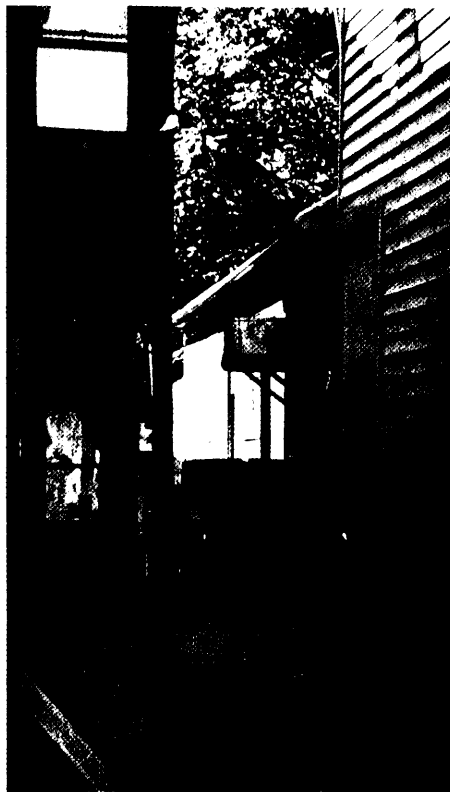




THE NEEDS OF THE INNER CITY

In recent years large and growing numbers of people seeking a better life for themselves and their children have crowded into inner-city areas. Traditionally, these areas have received the newcomers; the culturally different, the uneducated; in effect, the minority groups. But, the initial security found in these areas soon yields to the bitter frustration of minority group status. High hopes and levels of aspiration slowly diminish because of a lack of necessary skills needed to compete in our highly complex society. Just as the immigrants of the past looked to the schools for help, so do the in-migrants of the present.

Today, there is an urgent need for schools to offer children from our Target Area a new kind of education which is committed to the goal of developing the experience of equality. An assessment of the needs of the children of the inner-city schools has revealed the necessity for special programs and compensatory services to facilitate this goal. Intensive remedial education programs in reading and mathematics must be initiated. Vast enrichment programs in art, music, industrial arts and athletics must be designed to raise the level of aspirations and broaden the horizons of these young people.

A concentrated effort on the part of all school personnel must be directed toward helping each child realize his full potential and worth. To do this more teachers who understand the problems and needs of inner-city children must be secured, guidance and social work personnel must be increased, school facilities must be improved and modern equipment purchased, the supply of textbooks and library books must be augmented, and the length of time the schools are open and of service to children must be increased.

The needs of the child from the inner city are great. To provide adequately for these needs is the educational challenge of today.