

reading specialists, a speech therapist, a psychologist, and a social worker. These women are completely dedicated to the task of helping disadvantaged children adjust to an unequal society, help them to function in it effectively and prepare them for a trade later on, so they will become useful members of this society.

Children in fringe areas, where poverty is coexistent with wealth, are much more aware of their deprivation and feel it more acutely than those isolated in Kentucky who have no basis for comparison. Apathy, negativism, withdrawal, criminal tendencies, or belligerence evolve from this awareness.

We are using all facilities available in the City of Newton to help these children. We are communicating with other Title I areas such as Gloucester, Roxbury, and Worcester to compare approaches and gain useful information to improve and expand the program.

This is a program well-started. To discontinue Federal aid would just intensify the negativistic attitude these people have for a society which would reach out to help and then withdraw before *constructive* attitudes and improved learning processes are reached.

I am enclosing the following :

(1) An analysis we have made in Newton of our approaches with disadvantaged children.

(2) A copy of my letter to the Boston Herald replying to their articles, "Are the Rich Getting Richer?"

I have been in the heart of this program for over a year now. Most children and families are responding to the interest we are extending them and are realizing for the first time that someone "cares" what happens to them.

I hope this information is of help to you in evaluating the Title I program.

Sincerely yours,

Mrs. MARY JANE SCOTT.

TITLE I IN NEWTON

A Title I team is comprised of: 1 social worker, 1 psychologist, 1 speech therapist, and reading teachers.

Purpose: to take children who are not reading at grade level, diagnose their difficulties, and help them to learn to read (and enjoy it).

Procedure: *Diagnostic* (and we are really *pin-pointing* problems).

Causes for non-reading are:

1. Slow learners:

Low I.Q.,

Slow starters.

2. Disadvantaged backgrounds:

Too many children in family,

Few cultural advantages (enrichment needed to aid comprehension).

3. Emotional Disturbances:

Blocking learning,

Child uses reading as a weapon of defense,

Child can't concentrate because of preoccupation with deep-set worries,

Speech impaired functionally blocking communication.

4. Organic handicaps:

Speech, organic defects,

Neurological, perceptive, motor difficulties.

How Title I is helping in these four areas

(1) and (2) child immediately taken by remedial reading teachers. Multiple choices of attack used until child responds with interest and success to method best for him.

(3) child given *psychological help* solely if problems are acute or in addition to reading program. (Also therapeutic tutors obtained for a few children to meet their individual special needs).

Speech therapy is given solely or in addition to reading dependent upon the intensity of the defect. Comprehension in reading is dependent upon correct enunciation.

(4) Organic and neurological defects hard to separate from emotional, yet imperative to diagnose to *protect* the child from too many pressures to perform at home and in the classroom.

Problem: to know what to expect in terms of achievement; to find ways to structure special learning situation for these children.