the teaching and administrative staff with the help of other professionals, probably from nearby colleges or universities. The reports should be fully understood by the children and by the visiting teachers and should be supplemented by planned but informal parent-teacher conferences in which teachers attempt to be tactful, receptive, and honest. Conferences may sometimes involve the princi-

pal, the school nurse, the visiting teacher, and other appropriate personnel.

The School and Parents

It was consistently voiced in the cities visited that little gain can be made in the education of disadvantaged children unless the parents' role in their lives is improved and their active cooperation secured. Administrators should therefore devise a plan to help parents (1) understand *how* they can help their children and (2) *improve their own ability* to deal with situations around them.

To raise the standards of living and the aspirations of disadvantaged citizens and their children and increase their self-reliance, each school should not only conduct a program for parents but also coordinate its efforts with those of other agencies, organizations, and institutions interested in or responsible for disadvantaged young people and their families and with those of responsible business and professional men and women in the community.

Major responsibility for making continuous contacts with and designing programs for parents should be assigned to a professionally trained and experienced visiting teacher or school social worker. But, if the children in their classes and schools are to benefit from the efforts made with parents, teachers and principals must also play an active part in endeavoring to engage the interest of parents and help them to help their children. As a beginning, they could make preschool visits to the children's homes or friendly contacts with parents who accompany their young children to school; later they should introduce individual and group conferences and study groups, workshops, and school programs.

The School and the Community

The responsibility for enabling disadvantaged children and their families to lift themselves out of a defeating environment does not rest with the school alone. The school administrator who wishes to help eliminate from the social scene the problem of deprivation must be alert to all factors which contribute to the situation and to all sources of potential help, whether

private, local, State, or Federal. As a leader in education, he can assist the community in studying the problem and can initiate or cooperate in activities where the schools can be of aid.

In helping to eradicate the causes of poverty at their roots, the school administrator will not only be contributing to the solution of a threatening social problem but will also be helping the American school system to maintain its high record of service to all the children of all the people and to the Nation itself.

Section II. Special Provisions for Educating Disadvantaged Children in the Elementary Schools of 16 Large Cities

SCHOOL ADMINISTRATORS frequently want to know what a single city is doing along a given line of endeavor. To help such administrators, brief accounts of the scope of special provisions for the education of disadvantaged children, 3 to 11 or 12 years of age, in each of the 16 cities visited in 1964 are listed here. No doubt many more activities are in process. General provisions which are parts of the regular program devised for all children, significant though they may be, have not been included.

Baltimore, Md.

Early Admissions Program.—Four centers, housing 120 4-year-old children, are attempting to discover ways—

1. To accelerate the achievement of children limited in their development by environmental factors beyond their control
2. To increase parental understanding of the values of education and increase the degree to which parents accept the responsibility for the education of their children
3. To facilitate communication between the school and community agencies as they work together to assist children and adults in depressed areas to raise their aspirations and improve their levels of competence.[1]

Day Camp Program.—A daily program is maintained for boys of 9 years and over who have behavioral problems.

Summer Programs.—Centers are maintained for children leaving the fourth grade who need help in reading. Schools and voluntary organizations increas-

[1] Baltimore Public Schools. An Early School Admissions Project: Progress Report 1963-64. Baltimore, Md.: Board of Education, 1964. p. 2.

ingly offer experiences for children in literature, crafts, music, cooking, and other interest areas.

Team Teaching.—A leader, who is not assigned a homeroom, assists six or seven teacher-members of the team.

Nongraded Schools.—This type of organization is used increasingly to expedite progress through school without unnecessary repetition or the stigma of failure.

After-School Study.—Under supervision by the school, mothers act as hostesses to children doing their homework at school.

School Interchange Program.—On the initiative of principals, schools are paired to share activities and programs, exchange ideas and visits, and generally promote better understanding.

Boston, Mass.

Prekindergarten Classes.—Four centers are established, each with 20 children, a senior teacher, and two assistants. Senior teachers conduct 2-hour classes 5 days a week, contact parents, and visit homes. Inservice education of teachers is part of the program; consultants are available to teachers in the fields of child welfare, art, and music.

Developmental Reading Program.—In three elementary schools, fifth- and sixth-grade children have two reading periods per day. Two reading consultants advise on the program in each school, one in the primary and one in the middle grades, and serve as reinforcers, demonstrators, and resource persons. They also conduct a weekly program in literature for readers.

Pupil Adjustment Counseling Program.—Counselors are assigned to selected schools to improve the school performance and behavior of children with problems which interfere with the learning process, and to reduce truancy and delinquent behavior on the part of these children. Counselors receive 6 weeks' preservice training for work under this program.

Guidance Program.—In two schools specially appointed advisers help children in grades 5 and 6 under-

stand the world of work and the value of education. The long-range objectives of the program are—

1. To reduce the failure rate and improve academic performance among students in selected schools
2. To reduce the proportion of youngsters exposed to the guidance program who later drop out of school at age 16
3. To reduce the proportion who drop out of school and are unemployed

Operation Counter-Poise.—Emphasizes language arts and arithmetic. Its purpose is to raise motivation, develop latent talents and self-respect, and generally encourage positive behavior.

Master teachers are designated to assist in the direction, coordination, and supervision of the program. The master teacher teaches the reading skills and arithmetic to a homeroom. An assistant then takes the class, freeing the master teacher to help new teachers, to coordinate activities across a grade level; to check the attendance, grooming, and behavior of pupils; to make arrangements for needed services of counselors and others; to consult on instructional or behavioral problems; to establish contact with the program for parents; and to arrange enrichment experiences for the children.

Features of the program are developmental reading; junior first grades for children not ready for the first grade; junior fourth grades; a class in advanced work for rapid learners in grade 6; an enrichment program (including music, art, literature, and field trips); a counselor; a research assistant; and parent and community involvement.

Operation Second Chance.—Designed to meet the needs of 20 able sixth-grade boys who have been identified as potential dropouts because their school experience has been unsuccessful, they are overage for their grade, and their skills are inadequate. The boys are placed with a competent and sensitive teacher for most of the school day over a 2-year period, and are provided a program continuously adjusted to their needs. The homeroom teacher instructs them in langauge arts, arithmetic, citizenship, and history and provides major guidance. Outside the homeroom, they take music, science, physical education, and a double period of shopwork. Trips, primarily to industrial

plants, play a major role. At the end of a 2 year period, the boys seem ready for grade 9 and appear stable and poised.

Three other plans affecting elementary education are a tutoring program in 3 schools, an ability identification and development program, and a home-school liaison program.

Chicago, Ill.

Program for Overage Children.—This program centers upon improving the school curriculum and services for overage elementary children thus reducing the number of dropouts. The children are organized into a single group. Their teachers meet weekly to exchange ideas and receive help from a skilled consultant; resource persons are added to the staff; regular group and individual guidance and counseling are provided; and social workers help children with their emotional problems and work with the teachers and parents. The curriculum is tailored to the needs of the children as persons, pupils, and future vocational workers. After-school cultural opportunities and summer school remedial and shop-training opportunities for boys and girls are made available.

Educational and Vocational Guidance Centers.—Seven centers have been established for overage elementary school pupils. Study is centered on developing skills in the language arts and arithmetic.[2]

Creativity Project.—Attempts to identify creative persons among the disadvantaged by the use of problem-solving techniques.

Continuous Development Plan.[3] Several schools which had found that the graded structure did not permit the flexibility desired, tested this plan over a period of 5 years. In 1964, after careful study, the plan was adopted for general operation across the city in grades 1 through 3. The report card is being revised to make it consistent with this type of organization.

[2] Willis, Benjamin C. Every Child Is Special: Annual Report of the General Superintendent. Chicago: Board of Education, 1962.

[3] ——— Guidelines for the Primary Program of Continuous Development. Chicago: Board of Education, 1963.

After-School Reading Classes.—Special help in remedial reading is a regular part of the school program. Such help was given to 1,162 students in 176 schools during the spring of 1964.

Urban Gateways.—Several schools participate in weekend cultural activities in music and art.

Impact Project.—A special program operated in five school districts for maladjusted elementary-school-age boys. Emphasis is on school attendance and on provision of such individual services as are necessary to promote attendance.

Social Centers.—Present schedules of after-school and Saturday morning activities tailored to meet the recreational needs of children, teenagers, and adults. Offered by 128 elementary schools, chiefly in disadvantaged areas.

Television Project.—A closed-circuit television station located at Byrd School broadcasts programs to four other nearby schools.

Cincinnati, Ohio

This city has attacked the problem in two major ways: (1) by soliciting consultant help from universities and (2) by stimulating school staffs to recognize the need to improve their programs for the disadvantaged.

The Upper Grade Council, a voluntary teachers' organization of long standing which has been active in many problems in the school system has assumed leadership in these activities. Working with the principals, it has helped schools identify ways to modify their programs. At least six schools are experimenting with programs of their own; several are working with the Ohio State University tri-city (Akron, Cincinnati, Dayton) study of talent development; and several with the University of Maryland on child and family study. All have engaged parents in the program; several have combined community efforts to maintain or improve neighborhood conditions.

Summer schools, operated by the school system for remedial work for children in grades 5 through 10,

and for talent development in grades 5 through 10, provide opportunity for many disadvantaged children to receive help.

Cleveland, Ohio

Community Action for Youth Program.—Comprises the following two programs:

1. A preschool family education program which brings all child-serving agencies into cooperation to provide nine nursery schools for disadvantaged children and to increase parents' interest in and ability to help their children's education. Well-baby clinics and parent education centers are conducted in conjunction with these nursery schools.

2. A school program which includes an elementary curriculum laboratory and a resource center, each staffed by a coordinator, four curriculum specialists, and a resource teacher. The center assembles or produces professional, instructional, and intercultural materials which are then loaned to individual schools and provides trips for children. It has revised the social studies material in general. Teachers engaged in the improvement of reading and social studies are attached to this center, providing language arts and social studies demonstrations for teachers. "Activities teachers" provide study and remedial opportunities for children after school.

Students from Kent State University and Central State College spend part of their time studying education in the depressed areas at a preservice teacher-training institute held in Cleveland. Activities include directed observations and experiences; directed reading; lectures, seminars, and discussions; and the preparation of reports and book reviews.

Detroit, Mich.

This city places emphasis on the training of teachers through workshops and inservice classes; on organizational and curricular modifications; on the increase of staffs in schools enrolling large numbers of disadvantaged children; on the provision of needed materials; and on the involvement of teachers in summer programs for disadvantaged children.

Public and private agencies help provide opportunities for these children. As a result, day camps,

the YMCA, YWCA, parks and playgrounds, and library facilities are made available, and several comprehensive studies of youth needs have been undertaken.

School-community agents, located in project schools, organize and supervise a program under which children in school receive individual and group tutoring after school, and schools serve the community by providing classes and other activities for youth and adults after school and in the evenings.

Denver, Colo.

A Special Study Committee on Equality of Educational Opportunity, composed of leading personnel from the schools and other community agencies, is engaged in a comprehensive study of education in the city. Conditions, services, problems, and needs are analyzed as a basis for planning changes in the schools' organizations and programs. Special attention is being given to the education of the disadvantaged in individual schools and throughout their entire school careers.

A pilot project is in progress in 12 elementary classes in the primary grades of 6 schools, aimed at enabling pupils to read and do arithmetic at or above grade norm by the end of the third grade. In each school three teachers work as a team with two of the selected classes so that each class has two teachers for half of every day. These half days the class spends on reading and arithmetic. In addition, under this project, two specially qualified supervisors are assigned three schools each, and in each school opportunities for after-school study are provided by a teacher on paid time.

Los Angeles, Calif.

Compensatory Education Program.—This program places extra teachers in the primary grades to work with groups of children, thus reducing class size for a portion of each school day. It also assigns extra teach-

ers to teach remedial reading and English to non-English-speaking children.

Extended Day Supplemental Teaching Program.—The school day is extended, on an optional basis, for boys and girls who want more help or whose teachers want them to have more help. Areas in which this supplemental teaching is offered include reading (remedial, speed, recreational, literature); remedial arithmetic; remedial language; enrichment (reading, literature, mathematics, science, language arts, social studies); leadership; homework tutoring; and library. Teachers receive extra compensation at an hourly rate and are assisted by teacher aides, mostly college students who are paid at a lower rate.

Social Adjustment Classes.—Provide individualized academic help and special guidance for children who seem unable to cope with regular organizational patterns of classroom instruction.

Divided Primary Day.—An experimental program at the primary level. One-half of the class comes to school an hour earlier and leaves an hour earlier, giving the teacher a reduced load at the beginning and end of the day. The teacher generally uses these 2 hours for reading instruction.

Curriculum materials.—Special reading materials for educationally disadvantaged pupils are produced by school staffs. Materials dealing with the contributions of minority groups are purchased and made available.

Inservice education programs are designed to help teachers understand the Mexican-American children and their adaptation to urban areas.

Reception or Holding Room.—A child entering the school during the school year is placed temporarily in a primary- or upper-grade reception room with a teacher whose duty it is to determine his proper placement and to help him adapt to the school successfully. The teacher studies his records and performance, secures additional data that may be needed, and establishes relationship with his parents. When the child seems ready to adjust to a regular classroom, the teacher recommends his placement and cooperates with his teacher in helping him make a successful transition.

Some children need to remain in the reception room only a few days; others—especially when there is a lingual problem—require months of orientation.

New Haven, Conn.

Community School.—An organization of this type was developed in two schools in 1962-63 and in five more in 1963-64. A community school serves—

1. As an education center—as the place where children and adults have opportunities for study and learning
2. As a neighborhood community center—as the place where citizens of all ages may take part in such things as sports, physical fitness programs, informal recreation, arts and crafts classes, civic meetings, and other leisure-time activities
3. As a center for community services—as the place where individuals and families may obtain health services, counseling services, legal aid, employment services, and the like
4. As an important center of neighborhood or community life—the idea being that the school will serve as the institutional agency that will assist citizens in the study and solution of significant neighborhood problems.

. . . .

In order to achieve a feedback between the educational programs and other programs that are carried out in the community school, teachers and the entire community school staff are being encouraged to view the various services and programs as coordinated with a single purpose—that of providing more adequate and better integrated services to the school population—preschool, regular school, and adult.[4]

The Conti Community School, which was specially designed and constructed as an institution of this type, well illustrates the community-school concept. It consists of three buildings covering more than two city blocks. The first houses the Senior Center, where men and women over 65 take part in programs from 1 to 9 p.m.; the second, an auditorium; and the third, the school for pupils in grades K to 8. The school area contains a lounge for teenagers; pool tables; gymnasiums; a cafeteria; a health suite; 26 classrooms; 5

[4] New Haven Board of Education. Second Annual Program Review for the Ford Foundation. New Haven, Conn.: Community Progress, Inc., 270 Orange Street, 1964. p. 48.

specialized rooms for music, home and family living, industrial arts, art, and science and space for 3 classes for seriously retarded children.

The complex is used from 8 a.m. to 11 p.m. on 7 days a week throughout the year. It is used by individuals of all ages and by groups serving children and youth.

Prekindergarten Program.—The program is in 7 centers, operating 2 sessions 4 days a week; each session enrolls approximately 15 children. The staff includes a head teacher, a teacher's aide, and a baby-sitting attendant. The part-time services of a parent counselor, a visiting nurse, a psychological examiner, and a pediatrician are available. Child-serving agencies in the community cooperate in appropriate parts of the program.

Reading Program.—Inservice programs train secondary and elementary teachers to use an individualized approach in teaching children to read. Reading resources are made available to facilitate the program.

Helping Teacher Program (also known as the Curriculum Assistants Program).—A highly successful teacher is released from her class to assist eight new teachers.

Higher Horizons Program.—Provides children with contacts with books, music, art, people, and places, in order to compensate for the lacks in their experience. Enrichment of the school program, field trips, and social contacts are important aspects of this program.

Inservice Education Program.—Schools close early on 11 school days a year to allow the staff released time—

1. To gain a better understanding of the educational program and to increase competency in the execution of it
2. To increase understanding of the economic and social structure of the community and the special problems of inner-city neighborhoods.[5]

Summer School Program.—An informal program is operated in 13 schools for pupils in grades 4 through 12.

[5] Ibid., p. 48.

New York, N. Y.

All-Day Neighborhood Schools

The All-Day Neighborhood School program has a threefold purpose: (1) work in curriculum and guidance during the school day in a team relationship with classroom teachers, with special emphasis on the implementation of a sound reading program on all grade levels; (2) a specialized group work program after school from 3 to 5 p.m., supporting the day school reading program by providing enriching experiences which give an opportunity for both emotional growth and further language development; (3) close cooperation with home, between the school, the home, the community, and child-serving agencies.[6]

To identify children's abilities, talents, and problems early in their school life

Early Identification and Prevention Program.—Stated objectives are—

1. To determine the incidence and nature of children's problems in the kindergarten through third year
2. To determine to what extent maladjustment is prevented through the creation of a sound mental hygiene educational climate in schools served by such teams
3. To identify individual school and community patterns which indicate probable success and/or failure for pupil adjustment
4. To refine techniques for the identification of abilities, talents, and incipient maladjustments
5. To provide consultation assistance and adequate interpretation of children's behavior to the school staff and so create increased awareness of children's needs and how to meet them
6. To develop evaluative instruments for determining the effectiveness of this integrated approach

Each school has the services of a team made up of a guidance counselor from the Bureau of Educational and Vocational Guidance, a half-time social worker, and a half-time psychologist from the Bureau of Child Guidance, with the consultative help of a psychiatrist.[7]

Higher Horizons Program.—This program is designed—

1. To raise the educational, vocational, and avocational sights

[6] New York Board of Education. Handbook: Division of Elementary Schools. New York: The Board, 1964. p. 27.

[7] Ibid., p. 50.

of children and to develop within the child a self-image in keeping with his full potential, special abilities, and talents

2. To assist the teacher in meeting the special needs of children through guidance facilities, curriculum materials and techniques, and remedial services
3. To encourage parent-child-school cooperation in school, community, and social activities and to aspire to goals in keeping with the child's full potential
4. To help the underachiever on all ability levels to become a better and more interested reader so that improvement of academic functioning in all curriculum areas will result.[8]

In September 1963, the program affected 52 elementary schools comprising 2,114 classes and teachers, 168 program teachers, 115 guidance counselors, and approximately 61,750 children in grades K to 6. A *Higher Horizons Progress Report*, by Jacob Landers, the coordinator of the program, was published in January 1963.

School Volunteer Conversational English Program.—The objective is—

To enable the non-English-speaking child to hear, understand, and speak enough English to function comfortably in the classroom, by giving him individual language instruction.[9]

Each volunteer works with groups of two or three children in 30-minute periods twice a week for the purpose of improving their ability to converse.

Tutorial Program.—The guiding principles of this program are stated in the following terms:

The intent of this program is to compensate, as far as possible within the operation of a school system, for the lack of opportunity created by social conditions. The objectives envisioned are to provide remedial and other services beyond the regular program and to make available space, opportunity, and incentive for pupil improvement.[10]

The program itself is described as follows:

The program calls for a remedial program in reading and in mathematics, as well as for the use of the library, from Tuesday through Friday from 3 p.m. to 5 p.m., and on Saturday from 9:30 a.m. to 11:30 a.m. In addition, classrooms are available for supervised homework Tuesdays through Fridays from 3 p.m. to 5 p.m.[10]

[8] Ibid., p. 81.

[9] Ibid., p. 164.

[10] Ibid., p. 239.

Campus-School Program.—The program's objectives are—

1. To facilitate the free flow of personnel and information between school and college staffs through intervisitation and joint studies, projects, and programs
2. To facilitate the preservice and on-the-job professional growth and development of teachers in the Campus School Program
3. To encourage the tryout and testing of methods, techniques, and materials; simple research studies; experimentation and demonstration by school and college staffs.[11]

This program has led to close coordination between the colleges in and near the city and the city schools, and has created interest among students in giving tutorial and other assistance to disadvantaged children.

Preschool Classes.—In September 1962, the Institute for Developmental Studies, Department of Psychiatry, New York Medical College, under the guidance of Dr. Martin Deutsch and with the cooperation of the New York School Board, established four nursery schools for 4-year-olds. Teachers are carefully selected and retrained to focus the program on the creation of a positive self-image; the development of language, concepts, and discrimination abilities; and the involvement of parents. The hope is to extend the program to all disadvantaged young children and, as the children progress year by year, to adapt the curriculum programs in the classrooms which successively receive them.

An important aspect of the special nursery school movement is its utilization for the general retraining of teachers of young disadvantaged children throughout the city. The nursery school teachers in these schools maintain logs of what they have attempted to teach and of the children's reactions and progress; they meet weekly with the coordinator to share these logs and to probe ideas, calling, when necessary, upon specialized resource people from the colleges.

Included in the topics studied are elements of curriculum, block-building, woodwork, dramatic expression, Montessori techniques, musical expression, language development, nursery schools in other countries, room arrangement, auditory and visual discrimina-

[11] Ibid., p. 37.

tion, books, and pictures. In turn, these teachers contribute to inservice classes held for other teachers, demonstrating techniques and analyzing their effects upon the children in the nursery centers. As a part of the plan to disseminate ideas and practices, teachers of young children throughout the city are invited to observe in the special nursery school centers.

Oakland, Calif.

Compensatory Education Programs.—These comprise:

1. General reading and language programs which include the following features:
   (a) A divided day in the primary grades, leaving the teacher with only one-half the class for an hour at the beginning and end of the school day
   (b) Teachers especially assigned to help classroom teachers with reading
   (c) Teacher-librarians in each school
   (d) Supervisors of language and reading
   (e) Summer schools which provide special help in language skills
2. Screening of children to identify special needs
3. Lower ratio of pupils to teachers
4. Inservice education for teachers during the year and in summer workshops, which are sometimes extended to include citizen groups
5. Preservice education for students intending to teach. This includes (*a*) pre-student-teaching observation of and participation in classrooms 2 hours a day twice a week, followed by discussion; (*b*) student teaching; and (*c*) internships. In some cases, student teachers request employment in the schools where they have done their student teaching
6. Development of curriculum materials which emphasize intercultural understanding and the achievements of minority groups
7. Parent education

Interagency Project.—Four schools are participating in this project which coordinates the efforts of nine community agencies in providing a child-care center for children of working mothers; special help in reading and language development in one school; full-

time counselors in two schools; full-time librarians in all four schools; and field trips for all four schools. The project is also responsible for inservice education courses for teachers; nine youth study centers, each manned by a paid coordinator; and paid and volunteer tutors.

State Compensatory Education Program.—This program is directed to two schools and provides for the improvement of language and reading in one, and the study of achievement and motivation in the other. Both schools are assigned additional staff, make use of community resources, and work with parents.

10-School Project.—Each school is making a special effort to improve the academic achievement of its pupils, improve their self-image, and involve parents in the education of their children. The principals meet regularly with the assistant superintendent and supervisors to exchange information and reports of progress.

Individual School Projects.—One school is concentrating on diagnostic and remedial reading, another on the teaching of English to non-English-speaking children, and a third on programs for the academically talented.

Philadelphia, Pa.

This program, known as the *School-Community-Coordinating Team Project,*[12] is operated in seven elementary schools (1) to provide added consultative services and teacher training; (2) to purchase extra instructional equipment and materials; (3) to facilitate curriculum experimentation; and (4) to arrange opportunities for cultural and experiential enrichment. Emphasis is on pupil growth; improved instruction, especially in the language arts; and better school-community relations.

For each school the program provides consultants in classroom management, instructional techniques, and language arts, and a school-community coordinator,

[12] Philadelphia Public Schools. The Philadelphia Story. Philadelphia: Board of Education, School-Community Coordinating Team of Great Cities School Improvement Program [undated]. mimeo., 14 p.

who is a lay member of the community. For three schools with Puerto Rican children it also provides two Spanish-speaking coordinators. The language arts consultant assists in teaching both able intermediate grade children and verbally deficient primary grade children, directs the resource center, and conducts demonstration classes for teachers. Additional instructional materials are allocated to the seven participating schools, and field trips are made on school time, on Saturdays, and during the summer.

Bibliographic Briefs.—A compilation of accounts of outstanding American Negroes designed to improve intercultural understanding has been prepared for teachers.

Pittsburgh, Pa.

Team-Teaching Program.[18]—This program, designed to heighten the educational aspirations of children, is used in eight schools. A typical teaching team consists of a team leader, four other teachers, a teacher intern, and a team mother drawn from the community.

Program for 4-Year-Olds.—Six centers are supported and operated by churches in consultation with the public schools. A parents' program is an important feature. Psychologists, psychiatrists, nutritionists, other specialists, and community groups contribute to the program.

San Diego, Calif.

Compensatory Education Project.—To raise the children's achievement level and reduce behavior problems, special teacher assistants are placed in three schools, and extra substitute-teacher time and additional audiovisual materials are made available. This intensified program is provided for all disadvantaged children, but 1,000 of them have been selected for observation, study, and comparison with 1,000 control children in three other schools.

Community agencies cooperate in this project by conducting parent interviews and meetings assisting with transportation, and standing by to help in other ways.

San Francisco, Calif.

School-Community-Improvement Program (SCIP). This program gives special help in reading; reduces class size for a portion of the school day by placing extra teachers in the school; and provides cultural and educational enrichment experiences and home visits by counselors. It also furnishes volunteer aides and story-tellers, and after-school study centers staffed by volunteers. Two bibliographies have been produced, one on the culturally deprived, and the other on filmstrips for remedial reading.

State Compensatory Education Program.—This program is designed to reduce class size, teach remedial reading, teach English to non-English-speaking children, and assist in the utilization of field trips for learning.

Superintendent's Compensatory Program.—The program assigns extra teachers to needy schools to help teach reading and other language arts.

Washington, D.C.

Language Arts Project.[14]—This program which is conducted in 14 schools is designed to foster "the development of oral and written language facility and comprehension on the part of children enrolled in kindergarten, junior primary, first, second, and third grades in selected school units." Specifically, its goals are:

1. To create an environment which will foster the development of desirable language skills

[13] Pittsburgh Board of Education. Pupils, Patterns, and Possibilities: A Description of Team Teaching in Pittsburgh. Pittsburgh, Pa.: Board of Education, 1961. 31 p.

[14] District of Columbia Public Schools. The Language Arts Project—An Activity and Final Report. Washington, D.C.: Board of Education, 1964. p. 3-4.

2. To develop a language arts program designed to meet the needs of the pupils involved
3. To develop increased efficiency on the part of all teaching personnel involved in the project
4. To promote interest and support on the part of parents
5. To develop new techniques and new curriculum materials

A language arts specialist is made available to each school to strengthen the development of oral and written language through direct teaching and other techniques, such as puppetry, creative dramatics, audio-visual aids, story-telling, reading to children, role-playing, tape recordings, telephone conversations, field trips, and "surprise" boxes. Parents and other volunteers assist in the program.

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