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ABSTRACT

Successful reading practices and programs for culturally disadvantaged children are discussed by five authorities in the field. The first section, written by Gertrude Whipple, defines the kinds of pupils considered to be culturally disadvantaged, tells why they need a special program, and outlines the type of program needed. Three sections deal with suitable classroom activities and materials for these children. The primary section is written by Patricia Eastland, Detroit Public Schools; the middle grades section by Leonore Wirthlin, Cincinnati Public Schools; and the secondary schools section by Gertrude L. Downing, Queens College. The last section, by Millard Black and Gertrude Whipple, describes 10 reading programs, some that are schoolwide and others that are school-system-wide. Some of the programs are operated by the public schools and others by private groups such as churches. References are included. (This document previously announced as ED 024 532.) (JB)

Reading Aids Series

IRA E. AARON, *Editor*

Reading for Children Without – Our Disadvantaged Youth

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PREFACE

RECENTLY, improved reading programs for culturally disadvantaged children have mushroomed throughout the United States. Hence it is an opportune time to share the results of the successful experiences of teachers, school officials, and those who have carried out careful, patient study. A compilation of many of the better practices can be of great value to those schools that wish to improve their present programs and to other schools which have not yet made program adjustments for the culturally disadvantaged.

It was for these reasons that Ira E. Aaron, Editor of the service bulletins of the International Reading Association, requested that we prepare such a bulletin. Dr. Aaron stressed that the bulletin desired by the Association was a brief pamphlet for the use of teachers and school officials in their practical work. Realizing that different geographical areas should be represented in such a publication, we invited several key persons in different institutions to participate in the preparation of the bulletin.

The first section, entitled "The Special Needs of Children Without," defines the kinds of pupils for whom we have concern; indicates why they must have special programs; and, most importantly, outlines the type of program they need.

The next three sections describe "Classroom Activities for Children Without," and apply, respectively, to Grades 1 through 3, Grades 4 through 6, and Grades 7 through 12. Each of these sections reports methods and materials which have been developed for pupils who are unresponsive to reading instruction. Each section supplies ample suggestions for teachers seeking new approaches. The content is rich in suggestion and replete with the insight, imagination, and ingenuity necessary to help children reach normal standards.

The last section presents ten reading programs, some that are school-wide and others school-system-wide. Because of limitations of space, only a fraction of the many promising programs under way can be presented in this volume, and even those are summarized briefly. However, the selected programs exhibit a variety of significant approaches to compensatory instruction in reading. The discussions of the programs are arranged in ascending order of grade, beginning with preschool classes.

The authors are deeply indebted to the many persons who made this sharing of ideas possible by taking time in the midst of their crowded schedules to write us, answer our questions, and furnish us with helpful reports.

G. W.
M. H. B.

The International Reading Association attempts through its publications to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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SCULPTURE

I took a piece of plastic clay
And idly fashioned it one day.
And as my fingers pressed it, still
It moved and yielded to my will.

I came again when days were past;
The bit of clay was hard at last.
The form I gave it still it bore,
And I could fashion it no more!

I took a piece of living clay,
And gently pressed it day-by day,
And moulded with my power and art
A young child's soft and yielding heart.

I came again when years had gone;
It was a man I looked upon.
He still that early impress bore,
And I could fashion it no more!

Author Unknown

In Masterpieces of Religious Verse, Edited by James Dalton Morrison (Verse No. 1662). New York: Harper & Bros., 1948.

Chapter 1

THE SPECIAL NEEDS OF CHILDREN WITHOUT

GERTRUDE WHIPPLE
Detroit Public Schools

WE KNOW that culturally disadvantaged children have not been deprived of their capacities to grow intellectually. Their limitations relate to culture rather than intelligence. These children are educable. But great numbers of culturally disadvantaged children develop attitudes of frustration and hopelessness as early as the first grade. They stop trying to learn. Many girls soon become inert, many boys, aggressive; and children of both sexes develop into behavior cases. No wonder that large numbers of disadvantaged children drop out of school as quickly as they can, most of them to join the ranks of the unemployed.

● Who Are the Culturally Disadvantaged?

The children for whom we have special concern are "children without." Children without come from families without. Such families crowd the inner sections of large cities, but they also are found in suburban and rural areas. They represent no single race nor national group.

The families lack sufficient resources to provide the basic needs of food, clothing, and shelter. They live in crowded substandard housing without enough space for play, reading, and study. The children do not have stable family ties. Many come from one-parent homes. Others have frustrated parents who move about looking for work they can't find. The children receive little personal attention.

Physical handicaps are much more common among children without than among children with. Children without more often suffer from eye defects, hearing loss, and neurological problems. They are more subject to malnutrition and disease. Many have never had the services of a doctor, and fewer have had dental care.

These children are seriously retarded in language development. The language they hear at home is often a special dialect different from standard English. The children from Mexican or Puerto Rican homes are bilingual but their Spanish is just as inadequate as their English.

Children without do not have sufficient vocabularies to express their ideas. They are unable to carry on connected discourse when they enter first grade because they have mainly heard imperative and partial sentences at home. They use incorrect word forms and immature sentence structure and cannot elaborate their ideas. Their language deficiency, in turn, dwarfs their power to think, reflect, and imagine.

The constricted lives of these children have prevented them from acquiring the concepts needed in school. Most of their parents are indifferent to the ultimate values of education, and have not instilled in them a desire to learn. Because of the noisy, crowded homes, the children have developed the habit of ignoring sounds, and by school age they are markedly deficient in listening skills. They have short attention spans. Their aspirations are low and they seek immediate satisfactions rather than distant goals.

Yet we must remember that disadvantaged children are not all alike. Some are disadvantaged in many ways, others in few ways. Some, in spite of their disadvantages, adapt well to school and learn easily. Each disadvantaged child needs to be considered as an individual. Each has strengths as well as weaknesses.

● Why Are Special Programs in Reading Needed for Children Without?

The greatest cultural handicap of a child in our society is poor reading ability. Under typical reading programs the majority of the seriously disadvantaged children do not master the reading task. Why does this situation exist? Because typical programs do not compensate for the lacks in children's home environments. The school must try to make up for these lacks early in the life of a child. This can be done only with improved methods and materials.

Specifically what happens under the customary reading program? When the disadvantaged child enters the first grade, he is one of 30 or more children in the classroom. He usually receives little individual attention. Because of limited mental stimulation at home, he often appears to be stupid even though he may be a child whose

intelligence is average or above average.

This child finds the teacher's language strange and confusing. It is much more elaborate than what he has heard before. The teacher uses exact words to fit particular situations—more adjectives, more adverbs, and a more complex sentence structure. So the child is slow in understanding explanations and directions. Naturally, he cannot keep up with what is expected of him in learning to read.

When promotion time arrives, the teacher hesitates to have the child repeat the grade with younger children. She thinks that maybe a different approach in second grade will help the child to begin to understand how to read and to make a success of reading. Consequently, the child is promoted though he has made little or no progress in learning to read.

The teacher who receives the class assumes that the child possesses the skills which are necessary to begin the second reader successfully. During the reading activities, the child looks intently at his book and appears to be reading. When he is called on to read, he stumbles along as best he can with the help of the teacher. Both she and the child realize that he is in much over his depth. But the teacher hasn't the time to give him all the individual help he needs to make a new start in learning to read. At best she provides some extra word drill. Again, the child may be passed along to the next grade and the next, especially if the school has a no-failure program.

Now the child's difficulties have become complex and deeply entrenched. He is discouraged and frustrated and has a strong dislike for reading. In the upper elementary grades, he may be placed in a remedial-reading class to receive instruction in the mechanics of reading. But he does not respond even to skillful remediation. The help has come much too late.

In the junior high school, the child realizes he is too far behind to catch up. Though he may have a natural bent for science, mathematics, or social studies, he does not pursue his interest—he cannot read the books in the subject. As Robert Havighurst has said, if such a student is a typical male, by junior high he has begun to be aggressive, possibly truant and delinquent; a girl, while somewhat less likely to become delinquent, grows fearful and withdrawn. She drops out of school, gets married, and produces more deprived children. Then the poverty cycle is repeated.

We must not rely solely on better educational programs to prevent such tragedies. A child's chances of success in school also depend on his physical and emotional fitness. We must see that disadvantaged

children have adequate physical care, medical attention, and help with psychological and emotional problems.

A child cannot succeed in school without learning how to read. He must get a good start in first grade. In more advanced grades, he will continue to need compensatory help until he has overcome his cultural handicaps. Thus, we are obliged to provide special reading programs for children without.

● What Is a Good Reading Program for Children Without?

A good reading program is one that meets valid standards. In view of the needs of children without, certain standards must receive special attention. In the following list such standards for kindergarten through Grade XII are given in numbered statements; under each of these are some significant points to clarify the practical implications.

A well-balanced and effective program for children without provides that the staff members of the school:

1. Identify the disadvantaged child when he first enters the school and assign him to a suitable class.
   a. Locate children without in the kindergarten. A home visit by the kindergarten teacher, a visiting teacher, or a worker from a social agency is a useful approach. By observing signs of deprivation the teacher quickly can tell whether the home is a good or poor one. She keeps a list of children who will require special aid.
   b. Use the following methods for children who enter the school in first grade or above: home visits, study of records of past achievement, observation, use of background information inventories, child interviews, and conferences with parents.
   c. Assign the child to a small, slow-moving class with a teacher who understands the effects of cultural deprivation and realizes the necessity for making up for the lacks early in the life of the child. In the primary grades pupils may very well stay with the same teacher until they have mastered the mechanics of reading.
2. Examine carefully all the facts about the child in order to understand his language development, his classroom behavior, and his real needs; use the information in planning his instructional program.

   Ask: In what is this child disadvantaged? The teacher uses as

many objective devices of evaluation as he can obtain but realizes their limitations. He talks to the child to try to find out his problems, strengths, and weaknesses. The teacher assesses both the written and the observable results which indicate the child's effectiveness in class activities.

3. Seek available professional services in making the diagnosis of the child's needs and in securing any special treatment he may need.

   Use professional services such as those of a school nurse, physician, psychologist, truant officer, clinic, and social agency.

4. Direct the program consciously toward the development of good personal habits and attitudes.
   a. Have a place for everything. Give the pupils the responsibility of helping to keep the room neat, pleasant, and attractive.
   b. Plan all activities so carefully that the children know what is expected of them and become accustomed to doing it. Be consistent in your judgments in working with them from day to day. Children who come from chaotic, disorganized homes need to learn what organization and teamwork mean.
   c. Take every opportunity to promote care of personal and public property (*e.g.*, opening a book correctly; using a bookmark instead of defacing or turning down pages; not marring desk tops or walls; taking care of one's clothes).
   d. Encourage the observance of good health habits.
   e. Develop good social attitudes (*e.g.*, helpful understanding of younger children; respect for adults; cooperation toward classmates; friendliness; sharing food and toys with others).
   f. Promote the understanding that work can be pleasurable and rewarding. Use reading materials that portray people who feel pride of workmanship.
   g. Help pupils to see that economic self-sufficiency is desirable, and a goal that many who were born into their own circumstances have achieved.
   h. Encourage the pupils constantly to work for goals a little more distant and less tangible, but assure a reasonable degree of goal-attainment.

5. Help the child to extend his experiences farther and farther beyond his immediate neighborhood.
   a. Insure at each grade level that the pupil has the out-of-school experiences normally provided by parents for that age child.

If necessary, the teacher should invite parents and social agencies to help him.

b. Use such worthwhile experiences as these: visiting an airport, a police station, a public library, a bank, a large department store, a manufacturing plant, an art institute; seeing a parade, a movie, a play; swimming, camping, gardening. Going places and seeing new things is a stimulus to reading, and children read with greater understanding about things they have seen.

6. Accelerate the child's language development.
   a. Introduce new words into the child's vocabulary, since he uses too few different words.
   b. Accept his manner of expression, but guide him toward the use of complete sentences. Remember that he comes from a non-verbal home where he hears mostly monosyllables and brief phrases.
   c. Encourage the child to elaborate his ideas; compliment him when he does; assist him when he fails.
   d. Give definite help in correcting common errors such as verb and subject disagreement, omission of auxiliaries, wrong word order, and misuse of prepositions.
   e. Set good models of expression throughout the day; call attention to a child's good use of English.
   f. See that the class has contact with literate persons.
7. Promote a strong father image and help both girls and boys build ambitions for a good family life.
   a. Use reading to shape the child's thinking and conversation and help him aspire to a better standard of living.
   b. See that the classroom is not set up in a feminine pattern. Contrive to divert the boys' fidgety, noisy activity into forms of exploration, adventure, and problem-solving related to reading. Because so many of the children's homes are female-centered, this is essential. Many have no father or one who works so hard that he has no time for his children, or an unemployed father who therefore transmits a weak image. Try to give the children contact with men on the school staff or in the community who have desirable character traits.
8. Select reading materials that represent different races so that all children may see characters with whom they can identify. Use books whose illustrations and verbal matter show non-white people in as favorable a light as white people.

9. Equip the classroom with good books on suitable levels of difficulty and on a great variety of subjects.
   a. Provide newspapers and magazines in fourth grade and above.
   b. Provide success stories of persons of the child's background who have risen economically and socially.
   c. Assure the presence of a variety of books in which there is high adventure.

To summarize, these standards characterize reading programs that hold promise for the growth and development of disadvantaged children. By following practices such as these, a school creates conditions that make teaching successful for the children. Thus they are able to proceed from where they are to where urban society expects them to be.

Chapter 2

CLASSROOM ACTIVITIES FOR CHILDREN WITHOUT: PRIMARY GRADES

PATRICIA EASTLAND
Detroit Public Schools

THE SCHOOL BELL has rung. The last stragglers have timidly found seats. The class is waiting. You are concerned for this group of culturally disadvantaged pupils. You know their needs. But do you know how to help them realize their potential by the end of the third grade? Eight major instructional goals are identified below. Under each goal pertinent primary activities have been arranged in order of increasing difficulty.

● Accelerating Language Development

While culturally disadvantaged children use language which is adequate to express their needs at home, it is not the language fundamental to school success. To further the development of this vital "second language," the teacher must provide many experiences from which the child may develop an understanding of fundamental concepts and the auditory and visual perceptions necessary for their use. The teacher must also allow the children ample opportunity for oral expression in order to develop their fluency in standard English.

These activities help to develop auditory perception:

1. *Listening to planned sound sequences is a good way to sharpen auditory perception.* Have the children close their eyes and listen as you make a series of familiar sounds (*e.g.*, knock on the door; open it; walk across the room). Then the children may open their eyes and relate in proper sequence the story which the sounds told them. After presenting a number of these sequences, have a child perform the sequences of sound. As the class becomes skilled, more sounds may be used in each sequence.

2. *Learning to follow directions must be taught.* When you give directions, keep them brief and simple. If possible, demonstrate the direction and then have a child re-enact it, to be sure the class understands what was said. As a general rule, when directions are so given, there is no need to repeat them later for a child. To teach pupils to listen carefully, keep repetition to a minimum.

3. *The ability to identify beginning sounds in words may be developed.* Have children dramatize words starting with a particular sound. For example, pronounce these action words: *push, walk, pull, stamp, pound.* Have the children dramatize only those beginning with the *p* sound.

These activities help to develop visual perception:

1. *Plan to have something new in the room each day* (*e.g.,* a picture labeled with a new word, an attractive book, a flower). These changes give the child an incentive to look around the room so that he can be first to know "what is new" each day.

2. *Use the game of "Detective" to teach visual perception.* Choose a child to be the detective and have him hide his eyes. Tap another child in the circle to be the "leader." The leader starts a motion, *e.g.,* clapping. When everyone is imitating the leader's motion, the detective enters the circle and takes three guesses to locate the leader. The leader may change the motion whenever the detective is not looking at him. The class tries to follow the motions closely without looking directly at the leader. If the detective guesses correctly, he gets another turn. If not, the leader becomes the detective.

3. *Investigate everyday objects.* Since disadvantaged children are not familiar with many fruits, the teacher may introduce fruit through the senses of touch, taste and smell. As the children handle the fruit, they are helped to describe the texture of its skin, its size, smell, etc. Then the exciting moment comes when the fruit is divided, examined carefully, and, best of all, tasted. Flavor sensations trigger discussions in which many new words are meaningfully used.*

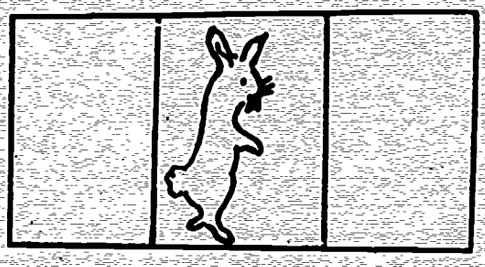
These activities improve oral expression:

1. *Engage the child in informal conversation.* This helps to develop the child's "ear" for standard English, to supply the necessary "feedback" so that the child's language may be rephrased in standard English, and to motivate imitation. During free playtime, give the children opportunities to talk to you informally. They will

*Suggested by Mrs. Marlynn Levin, Franklin School, Detroit.

soon realize that you are a sympathetic adult with whom they can communicate and to whom they can go for information. The disadvantaged child must develop this concept of the teacher's role since he has not been taught to expect explanation from adults.

2. *Stimulate creative thought and oral conversation with this activity.* To the center of a large piece of construction paper, staple the picture of an animal or a person. In the left panel of the paper, the child illustrates the place where the character has just been. In



the center panel, the child draws something in the character's hand. In the right panel, the child illustrates the character's destination. Thus, the child develops a story which he later can tell to the class.*

3. *Practice building vocabulary and using proper sentence order with this game in which words are manipulated in a sentence.* After dividing the group into two teams, the teacher says, "A boy can jump." She asks a child on one team to tell what else can jump. The child says, "A dog can jump," and scores one point for his team. Alternating between the teams, the teacher gives every child a chance to substitute a word for "boy" in the sentence. After the possibilities for substituting nouns have been exhausted, the children may substitute verbs in the sentence. The highest score wins.

4. *Foster language development through role-playing and dramatic representation.* Such activities are particularly valuable for the disadvantaged child, who learns best through concrete, active approaches. First, the children learn to make a variety of simple rhythmic motions to music, *e.g.,* depicting the way a child walks in new shoes. Later, the element of emotion enters the action when the child acts as if he had just come to a mud puddle which he does not wish to cross in his new shoes. Later, he may enact narrative rhymes or riddles which the class must respond to. Simple stories, *e.g., The Three Bears* or *Cinderella,* and problems may also be dramatized.

*Suggested by Mrs. Thelma Hutchins, Keidan School, Detroit.

● Broadening and Enriching the Child's Background

Let's look at some valuable enrichment opportunities that are readily available in school.

1. *Use the children's rest periods for music enrichment.* As the children rest, play recordings of melodious folktunes and classics which children enjoy without special training, *e.g.,* "Life on the Ocean Wave," and "The Waltz of the Flowers." Replay them often until the children know and learn to love them. Such pieces lend themselves to rhythmic interpretation and to discussion of the varied moods conveyed by music.

2. *Devise enriching excursions.* Trips to see frogs in a science room, to enjoy a story in the school library, or to see a play in the auditorium are all enriching experiences for the deprived child. Such experiences help to develop his knowledge and the assurance that he will be able to cope later with similar life situations, *e.g.,* going to the public library or the theater.

3. *Read aloud to the class every day.* The stories and poetry presented should be carefully selected from the best of literature for young children. These selections will form the basis of the child's future understanding of literary allusion.

● Promoting a Strong Father Image and Building Ambitions for a Good Family Life

Although this is a large order to ask of anyone, the primary teacher can do much to start culturally deprived pupils toward the realization of this goal.

1. *Encourage the children to discuss their families.* This will reveal the pupil's concept of what a family is. Start such a discussion by having the child draw a picture of his family and identify the members of the family, tell what he likes to do at home, etc. Family snapshots may be discussed and arranged in a bulletin board display.

2. *Use literature to illustrate the idea of a family.* Children may for the first time encounter fathers who demonstrate concern for their children as you read aloud such stories as, "Paddy's Three Pets," by Mary G. Phillips, in *Told Under the Blue Umbrella,* and *Penny,* by Marjorie Torrey.

3. *Acquaint the children with men in the school.* If there is a male teacher or principal in the building, arrange for him to take your class for a story hour or a game in the gym. Contacts of this kind are invaluable to the child who has no desirable father image.

4. *Use parent-conferences to stress the importance of family activities.* Suggest that the children be allowed to help with the arrangements for birthdays and other family holidays. Stress the importance of a daily meal at which the whole family sits down to eat and talk together.

● Raising the Pupil's Aspirations and Promoting His Self-Confidence

The establishment of a structured classroom organization is basic to the attainment of this goal. The school day must proceed in a well-ordered routine. Such organization develops the child's assurance that his skills are equal to the daily routine because of his successful past experiences with it.

1. *The library corner is helpful.* It should include simple picture books about various occupations, *e.g., I Want to Be a Postman,* by Carla Greene. Third-graders will be interested in the full-page pictures of workers in past issues of the *Instructor.* The children may collect magazine pictures of people at work on various occupations. These, accompanied by child-composed stories, may be mounted in a scrapbook for the library corner.

2. *A "beauty spot" in the room provides the child with aesthetic enjoyment.* As the children see lovely arrangements of dried weeds, branches, etc., they will realize that they, too, could brighten their homes with these available materials. The teacher may help the class gather such materials near the school.

3. *Discussions help to emphasize aspirations.* Encourage each child to discuss what he would like to be when he grows up. While these ideas may change many times before adulthood, the child will form the habit of looking forward to more than being first in line at an unemployment office.

4. *Parent-teacher cooperation is important in developing a child's self-image and self-confidence.* At the first group conference with parents, develop a brief list of concrete ways in which the parent can help his child. (For example: Each day ask your child what he did in school and listen to what he says. Admire the work he brings home. Take your child to the library or bookmobile regularly.) Occasionally the teacher may send home lists of library books for the child to read or hear, lists of appropriate TV programs, and notices of free or inexpensive trips for the family.

● Encouraging Prolonged Striving to Attain Goals

It is vital that the primary teacher start with short-term goals and immediate rewards. As the child experiences success with these, the teacher may imperceptibly lengthen the work periods necessary to achieve goals.

1. *At the end of each day, the teacher may have the children review what they learned that day, e.g.,* the new word they know; the story they have read. Thus the child becomes aware of his daily accomplishments. When his parents ask, "What did you do in school today?," it is less likely that he will shrug and answer, "Nothing."

2. *At the end of each unit, the teacher may duplicate a story using all the new basic vocabulary.* When the child can read the story, he mounts it in a folder, illustrates it, and takes it home to read to his parents.*

3. *The teacher may use a bulletin board to graphically illustrate the children's progress.* As each word in a unit of stories is taught, write the word on a "brick" cut from paper, and pin it to the board until the words of the entire unit are arranged to form a house. Cut a tree trunk from paper and attach it to the board. When a child can read every word, his name, written on a paper leaf, is attached to the tree. Bridges and skyscrapers may be constructed as the number of words taught in a unit is increased.

4. *At the completion of each basic reader or unit in the reader, the children may tape their reading of favorite passages.* Evidence of growth may be obtained by comparing an earlier tape with the current one; thus the child clearly sees what progress he has made and where he can improve. Tapes are also valuable as illustrations of teacher comments during a parent conference.

● Developing Desirable Social Attitudes

The following activities offer interesting possibilities for this purpose:

1. *Help the child to feel that the classroom is his.* Make most of the room facilities accessible to every child. "Give" one cupboard at a time to the class. At that time read the labels on the items in the cupboard and discuss the rules for the care of the materials. Rules should be kept to a minimum and strictly observed. Instill the idea that, since all suffer when someone misuses materials, everyone must see that things are put away carefully.

*Suggested by Mrs. Dauris Jackson, formerly of Couzens School, Detroit.

2. *Frequently check the child's own storage space.* Pages from sample wallpaper books make colorful drawer liners and inspire children to care for their materials. Such emphasis pays lifetime dividends in terms of an orderly approach to work.

3. *Teach table etiquette when the morning milk or afternoon graham crackers are served.* Make each occasion a "party" at which the child may practice proper etiquette for social dining.

4. *Use open-ended stories to help second and third graders clarify their social attitudes.* After briefly describing a situation to the point where the problem is apparent, ask, "What do you think the children should do?" Have several children dramatize their solution to the problem. The class may evaluate the solutions and select the best one.

● Providing a Foundation for the Reading Mastery Necessary for Success in the World of Work

The following are illustrations of useful activities:

1. *Frequently involve the children in questioning the quality of various class responses.* This will help to develop the questioning attitude so necessary for competent reading. The teacher's "inadvertent" errors provide invaluable opportunities to demonstrate the necessity of a critical attitude.

2. *Make a "game" of classroom announcements.* A TV character doll may be pinned to the bulletin board and permitted to announce a daily item of class interest, a surprise, or a riddle and the place in the room where the answer is hidden. The children will quickly form the habit of trying to read the message so that they will know the "secret" before it is read aloud.

3. *Practice recognizing sequence with "sequence" folders.* On the front of each folder, paste a large envelope containing, in miscellaneous order, four sequential pictures. Inside the folder, paste a row of four small envelopes numbered one through four. After placing a picture in each envelope in the proper sequence, the child signs his name on the lined paper attached to the reverse side of the folder and places it on the teacher's desk to be checked. Later, substitute sentences for pictures; and place the envelopes inside the folder in a column.

4. *Draw caricatures of comic faces on individual pie plates to encourage reading with expression.* Each face should express an emotion commonly used in the children's readers. Comic sections of

the newspaper are a good source of faces for a "Sorry Sally," a "Happy Hank," etc. Before the child reads a passage, he places the "pie face" depicting the appropriate emotion in the pocket chart. Standing below this caricature, he tries to convey that same emotion through his oral expression.

5. *Distribute word cards for two antonyms to children to develop an understanding of antonyms.* Each child reads his word aloud and dramatizes it. Later, place several pairs of antonyms in random order on the chalk ledge. A child takes one word, reads it aloud, dramatizes it, and chooses another child to find and read the antonym.

6. *Use a pre-recorded tape to direct the activities of one group while the teacher is working with other pupils elsewhere in the room.* The tape may ask a question which the children can answer after listening to the story which has been taped. Or, at the end of the recording, the tape may ask the class to follow directions based on information given on the tape. Since the tape never repeats, this activity encourages careful listening.

7. *In all classwork, the teacher must stress attention to directions before the pupils begin work.* Research indicates that children without are deficient in the test-taking skills so vital to school success. Therefore, any realistic program for the disadvantaged child must provide instruction and practice in the mechanics of taking tests. Over a period of time the teacher will develop class familiarity with various testing patterns, *e.g.*, multiple choice, true-false, etc., under her direct guidance. These patterns are then practiced in independent activities, and finally used in classroom tests. Since problem-solving questions are common on standard tests, such questions should be introduced in discussions in the first grade. By second and third grade, this type of question may be incorporated in the children's written work.

● Developing a Lifetime Interest in Reading for Information and Pleasure

Two of the major differences between middle-class homes and those of the disadvantaged are the presence of reading materials and the widespread reading and telling of stories in the more favored homes. The great value of a daily story hour cannot be overemphasized.

1. *The teacher should frequently honor requests for particular*

stories to be reread aloud. Repeating a well-loved story is not a waste of time, but a way of building lifetime memories of storybook friends. These friends and the possibility of making new ones will draw a child back to reading throughout his life.

2. *In the presence of the class, the teacher will often want to use books for additional information.* She must demonstrate the importance of going beyond the information contained in the text. By giving the child occasions to use supplementary materials, the teacher will help him realize that basic texts are only the beginning of paths leading to many places.

3. *Staple stories from discarded textbooks into individual folders with an appropriate magazine picture mounted on each.* These story folders enable even the slowest child to have the satisfaction of reading a "whole book."

The methods and materials included here have stressed the intensive use of well-defined goals, carefully programmed organization, pupil action, and concrete aids. These emphases are vital in any program for the culturally disadvantaged. By making use of their strengths to eliminate their weaknesses, the teacher can help these children fulfill their potential.

"You're somebody!"
"Who me?"
Deep inside lies identity . . .
Like a pearl in a shell
Like a seed in a pod
Hides the part of you
That is part of God.

Will He loose the pearl?
Let the seed blow free?
Let a teacher
Be His Deputy?*

*Freedman, Florence B. "To the Educationally Disadvantaged," *The Journal of Teacher Education,* XV (December 1964), p. 371.

Chapter 3

CLASSROOM ACTIVITIES FOR CHILDREN WITHOUT: MIDDLE GRADES

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BY THE MIDDLE GRADES, culturally disadvantaged children usually come to school with indifferent attitudes. They neither like nor dislike school. They are neither attentive nor totally inattentive. They are neither accepted nor entirely rejected. They have little feeling of identification or personal involvement, for they frequently have attended too many different schools. They have meager motivation for learning, because school doesn't make sense to them. The fact that they cannot read causes them little concern; in many cases, neither can their parents or friends. They accept reading failure and the self-image of one who is unable to learn to read as they accept so many other evidences of group difference. These are the children without. Without what? Without a place in the sun; without the experiences, tools, and know-how for success in classroom learning; without the important feeling of personal worth; without motivation for success in a society dominated by the middle-class; and without realistic goals for the future.

● Self-Image

It is imperative that this kind of child be treated with the respect and consideration that are due him as a human being. If his teachers believe that he can learn and demonstrate this belief, then his desire to learn and to achieve is enhanced. It is the teacher's job to develop a favorable self-image and reasonable academic aspirations and achievements in the child. Children without generally come from homes which are lacking in educational stimulation and in which attitudes favorable to success in school are not inculcated; these children are dependent upon teachers for such stimulation and for

the development of such attitudes. Children without are desperately in need of acceptance, stimulation, and encouragement.

The following are examples of positive experiences which have helped children build self confidence. One sixth grade boy expressed a dramatic growth in self esteem through his writing.

> My knowledge was entombed in the fifth grade. I got into many a fight. Some of these I myself started, not because I wanted to fight; I had reasons. I had built up many resentments and I mostly had revenge on my mind. I wanted to treat others like I was being treated. My feeling of revenge grew and grew and having nothing to express myself with I got into more fights and my grades were poor.
>
> At the beginning of the sixth grade I was placed in Miss Brown's room. She began to trust me, she liked my ideas, she talked to me and praised me, she treated me like the other boys. In this room I found that there was no reason to fight and I also found a way to express my feelings and knowledge. Today I express my ideas through poetry and other creative writing. Now the entombment is broken.
>
> ROBERT, *Grade 6*

So Robert was helped to meet his problems and his world in his own way. He has written poems which portray his feelings about the world in which he lives. Yet what therapy has been given as he reached out to touch the sun, putting into words his vague feelings about himself!

THE SUN

How elegant the sun feels
On a chilly day in spring
It feels so good that in fact
I feel I want to sing.

Now I'll take off my jacket
For I'll be warm all day
And now it's growing warm out
And in the sun I'll stay.

In another classroom a fifth grade social studies teacher capitalized on a child's interest in Lyndon B. Johnson after the 1964 election. The teacher encouraged Ronell to write a biography of the President. Material that he could read was located. The teacher also wrote some information which was duplicated in easy-to-read

language. When the report was finished, Ronell was encouraged to share it with the subject himself, President Johnson. As a result, Ronell received a photograph and an autograph on White House stationery. An added distinction was a picture of Ronell and his treasured objects in the local daily newspaper.

Other activities that might be used to strengthen the self-image of children are:

Role playing in the study of history

Discussion of history of peoples in disadvantaged groups in order to provide a springboard for the development of further interest in a subject

The use of music forms, such as spirituals, mountain folk ballads, and blues

For children without, there is a great need of reward for performance. They require an unusual degree of tangible evidence of their accomplishments in order to gain needed confidence.

The school should take a critical look at the special teaching methods and materials that are needed for these children, in order to unlock the doors that lead to useful and productive citizenship. Attention should be given to effective use of materials and methods, particularly in the areas of oral language, listening, and reading.

● Oral Language

One problem which seems to be common to children without is learning to handle oral language in order to stimulate reading growth. The inadequate communication patterns of their homes give little preparation for the vocabularies and sentence structure commonly used in school. Their experiences are limited. Some of these children have never ridden a bus or seen a movie at a drive-in. They have never had a story read to them, and have never had the pleasure of owning a book. Because communication at home and in the neighborhood is often meager, they, in turn, are non-communicative and respond verbally with sounds or one-word responses. The classroom teacher is the key factor in any language improvement program.

The activities presented below are suggested for improving meaningful oral expression and language patterns:

1. Provide opportunities for pupils to dramatize or pantomime new words; *e.g., huddle, tapped*
2. Have children draw a picture representing an object after its

name has been written on the board and a picture of the object has been shown; *e.g., chimney*

3. Use role-playing as a means of communication which provides a stimulus for discussion. Culturally deprived children can best express themselves orally when they can talk about things they actually have seen and done.
4. Use puppets to provide opportunities for the discussion of rules involved in social situations that arise in school such as playground safety and lunchroom behavior. When children break the rules, class members may use puppets to dramatize the situations.
5. Employ flannel boards in story-telling or in reading to pupils. Children are fascinated by pictures of various sizes and shapes which may be moved on the flannel board. The teacher may need to read a story twice before the flannel cut-outs are made by the group. The children then may volunteer to tell the story themselves as they handle their pictures and figures. Opportunities should be given to retell the stories to groups of younger children.
6. Try the magic touch to stir the imaginations of the children. Write questions similar to those below on slips of paper and put them in a box called, *You the Magician.*

   What would you make stronger so that it would last longer?
   What would you make smaller so that it would look nicer?
   What would you give wings so that it would be happier?

   This game fascinates children.
7. Write on separate cards vocabulary words which children can identify. Establish rules for the game *Password*. Have children choose partners. Change the words on the cards frequently.
8. Make tapes of children's oral reading. Play these back and help pupils evaluate their own performances. This technique gives children the opportunity to discuss and refine their language skills.
9. Develop oral language through the use of the classroom window for focusing attention to the outside scene on a particularly snowy, sunny, or rainy day. Scotch tape a piece of construction paper over one of the window panes. The construction paper will have a peephole in it, beneath which there is a caption related to the scene outdoors. Children entering the room are sure to take a peep. Discussion of what is seen will follow the motivation.

● Listening

In oral language activities, listening is the other side of the coin. Children without are not accustomed to listening. Communication at home is seldom stimulating and often is monosyllabic. Usually the living quarters are small and noisy. Televisions, radios, cars, trucks, and street noises assault the ear. The children learn to "tune out." Inattention has been their role for so long that it is difficult to "tune in" at school or to concentrate for any length of time in a verbal situation. These children need direct instruction in acquiring effective listening skills. The following activities are suggested to help develop auditory attention:

1. Provide opportunities for children to dramatize the action suggested by a selection. Read a short paragraph about an animal to the class. Ask the children to listen carefully because, after the paragraph has been read, someone will be asked to pretend to be the animal and to act out in the exact order that which was read. An example of this kind of paragraph follows:

   The wild colt pawed at the ground. Then he stood on his hind legs and pawed at his playmate. The lively animal paused to snatch a mouthful of grass. He sniffed the air and gave a soft whine as he walked a short distance into the gully.

2. Write a letter of the alphabet on the chalkboard; read a group of five words, one of which begins with the letter on the board. Have a child name the word which begins with the letter.

3. Provide ways to develop listening skills through following directions. One teacher takes several minutes each morning to increase the listening skills of his pupils. He reads a short paragraph with four or five directions. When finished, he asks a child to follow the directions in the exact order read. (*Write your first name on the chalkboard. Sharpen a pencil. Pull down the shade. Last of all eat the cookie hidden under a paper on the teacher's desk.*) Directions of increasing difficulty are provided as the children show progress.

4. Develop a listening log as a motivating experience for these children. Collect fascinating objects such as tuning forks with different sounds and provide opportunities for listening, talking, and writing about them. Children may listen to the

rain, then talk about its sounds and write about it. The listening log may contain writings about noises heard in the room as well as special sounds heard on the way to school.

● Reading

Children who have failed again and again in reading sometimes learn to hate the printed page. In order to help such children learn to read effectively, we must motivate them to want to learn. They need to be given reasons which they can understand for learning to read. It is imperative to use materials with which they can identify and find an interest. In fact, the most effective technique with these children is to have them read about things they see, feel, and do. Since reading is built on a wide foundation of experiences, these experiences should be perceived through as many of the senses as possible. Experiences should include listening to a variety of stories; taking trips to parks, museums, symphonies, airports, industrial centers, and other places of interest; listening to records; using tape recorders; and seeing movies and filmstrips.

In any such activity the main objective is to promote growth in language development and to increase the pupils' background for reading based on their personal experiences. The vocabulary of children without often is comprised of only the very limited number of words and phrases which they fully understand. The experience approach is an excellent beginning for an effective reading program. For too long the idea of teaching children to read by using content from their own experiences has been the exclusive property of the first grade. Use the interests of culturally disadvantaged children as the basis of initial reading activities. Typical topics might be the Beatles, the latest dance craze, rockets, or a favorite TV serial. The initial choices are springboards from which the teacher may work. Later, the development of positive attitudes may be co-ordinated with reading experiences in which children are encouraged to express their personal feelings. Here is an example of the responses of one class to the statement:

Happiness is when . . .

. . . you have lots of money
. . . you do a good deed
. . . you get a job
. . . you're with your girl

. . . you have a home
. . . the rent is paid.

In the beginning let the children use their own modes of expression as long as inter-action among the group is promoted. Write down the ideas expressed. They have meaning for the group and this approach establishes a working relationship between the teacher and the children. Let refinement of language patterns wait until a later stage of development. Each child should receive a copy of the duplicated story, which becomes reading material in lieu of a text. The vocabulary can be used as an instrument to teach the various word recognition skills. Children may keep their stories in a notebook, illustrating each story they write.

After progress has been made by means of many experience stories, the children are ready to use a short story of good literary quality with high interest appeal as motivation. They in turn write the story in their own words. In this manner, transition in vocabulary usage from everyday to literary language is developed slowly in the beginning but with increasing tempo as success is evidenced.

During the transitional period in language development, the interests of the children can be aroused in expanding their vocabularies in order to venture into the world of books. The following activities are useful in improving vocabularies:

1. Encourage children to become "word experts" and develop specialized vocabularies related to their individual interests. The lover of folk songs can compile lists of words associated with songs; the expert fisherman may list interesting words that describe the skills of fishing.
2. Make simple drawings to show the meaning of such compound words as *stockyard, crowbar,* and *lighthouse.* Have children make their own illustrations.
3. Help devise instructional games which use special vocabularies of various kinds. These activities, which should be self-checking, are enjoyed by individuals, teams, and small groups.

Many other instructional devices and vicarious experiences may be used to develop vocabulary. But the best approach is direct experience. Children without need opportunities as simple as these: a visit to a supermarket or a shopping center; a ride on the escalator in a large store; a shopping trip to a greenhouse or nursery. Such experiences add new words and meanings to meager vocabularies.

One of today's major instructional needs is for adequate reading

material oriented toward the urban child from deprived areas. Story characters should represent various races in settings which reflect the pupil's own environment—but not its sordid aspects. Growth in reading skill will result from the use of such material.

A wide variety of materials should be used to supplement the basal-reader program. Special emphasis should be placed on audio-visual materials. If a child rejects the printed page, the teacher should try to change the setting. Have him read from a filmstrip. This change to a new instructional material, one with which he does not associate failure, may have the necessary appeal.

Kits of learning materials which center around a topic of interest should be used. They include related audio-visual manipulative material, and realia, in addition to books.

Programmed teaching material offers interesting possibilities for research. Self-instructional devices with small segments of information which provide immediate feedback and reinforcement may be particularly helpful with children in deprived areas. But these programs need to be challenging enough to motivate children without.

Many disadvantaged children enter the intermediate grades unable to read with comprehension at a primary level, yet they all too often are confronted with content subject materials—social studies, health, science—at the grade level to which they are assigned. They generally are well aware of their inability to read. Thus, the teacher's first task is to convince these children that he has faith in their ability to learn, and that we learn by reading. Next he should assemble as many materials as possible on the independent and instructional reading levels of his pupils. A teacher wrote the following account of her experiences with a group of children in a social studies situation.

> The children and I were both frustrated. I tried every approach and technique that was known to help my fifth graders get meaning from the pages of the social studies book. But their looks and responses told me we were wasting our time. Then came an idea! Rewrite the material in simple language, using the vocabulary and sentence structure they could read and understand. I made the selections short but concise. After writing, I duplicated the material so each child would have his own copy to keep in a folder. Specialized vocabulary was introduced gradually and repeated many times for reinforcement. This approach was varied. Each day I would select one word from the

paragraph that pupils would learn to spell. The children were encouraged to draw a series of pictures in sequential steps that would portray the stories read. Frequently, I would assign a few questions that could be answered from the selection. The children were given help in selecting answers and in expressing their thoughts in complete sentences. The children grew in this experience. So did I!

As does any pupil, the culturally disadvantaged child needs a variety of meaningful and interesting reading material. If he is properly motivated and the materials are within his reach, he will respond. A classroom library, a school library and, hopefully, a nearby public library are strong assets. Real adventures with books depend largely upon the introductions the children receive.

In the classroom and during library visits these practices help children find pleasure in books: material read aloud frequently by the teacher; the librarian's introduction of books and story telling during scheduled visits; children's spontaneous and unrehearsed dramatizations of favorite books; pupils' book recommendations via informal selling campaigns, diorama, peep shows, and TV advertisements.

One of the most helpful activities for bringing children and books together is a Book Fair. Many distributors will provide a collection of paperback books on consignment. To meet varied interests, the assortment needs to contain everything from joke books to books on hobbies. The works of popular authors are becoming increasingly available in paperback. Often the purchase of such books at a Book Fair gives the child his first "book of my very own."

The hard-to-reach child challenges the teacher or the librarian to plan carefully the individual reading fare which will arouse his interest. The following serves as an illustration:

Ray, age ten, had never read an entire book. In fact, he had never read a part of a book, although he had average ability. He disliked reading and his school record was unsatisfactory. However, Ray spent much of his free time in the school library looking at science magazines and the pictures in the science books. He was eager for information but his only satisfaction was the pictures. The librarian noticed that his interest related to the outdoor world, the world he knew before becoming an urban child. She first introduced him to *Let's Go Outdoors* and gave him help as he discussed the pictures. He asked to take it home, returned it after three days to say he had read it. He

asked for another and chose *Catch a Cricket,* which was followed by *Snakes.* Interest in reading soared as Ray and the librarian built a reading design of the books he had read around the theme "The World Outdoors." His reporting became a springboard in interesting other children to read these books.

Children without must begin with reading materials which confirm their identity and experiences before being introduced to materials which take them beyond their background. As with all children, we must start where they are and move forward. We must let them know that they, their problems, and their world are respected. If they can be helped to believe that they can develop the ability to read and write effectively, and if they can see progress in their efforts, we will have helped them take needed steps toward a useful life.

Chapter 4

CLASSROOM ACTIVITIES FOR CHILDREN WITHOUT: SECONDARY GRADES

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● A Reassuring Word

TEACHERS who enter the secondary schools are, in the main, accustomed to thinking and planning in terms of pupils who possess the necessary competencies in communication and who are receptive to specific learning experiences in a given content area. Most teachers are dismayed when faced with groups of culturally different adolescents whose language skills are underdeveloped and whose receptivity to the customary curricular offerings is marginal.

The statement, "Every teacher is a teacher of reading," need not be a threatening one. Certainly, a high degree of competency is required for effective teaching in this situation, but the task does not demand the technical skills of a remedial specialist. What every teacher must understand is the sequence and scope of the basic reading skills and the nature of his pupils' reading instructional needs.

● The Interrelatedness of Language Skills

Every teacher must establish the development of skill and fluency in the entire language arts area as his goal. Since the aspects of communication (listening, speaking, reading, and writing) are interrelated, time should be given to activities involving all of them within the meaningful context of every school subject, for growth in each area has a beneficial effect on the other facets of language development.

The establishment of a classroom atmosphere which encourages individual oral expression is essential. Over a long period of time,

teachers should work to develop the understanding that each pupil has:

The right to speak.

The responsibility to give careful attention to the contributions of others.

The duty to question.

The need to evaluate critically both his own contributions and those of his peers.

It is important to maintain a non-judgmental attitude toward dialect speech, which should be recognized as an efficient means of communication in certain contexts. The appropriateness of standard English in specific situations can be established by teacher example, and through listening, reading, and writing experiences.

Some specific pupil activities that can help to develop the ability to use standard English effectively are described below:

1. Listen to poems and dramatic sequences which highlight dialect and regional speech. "What picture of this person do we get from the way he talks?" Note on the chalkboard specific word clues, voice quality, enunciation, and intonation. Evolve simple generalizations.
2. Read dialogue passages in narrative materials. Underline words and expressions which contribute to characterization. Discuss appropriateness of diction to character and to plot.
3. Dramatize plays, highlighting the importance of *oral* delivery to audience appreciation of characterization and motivation.
4. Write radio scripts illustrating language diversity as a function of character differentiation.

The teacher should differentiate between developing the ability to communicate and the expression of thought in patterns which reflect the teacher's own cultural background.

● Word Recognition and Vocabulary Building

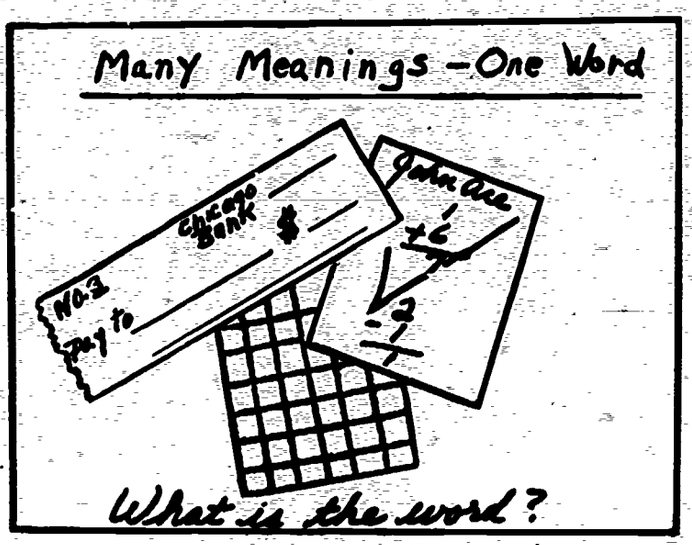
Recognition is the perception of something already known. It follows that pupils with limited language development will generally have a reading handicap of similar degree, and teachers of every content area can contribute greatly to overcoming this deficit.

Six specific procedures for helping to develop word recognition skills and to extend vocabulary follow:

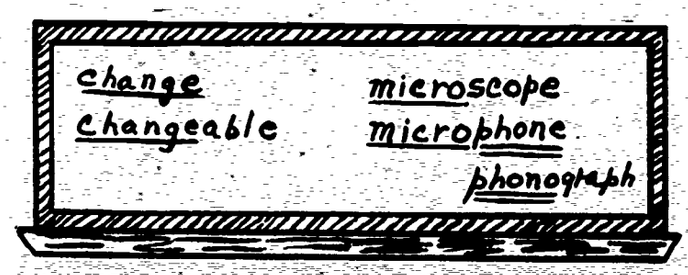
1. Before reading activities begin, introduce new words in meaningful context. Write full sentences on the chalkboard

with the new words underlined. Have pupils read the sentences silently, then aloud. Discuss both the meaning and pronunciation of new words. Allow key sentences to remain on the board for pupil reference during silent reading activities.

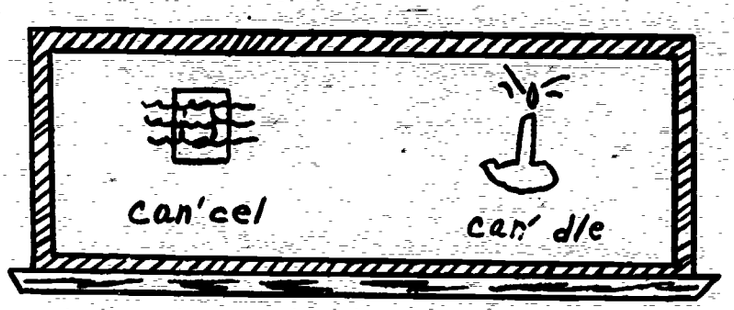
2. If reinforcement is desirable, erase the underlined words in key sentences and call on pupils to write the appropriate words in the blanks. A list of the new words may appear elsewhere on the chalkboard, so that pupils may refer to this list and minimize spelling errors. (Less able pupils may, at the outset, be more successful in selecting the correct words from teacher-lettered cards and taping them in place.)
3. Lead pupils to discover context clues which indicate meaning:
   Since he sleeps during the day and is active by night, the owl is a *nocturnal* bird.
4. Emphasize the function of context in delimiting meaning through the use of visual aids:



5. Assist pupils to recognize word structure and to infer meaning by noting similarities between new words and known words. The study of common prefixes and suffixes, as well as common roots, may be highly valuable in extending vocabulary.



6. Visualize and habituate syllabication of long and difficult words by moving a card across the written word on the chalkboard revealing one additional pronunciation unit at a time, finally blending the whole. (At a later stage, emphasis on the number of syllables in a word may aid in correct spelling.)
7. Strengthen phonic skills by highlighting known phonic elements in new words.



● Concept Development

Even when a pupil is adept at word recognition and pronunciation, communication is effected only when there is agreement on meaning. This agreement implies a background of common experiences and referents on the part of the conveyor and the recipient of

the thought—a background which the culturally different child often lacks. Therefore, the instructor cannot assume that meaning is achieved merely because pupils are responding verbally in his classroom. (For example, during an animated small group discussion with a teacher about annual income, one girl revealed imperfect understanding when she remarked that, while twelve thousand dollars a year sounded like a lot of money, "it must be hard to wait all that while to get paid.")

In order to extend meaning and to correct partial or inaccurate concepts, the teacher must utilize every opportunity to enrich pupil experience, both directly and vicariously.

Here are some specific procedures which may be followed:

1. Wherever possible, conduct trips, use demonstrations, supervise pupil experimentation and discovery, and guide pupil research and craft activities to build concepts in meaningful physical context.
2. Utilize realia (coal, when studying mining; animal organs, when learning physiology) which can be handled and can provide tactile as well as visual experience.
3. Employ pictures, films, filmstrips and recordings to develop accurate concepts through a multi-sensory approach. A preliminary activity should be provided to establish a focus for listening and for observing; appropriate guide questions on the chalkboard or on duplicated sheets help to insure effective experiences.
4. Plan activities which involve pupil explanation or demonstration of learnings to provide yourself with a check on levels of concept formation.

● Comprehension

Reading is often defined as the ability to obtain meaning from printed symbols. This functional definition underscores the contribution made to reading instruction by content area teachers who provide systematic instruction in the use and interpretation not only of textual material, but of maps, globes, graphs, charts, tables, and diagrams. In almost every aspect of the curriculum there is need for developing pupil ability to comprehend both verbal and non-verbal symbols; because of this, every teacher should be aware of the necessity for such instruction.

Specific procedures are suggested below:

1. Question pupils' understanding *on three levels:*
   Literal:
   How old was Benjamin Franklin at the time of this story? (Answer is stated directly in the text.)
   Interpretive:
   About how many years ago did these events occur? (Date of the story is given. Pupils must estimate elapsed time.)
   Evaluative:
   Why do you think Ben was interested in inventing things? (Pupils must infer from text and interpret in terms of their own experience.)
2. Guide pupils in identifying main ideas through the use of well-written paragraphs of content in all the subject areas. At first, let pupils choose appropriate paragraph headings from a list; later, have them develop their own.
3. Ask pupils to number a jumbled list of events in sequential order after having read a short narrative passage.
4. Let pupils classify familiar events under cause and effect headings, using relevant material such as social studies content.
5. Provide opportunities to judge facts and to predict outcomes by: having pupils draw conclusions from observations in a science demonstration; stopping the reading of a narrative before its conclusion and allowing pupils to guess the denouement; and leading pupils to suggest alternative actions in evaluating current events.
6. Motivate careful reading for understanding by designing well-written directions to be followed for craft and shop activities. Simple paper and pencil puzzles whose solutions rely upon sequential following of written instructions also may be used to develop careful reading.

● Study Skills

Systematic instruction in study skills often will contribute to dramatic, rapid improvement in academic performance and hence to pupil security in the classroom. It should be noted at the outset that a requisite to success in this area is provision of texts and other books appropriate to the abilities of the pupils. Therefore, it becomes the professional obligation of instructors in the various departments to seek out multi-level reading materials or, in instances where commercial offerings prove inadequate, to produce their own

through cooperative effort.

Some specific procedures which have been found valuable in teaching study skills to boys and girls of high school age are listed below.

1. Orient pupils to the use of specific materials through lessons designed to acquaint them with their textbook. Questions such as the following may be used:

   What is the title of the book? Why do you think the author chose this title? Who wrote the book? What was the author's purpose in writing this book? (Brief overview of preface.) What will we read about? (Examination of table of contents.) What specific study aids has the author provided? (Paragraph heads, problem questions, illustrations and diagrams, chapter summaries, comprehension questions, and suggestions for other activities.) How can we locate specific information quickly? (Use of the index.)

2. Give brief, pertinent and motivated study assignments which are carefully structured. After introductory lessons on each step, employ duplicated guide sheets adapting the SQ3R technique, which is illustrated below.

   a. What is the purpose of our reading? (S—Survey step.) (Pupils consult assignment, chapter title, and section headings to determine topic and scope.)

   b. What questions should be answered by our reading? (Q—Question step.) (Pupils use teacher-prepared guide questions, or transpose paragraph heads into questions.)

   c. What do we already know about this subject? (R—Review step.) (Pupils survey mentally, or in notes, foundational information on which to build.)

   d. Read to find the answers to our questions. (R—Reading step.)

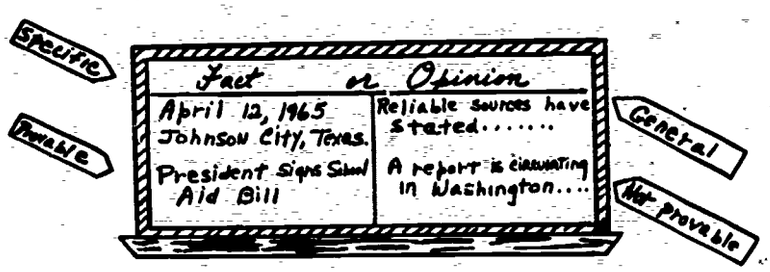
   e. Be able to answer all questions, either orally or in writing. (R—Recitation step.)

● Critical Thinking

The ability to read and to react critically is vital to the development of economic efficiency and of civic responsibility in a democratic society. Almost every subject area presents opportunities for the probing questioning of statements and of generalizations:

What tells us so?

How do we know this?
Why should we believe this?
Is this *fact* or is it someone's *opinion?* What words or phrases give us clues?



Systematic instruction, based on a practical recognition of individual differences in ability, should proceed from basic evaluations necessary to meet the needs of daily living to higher levels of evaluation, such as propaganda analyses.

Three suggestions for developing this ability follow:

1. Analyze advertisements to help develop skills of comparison.
   a. Compare sizes of given grocery items with their unit prices to determine which offerings give the most for the money.
   b. Examine sales offerings of brand name merchandise by different stores to discover inducements to buyers.
   c. Evaluate relative quality of similar items on various price levels to decide on the most suitable purchase to meet individual needs.
2. Examine and compare the news offerings in various papers to discover which have the broadest and most unbiased coverage. Structure such activities so that pupils may develop the skill and attitude of reading newspapers and news magazines objectively.
   a. Which headline is most exact?
   b. Which article gives the greatest number of facts?
   c. How many statements of opinion are given?

d. Which presentation is most interesting to you as a reader? Why?
e. What are your personal needs in selecting a newspaper? Which publication meets them best?

It should be recognized that holding to unrealistically high standards in the selection of news media will negate the values of the above approach. One must consider which is better, to produce pupils who read *some* newspaper regularly and well or to uphold unrealistic standards of selection which may discourage pupils from reading any paper at all.

3. Build awareness of propaganda techniques through analyzing the content of:
   a. Editorials, to determine the publisher's point of view on various topics.
   b. Cartoons, to ascertain whether the editor or publisher is attempting subtly to persuade the reader to accept a particular belief or philosophy through pictures.
   c. Advertising, to learn how advertising copy writers appeal to various emotions to persuade the reader to buy.

● Oral Reading

Outside the school, life situations requiring oral reading are relatively infrequent; therefore, this aspect of reading instruction might be considered of little importance. However, the oral reading of appropriate material may serve several important functions: It can provide the teacher with an informal diagnostic tool for use in judging pupil word attack skills and reading fluency. It can build pupil confidence in speaking to a group by supplying the security of printed words as a guide. It can motivate speech improvement by demonstrating the importance of making oneself understood.

Silent reading should always precede oral reading to insure comprehension. This tenet precludes, therefore, the procedure of requiring pupils to read aloud, in turn, new and unfamiliar material. (Only in an individual diagnostic situation should pupils be asked to read new selections without preliminary silent reading.)

These meaningful activities may be used to develop oral reading ability:

1. Reading aloud sentences or passages which corroborate pupils' answers to questions or support their statements in discussion may be required by teachers in all content areas.

2. Choral reading of literary selections may be utilized to build pupil confidence and skill. (To emphasize clear enunciation, the first step may be listening to a recording of the selection. Pupils then may practice reading in unison with the recording and, finally, they may tape and play back their own rendition for comparison with the model.)
3. Dramatize pupil-written radio scripts of favorite passages from fiction, of historical highlights in social studies, and of great discoveries in science.

● Extensive Reading

A most important outcome of a school reading program is the pupils' development of lifetime reading habits, both for information and for enrichment. Culturally disadvantaged pupils, who often live in communities where reading is held in low esteem, are not easily persuaded to read widely. Therefore, the teachers in every subject area must work diligently throughout the secondary school years to make additional reading purposeful and rewarding to their students.

Some specific procedures for encouraging extensive reading follow:

1. Range beyond textbooks, wherever possible, by employing additional materials in source books and periodicals. The opaque projector facilitates such activities for whole-group reading and discussion.
2. Encourage membership in paperback book clubs by sponsoring group orders and by providing class time for discussion and reaction to selections purchased.
3. Prepare a bibliography of related books on many different reading levels for each instructional unit. Make it possible for each pupil to select books which he can read with ease and profit. (Consult the librarian for assistance.)
4. Prolong the pleasure derived from reading by removing the threat of the lengthy written book report. Allow pupils to select meaningful activities to record their reading such as
   writing annotated library catalogue cards;
   writing book advertisements; or
   drawing illustrations and writing appropriate captions;
   making collages using symbols found in a story (A collage is a picture or design made partly or entirely with pieces

of paper, cloth, or other textured and figured materials attached to a background.);
constructing projects described in informational material;
writing radio scripts based on selected passages;
reading orally to the class; or
participating in small group discussions of reactions to a given book or to problems in related books.

● Conclusion

The secondary school teacher of any subject who strives to make himself a reading teacher as well as a subject teacher helps his disadvantaged pupils in many ways. He gives encouragement by maintaining a confident optimism about pupil reading potential. He establishes pupil security through slow, systematic, sequential, and functional instruction in reading skills. He fosters the habit of reading by providing reading activities in practical learning situations. He guides pupils to reading success through the use of materials suited to their interests and to their abilities. All these lead to improvement in pupil attitudes towards the reading task. Then, capitalizing on this gain, the teacher can work to improve pupil self-image, to motivate higher vocational aspirations, and to increase human understanding through the reading and discussion of pertinent books.

Chapter 5

PROGRAMS IN READING NOW UNDER WAY FOR CHILDREN WITHOUT

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THAT THERE IS no best way to teach reading is as true for children without as it is for any other group. The successful teacher of disadvantaged children needs to have an empathy for his pupils as well as to understand the psychology of learning, to know the principles and techniques of reading instruction, and to apply his professional knowledge in satisfying the individual needs of his pupils. Through this screen of empathy and of professional knowledge, he must see himself as the one person who, at that moment and in that place, has the opportunity to help the pupil develop the skills and attitudes which will enable him to escape from the cycle of poverty.

The programs here described, preschool through high school, reflect the knowledgeable, sympathetic concern of many individuals and groups. Each of the programs included has been successful in a specific school situation. Perhaps no one of them presents the solution to a problem you face in your school; but it may be that elements of one or more of these programs will supply the needed spark to stimulate you to more effectively educate some disadvantaged child.

● A School System Seeks to Develop the Language Skills of Preschool Children Without*

A Los Angeles program, now in its second year, promises success with preschool children who are handicapped by lack of experiences,

*Bernice Christenson, "Proposed Outline for Pre-School Education for Low Socio-Economic Level" (Los Angeles City Schools, Division of Instructional Services, Curriculum Branch), November, 1964.
Ida Mulock (Editor), "Experimental Pre-Kindergarten Projects, 1964-65" (Los Angeles City Schools, Division of Elementary Education), July, 1965.

essential concepts, and language skills. Thus far a limited number of experimental classes have been formed.

Rationale. What are the language patterns observable in most five-to-seven-year-olds who live in the low-income areas of the city? Observations showed that such children generally:

Understand more language than they use in conversation.

Possess more restricted vocabularies than do pupils from areas typified by higher average incomes.

Have too limited vocabularies to permit adequate communication and concept development.

Fail to recognize that all objects have names, and that the same object may have several names.

Use relatively immature sentence structure.

Lack adequate listening skills.

Description. What should be the specific goals of a program designed to assure that children from low-income areas enter school with adequate language skills for the task of learning to read? On which areas should such a program focus? A statement of the goals adopted for the present experiment and the general procedures used to attain each goal follow:

1. The development of a positive self-image in the child. This is essential in his orientation to learning and to becoming a desirable member of society. A positive self-image was stimulated through the use of materials such as a full-length mirror, pictures of children of all cultures, light and dark-skinned dolls, stories of children of other races, and photographs of the individual children in the classroom.

2. The development of language facility. Learning to communicate effectively through oral language, to listen to others, and to understand what is being said was fostered by having the children participate in activities which encouraged them to ask questions, use complete sentences, use names for areas and items in the classroom, learn new vocabulary, and use new materials. They were also encouraged to use language in stating and solving problems.

3. The development of conceptual skills. The children participated in such activities as:

Discovering the size, shape, and color of various objects.

Listening to simple stories which contribute to an understanding of size, shape, and color.

Listening to nursery rhymes and stories written especially for young children.

Discussing and describing simple pictures relating to familiar

experiences and/or stories.
Exploring the environment.
Using varied materials and unfamiliar equipment such as the telephone.

4. The development of perceptual discrimination. The children enjoyed:

Completing puzzles, beginning with the easiest and working toward the more complicated.
Using blocks of varying sizes, comparing them and putting like ones together.
Matching materials of the same size, shape, and color.
Categorizing materials that relate to a familiar activity.
Discriminating among materials of varying textures; identifying each through the choice of words relating to tactile sensation.
Dramatizing rhythms.
Discriminating between sounds—loud, soft, high, low.
Learning songs, rhymes, and finger plays.

5. Physical development. Definite effort was made to have the children use their large and small muscles effectively, and to develop lateral and eye-hand coordination and sensory discrimination.

6. Social-emotional development, which includes the perception of self as a capable, worthy individual. Emphasis was placed on learning to work and play alone, to work and play with others, to take turns, and to follow directions.

Evaluation. The growth of the pupils participating in the two initial pilot programs is to be assessed in terms of parental attitudes toward the experiment, teacher and teacher-aid attitudes, success in motivating the pupils, changes in pupils' self-concepts, and growth in intellectual abilities.

● A Church Leads in Providing a Preschool Program for Children Without*

In March, 1964, the Episcopal Diocese of Michigan offered the Great Cities Project in Detroit partial support for a preschool program. Accordingly, a class was organized in the Franklin School, and a certified teacher† was placed in charge. The church provided

*This report is adapted from "An Educational Program for 3 and 4 Year Olds at the Franklin School, Detroit, 1964-1965," by John C. Soule, Principal, in collaboration with F. D. Chandler, Marlynn Levin, Carolyn Dunlap, *et al.*

†Mrs. Marlynn Levin.

13 volunteers to assist her. These assistants were college trained housewives who had had work experience in various organizations and church groups.

The preschool class, which consisted of 25 disadvantaged three and four-year-olds, met each Monday, Wednesday, and Friday morning.

Approach. The daily program provided many opportunities for the children to sharpen their sensory-motor and perceptual skills. Items such as fruit, fish, turtles, and rocks were repeatedly observed, handled, and discussed so that the pupils might become familiar with their physical dimensions, composition, and texture. For example, in investigating various types of fruit, the children looked at a particular fruit, felt it, cut it open, smelled it, and tasted it; after these multi-sensory experiences, they described the fruit, and compared it with other fruits. Skillful questioning by the staff motivated the children to express their ideas.

Incentives for vocabulary growth were provided through listening activities, conversation and free play. Pupils were stimulated to clarify and elaborate upon their ideas. Thus their vocabularies and use of acceptable language were increased daily.

Parental involvement. Since a successful preschool experience cannot be accomplished entirely apart from the home, the program was designed to involve parents as well as children. For example, parents were to meet certain obligations if their children were to continue in the program. They were expected to attend monthly meetings, transport pupils to and from school, notify the teacher in advance of necessary pupil absence, and be present at the children's registration and health examinations.

In addition to in-school contacts with parents, periodic calls were made to the homes.

Equipment. A wide variety of equipment was made available to the children. Among these:

large and small blocks, tinker toys, trains, blocks, and snap blocks;

roll table, chest, mirrors, bookcase, and large tables;

a complete toy kitchen; dolls, doll furniture, and "Dress-up clothing";

a large ramp running under the classroom windows to enable children to look outside;

outdoor toys, *e.g.*, wagons, teeter-totter; indoor toys, *e.g.*, pull-toys, cars;

puzzles, from simple to hard;
tools such as hammers, a saw, a screwdriver, drill, and peg board.

Evaluation. As a result of their preschool experiences, the children made noticeable improvement in their psychological test scores, were more outgoing verbally, and developed a curiosity and enjoyment of learning in a school setting.

● A First Grade Teacher Plans for Children Without*

As part of a federally-supported program for disadvantaged youth, the Enterprise City School District, Compton, California, developed a special first-grade program for pupils who had shown low achievement in the kindergarten. The chief purpose of the program was to assure the children's success in beginning reading.

Description. During the last few weeks of the school year, 25 kindergarten pupils were selected for the program. The kindergarten and first grade teachers made the selection with the assistance of the principal and school psychologist. The major criterion of selection was the degree of language immaturity displayed by the pupil in comparison with his peers. The pupils chosen were the ones deemed least likely to learn to read during their ensuing first-grade experience. The principal and the PTA president invited parents to the school to discuss the program in its inception.

When the potential failures entered first grade in the fall, they were sorted into five reading groups. The teacher worked with each group for periods of 10 to 20 minutes. The basic reading lesson generally consisted of a group-dictated experience story. After spontaneous discussion of an interesting experience, dictation of sentences, and recording of the story on the chalkboard had been completed, each pupil illustrated some phase of the story. The teacher wrote a sentence or two to accompany the child's drawing which was then bound in a book. The various books were delightedly read and re-read by the children.

As further stimulation to learn to read, instructions to individuals and the class were given in printed form. Pupils read aloud the instructions (*e.g.*, come to this chair, get ready to go out to play)

*This program was reported by: Don Hodes, Project Director, Economic and Youth Opportunities Agency, Enterprise City School District, Compton; and Thelma Henney, Educational Consultant, Economic and Youth Opportunity Board, Los Angeles.

before trying to comply. Instructions were given orally only when necessary.

This language-experience approach was supplemented twice weekly by the use of preprimers and a related activity book. Trade books with story-telling pictures were used to whet the children's appetite for reading. A concerted effort was made to have the pupils speak in complete sentences.

Many school and neighborhood walks were taken: "listening walks," "leaf walks," and "smell walks," are but a few examples. Often, the group returned to check on things which had been observed on earlier walks.

A unit in the social studies program concerned the children's professional and vocational choices. Under the topic "I Want To Be," pupils discussed their ambitions and the kinds of training required for the jobs they chose. This activity was designed to raise their aspirations.

Evaluation. The experimenters state that growth will be evaluated through the use of the California Test of Mental Maturity and the Lee-Clark reading readiness test, although comparison with control groups is not anticipated. It is expected that the individual anecdotal records will provide the greatest help in assessing pupil growth and indicating desirable curricular changes.

● College and University Students Tutor Middle-Grade Children Without*

In Greater Los Angeles more than 1,200 college and university students on 14 campuses meet twice weekly with pupils of various ages who require tutoring in reading. It is in the middle grades that the disadvantaged reader is just beginning to doubt his ability to cope with society. Thus, this is an opportune time to help him.

Rationale. The tutors hoped to provide needed assistance and encouragement, but not to replace the teacher. Their purposes were: (1) to help the pupil perceive himself as capable of success in school; (2) to help him understand the personal values of education; and (3) to help him succeed in the subject areas.

*Description.*** The tutorial projects were conceived and initiated

*Adapted from a report prepared by Mrs. Dale Marshall, Tutorial Consultant, Office of Urban Affairs, Los Angeles City Schools, from a presentation to the Los Angeles City Board of Education, June 10, 1965.

**"How to Start a Tutorial Project: UCLA Tutorial Project, December, 1964" (Los Angeles City Schools, Office of Urban Affairs).

by the students themselves. Projects were located in community centers, schools, and churches. Each session lasted an hour after school.

A coordinator was responsible for recruiting and screening tutors, providing for their orientation, assigning pupils to them, and working cooperatively with the principal or teacher coordinator of the local school as problems arose. Often the principal designated a faculty member to work as coordinator. This coordinator obtained recommendations of interested pupils from other teachers and saw that the pupils obtained parental permission for the project. He also facilitated communication among tutors and teachers.

In a typical tutorial project in the middle grades, tutors worked with individual pupils in classrooms and libraries. One child might be animatedly dictating an experience story to be used for reading practice, while another might be reading a trade book for later discussion with his tutor. At the same time another tutor and another pupil might be discussing a forthcoming trip to the college campus to see a basketball game.

Though responsibility for an individual project rested with the tutor, he often sought expert help from the faculty of the institution he was attending. Resource materials which were developed in Los Angeles to assist the tutors include: "How Can I Help Children Learn to Read?;" "Tutoring Tips;" and "How to Start a Tutorial Project." Community interest and cooperation as well as financial assistance was provided through associated student body groups, service clubs, civic organizations, and business firms.

Evaluation. While statistical evaluation of the projects is not complete, indications are that positive results were obtained. The evidences include favorable comments by teachers and parents, the continued interest of tutors, the eagerness with which children awaited their tutors and their quick, positive responses to the assistance given. The dropout rate was low, attendance good, and the waiting list of pupils was ever-present.

● Summer Library Services for Children Without

Why shouldn't the elementary school library serve pupils during the summer months as well as during the school year? Why don't pupils in low-income families read as much as do those in more favored areas? The program described here indicates some answers

to these questions.*

Rationale. "Read for Recreation" was established in 1963. Serving the entire Los Angeles City School District, the program meets a peculiar need in the disadvantaged areas of the city. The program is especially popular among pupils in the middle grades, who have achieved independence in reading but fail to read as widely as they should. Libraries for the program were chosen on the basis of community need, available facilities, accessibility, and high summer playground attendance.

Description. The program, an integral part of the total school recreation schedule, was supervised by certified teachers who had received preparatory training which was cooperatively conducted by the Elementary Library and Youth Services Sections of the city schools. It consisted of two pre-service and four in-service sessions. General policies and procedures were discussed and important current needs were covered.

Near the close of the spring semester, the local school administrator distributed a notice to parents which informed them of the program and invited children to use both the summer school library and the public library facilities. Libraries were open daily for ten weeks Daily schedules were flexible and reflected local patterns of usage.

Children's reading interests were stimulated and guided by weekly themes, which often coincided with the themes of the playground program (*e.g.*, "Welcome Week," "Fourth of July," "Hobbies," and "Space and Science").

A "Read for Recreation" certificate was issued to each child who read ten books at a city, county, or school library. These highly-prized awards bore the signature of the Superintendent of Schools, an Associate Superintendent, and the local principal.

Evaluation. The success of the program is reflected in the comparisons given below which cover a 4-week period.

Year	No. of Libraries	Pupils in Attendance	No. of Books Circulated
1963	38	52,606	25,442
1964	145	243,100	178,420
1965	158	123,037	86,659

*Report based on *Read for Recreation* (Los Angeles City Schools, Elementary Division and Division of Instructional Services, 1964).

● Junior High School Students Are Provided with "Not Merely Equal, but Compensatory Education"*

Inner-city schools are characterized by rapid turnover in student population, discipline problems, low teacher morale, family disruption, and community disorganization. Consequently, academic performance is low. In 1960 the Cleveland School System undertook a search for "effective ways of dealing with the rapidly accumulating deficit in educational attainment" in one of the city's areas known as Hough.

Rationale. The four-year project in Hough emphasized the development of techniques for increasing the educability of culturally disadvantaged children; the modification of the school organization and curriculum with a view to increasing the services to children and the community, and the enlistment of the active cooperation of the entire family unit.

At the outset, the program attempted to personalize education for each pupil. His academic deficiencies and strengths were assessed. Parents were reassured of the school faculty's interest in their child, and their support was solicited.

Description. The program provided intensified guidance procedures to help pupils build self-confidence and hope for the future. Among the techniques used by a special counselor were non-verbal intelligence tests; preschool orientation sessions for beginning 7th graders; orientation plans for individual newcomers; individual and group counseling sessions; dissemination of occupational information; and trips to museums, industrial plants, and music and drama centers. Pupils were urged to seek advice concerning their personal and academic problems.

Augmented health services were provided. Physical examinations were given early in the school year; referrals were made to community health services and the school nurse assumed responsibility for continuing follow-up. The health services staff conferred with parents at school and in the home.

A home visitation service was considered to be one of the most effective and desirable aspects of the program. It helped to surmount the parents' preoccupation with the struggle for day-to-day survival and aided the school in interpreting its program to parents.

Experience-broadening activities were designed to increase the

*This report was adapted from *. . . and educate them all,* Cleveland Board of Education, Cleveland, Ohio (a pamphlet).

children's familiarity with the demands and opportunities of urban living. The activities included field trips, a camping program, and an after-class recreation program which was open six days a week. Over 700 boys and girls enrolled in the recreation program. Stress was placed on following the rules of the game, respecting the rights of others, and taking the proper care of equipment. This emphasis resulted in a marked decrease in vandalism.

Special instructional services included reading improvement classes, remedial mathematics, transitional classes to help students move successfully from the elementary school to junior high, and "production classes" for incipient dropouts. The production classes featured practical tasks in home economics and industrial arts in which pupils were able to experience immediate success.

The following helpful services were supplied for teachers: preschool workshops, reading improvement workshops, faculty meetings, planning conferences, bulletins, reports, and expanded professional library resources. A reduction in teacher turnover after the second year of the project indicated that these services were appreciated.

Evaluation. Certain guideposts for compensatory school services may be observed in the Cleveland project: the full support of school administrators, the increased financial school support, involvement of the total school staff, the crucial importance of effective communication, and the need to focus clearly on specific issues.

● Preserving the Talents of Junior High School Students Without*

Affirming that it is the obligation of the school to assist students in discovering and developing their capabilities, selected junior high schools in the Houston Independent School District cooperated in an experimental program designed to increase the skills of low-achieving pupils. The essential features of this experiment were reduced class size and major curricular change. Great importance was also attached to making students fully aware of the practicality, utility, and value of every assignment. Each learning experience was appraised in terms of its value in satisfying the needs of the students.

Description. Class size was limited to 20 students. One-third of the school day was devoted to the language arts, with emphasis on

*"Report on Talent Preservation of the Junior High Schools of Houston Independent School District," Board of Education, Houston Independent School District, June 12, 1961 (a pamphlet).

corrective reading. One of the six school periods was assigned to a modified mathematics course. In the remaining three periods, students were scheduled for physical education and for electives open to the entire student body.

To teach reading, a well-balanced skills program was conducted, which made use of many different methods and materials, and wide use of the library. Recordings of poetry and short stories, as well as dramatizations and choral reading were used to develop listening skills and to foster appreciation.

Consistent reading of the daily newspaper was featured. A regular time was designated for skimming the front page and for discussing news of national and international importance. Students were taught the function and appropriate use of all sections of the newspaper—the weather report, cartoons and pictures, fillers and jokes, human interest stories, the sports page, and the comics. Habits of good grooming were taught through the society page, while help-wanted ads were used to stress the meager employment opportunities for youth of limited training.

Students were instructed in completing bank deposits and checks; they were taught how to make out applications for employment, driver's licenses, library cards, social security cards, and health certificates. Rigorous training also was given in writing social and business letters.

Many efforts were made to acquaint the pupils with their community. Each of the original classes was scheduled for a trip down the Houston Ship Channel to the San Jacinto Battleground. During the trip, the captain of the vessel lectured about the history and construction of the channel, the foreign ships which were in port, and the industries which line the channel. As an outgrowth of the trip, students requested the inclusion of a unit on state history in their study. Trips were also made to food processing and distributing plants, public utilities, military bases, parks, zoos, and libraries, and to sites of various communications media. Performances by the symphony and the ballet were enjoyed.

Civic responsibilities were discussed in connection with an examination of voting machines. Speakers visited the classes and discussed the importance of education. These speakers represented the United States Army recruiting service, the state employment agency, the city police and fire departments, the Department of Public Safety, business and industry, and medical and other professions.

Evaluation. Teachers and school officials reported that the program was successful in inculcating a sense of group and individual pride, and in decreasing the number of discipline cases in the experimental group. Students frequently commented, "For the first time in my life I enjoy school." One principal reported, "Talent Preservation is the most needed and beneficial program that has ever been offered in my building."

● Teachers of High School English Improve the Reading Skills of Students Without by Changing the Curriculum*

What chance has the pupil from a low socio-economic environment to succeed in the typical college-oriented English program? How meaningful will Milton, Shakespeare, Chaucer, or Shelley be to him? How much interest will he evidence in reading *The House of Seven Gables, The Last of the Mohicans,* or *Thanatopsis?* Pupils who are described as being "culturally disadvantaged" do not know what the school assumes that they know, nor have they the many different reading skills—and the attitudes toward reading and its various purposes—that they must have to be successful with the content of the average high school English curriculum.

Rationale. During a summer workshop for teachers of secondary English courses in the Detroit Public Schools, a curriculum in communication skills for slow and culturally different students was designed. This curriculum was to be interesting and challenging to these pupils and would be tailored to meet their needs. A basic premise of the activity was that it provide assurance of success for the students and emphasize the skills which are important for reading magazines, newspapers, and books of popular interest.

Description. The skills which were stressed included conversing, discussing, analyzing mass media, keeping posted on current affairs, listening, organizing, and thinking critically. Major emphasis in instruction was placed on proceeding from the concrete, rather than from the abstract.

Plans were carried out for insuring the selection and availability of content which would be of interest to this particular type of student. Because of the importance of advertising in the lives of everyone, considerable attention was given to advertising appeal

*Clarence Wachner, "The Detroit Great Cities School Improvement in English," *Improving English Skills of Culturally Different Youth in Large Cities,* pp. 126-128. Bulletin No. 5 of the U. S. Department of Health, Education, and Welfare. Washington, D.C.: U.S. Government Printing Office, 1964.

and consumer buying. Other kinds of content which were used included humor, managing time, managing money, improving personal appearance, developing a code to live by, and dealing with tensions, frustrations, and disappointments.

Evaluation. Initial evaluation of the program, based upon a single semester's experimentation, indicated that motivation for learning had been increased and that failure, dropout, absence, and tardiness had been reduced. Increase in the use of the basic skills of communication also was observed.

● High Schools Improve the Reading Skills of Students Without by Providing a Supplementary Reading Program*

As part of a larger experiment to determine effective ways to interest adolescents in reading and to increase their reading skills, two high schools in underprivileged areas deliberately set out to make reading material and remedial-reading instruction accessible to those pupils whose reading skills were distinctly below average.

Rationale. The school officials and teachers believed that it would be possible to increase the desire of pupils to read if many books of many different levels of difficulty were readily available and if sufficient time was set aside for pupils to read them in an environment conducive to reading. It was also thought that remedial reading instruction might be effectively coupled with a library program.

Description. Reading rooms which could comfortably accommodate 80 or more students were generously stocked with a wide variety of books. Some of these were in paperback, some in hard cover; some of them were easy to read, some were difficult. Students who were assigned to the program came to read twice weekly. One of the unique features of this experiment was the presence of a teacher-assistant who acted as librarian, and aided pupils in selecting books according to their interests and their own assessments of their reading ability. This person had a wide background in English and literature, but had not received teacher-education. Another assistant with similar qualifications supervised programmed instruction in English one day each week. The regular teacher, released by the assistance provided, gave special help in reading and composition to the 15 or 20 students who needed it most. This specialized instruction was

*Clarence Wachner, *op cit*, pp. 126-129.

conducted in a nearby classroom. Each student's compositions were kept in an individual folder and referred to by the teacher during individual help to make the student aware of his progress.

Evaluation. Informal evaluation indicated that under this program the students read more books than ever before. This is a very gratifying finding inasmuch as an increase in the amount of reading tends to increase reading ability.

● School Volunteers Provide Reading Help for Elementary and Secondary Children Without

The School Volunteer Program, a function of the New York City public schools, began as a pilot program in New York City's Public School 141 and has been supported by the Public Education Association, the New York Fund for Children, and the Fund for the Advancement of Science. Later, financial support was provided by the Ford Foundation.

Rationale. Since cultural deprivation contributes to deficiencies in language background and to low scholastic achievement, the Volunteers provided elementary-school pupils with direct help in reading, arithmetic, conversational English for the foreign-speaking, and creative writing, music, art, and dancing. Volunteers also relieved the teachers of non-professional duties, making it possible for them to give more time to individuals and small groups of children. In high schools, volunteer service was chiefly tutorial, and generally confined to reading, English, mathematics, and foreign language. Other areas of service included provision of clothing and the sponsoring of cultural activities such as visits to theatres, concerts, and museums. In some instances, needed country vacations and scholarships were provided by the Volunteers.

Description. Reading Help Volunteers were selected from men and women who indicated special interest in, and aptitude for, this type of service. Assignment was preceded by a personal interview, attendance at two basic training sessions and at four special reading training sessions, and participation in apprentice training. A Volunteer served a minimum of three hours per day for two days each week.

Other personnel involved in the Reading Help Program included a coordinator who was a reading specialist and who trained and supervised the Volunteers, and a volunteer chairman who supervised the program in each participating school and served as liaison

between the school and the Volunteers.

"The Volunteer encourages the child to read by taking a personal interest in him and by developing a program to meet the child's needs and interests through:

Reading to and with him.
Listening as the child reads.
Stimulating the child's interest in books.
Providing books for the child to read at home.
Opening new horizons through discussion.
Preparing experiential and drill material on the basis of information furnished by the teacher.
Maintaining a journal for each child. (This serves as a source of information for the teacher and the Volunteers and also serves as a medium for evaluation for the Volunteer.)

"Above the elementary school level, in addition to the foregoing, specific emphasis is placed on vocabulary building and on comprehension (the ability to follow directions, to extract the main idea of a paragraph, and to answer questions pertaining to the text which require some original thought)."*

Evaluation. During 1964-65, there were ten Reading Help Programs in the New York City elementary schools, 5 in the junior high schools, and one in the senior high schools. A total of 175 Reading Help Volunteers worked twice weekly with 20,000 children.

Initial data indicate that about 85 per cent of the pupils who received help advanced from one to three years in reading achievement. Teachers and principals have given the program their strong and continuing support since its inception.

*PEA School Volunteers, "School Volunteer Reading Help Program Fact Sheet," New York City Board of Education, June, 1965.

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