

1708 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

Primary goals of Title I in helping these children

1. Instill a positive attitude that reading is fun.
2. Reshape and improve attitudes towards reading so that it is fun.
3. Improve self image of child.
4. Improve self image of parents.

How Title I is achieving its goals with new creative approach to old programs

1. Enrichment: examples—theatre, summer programs, field trips.
2. Instructional:
 - (a) learning machines—language master, filmstrip projectors, controlled readers, tape recorders, record players
 - (b) Tailor-making the reading approach to child (organic, linguistic, experience charts, letter-play, diary-writing, games)
3. Classes: small or individual
4. Preventative: Parent groups—educating parent on child development and home management and parent-child relationships.

EMERSON SCHOOL, TITLE I

To: The Boston Herald.

Purpose: To defend the use of Federal funds in Title I in Newton.

HERALD STATEMENTS

1. Title I allocates money according to the number of poor children, not on the basis of quality of education they are receiving

Answer: Poor children need more than interaction in a classroom of 25-30 children. They become "swallowed-up" in the general pressure to "pass tests," to get on to the next grade. The classroom alone cannot make up for family deprivations. The surge of rural families to the suburbs focuses awareness upon inequalities, points up poverty versus wealth, and leads to deep-seated antagonism. Enrichment and basic re-education must be carried on in small groups and, even, individually.

2. Breathitt County has \$285.00 per pupil; Newton has \$760.00 per pupil.

Answer: Breathitt County needs to specifically define the problems and needs of the poor children, fill out the dozens of forms correctly and completely, and ask for funds. Newton did this and received funds, and so could Breathitt County. Also, who is to say that Breathitt County, if given a few more thousands of dollars, would "identify, attract, and aid the more seriously disadvantaged" more than a school system experienced in spending money efficiently and wisely?

3. "Aids" benefit the entire school

Answer: A poor child demonstrates his new knowledge on a Title I Language Master to a wealthy child. Who's benefitting?

4. Disappointing findings! The schools are failing to identify and attract the most seriously disadvantaged children.

Answer: Apathetic, negative, belligerent, withdrawn children, some with criminal beginnings are being aided by psychologists, social workers, speech therapists, and reading teachers in Newton Title I. To help them adjust to an unequal society, function within it effectively, and to find a trade to help them become useful members in this society is our goal. Group meetings among parents to help them to help themselves and to help their children have been slowly attracting the self-conscious, needy, bewildered adult. Appalling home conditions are not limited to Kentucky!

5. "Title I children in Newton attend remedial reading classes in carpeted rooms with rails of books."

Answer: The keys to the remedial situation are the humanity and intelligence of a genuinely interested adult skilled in the selective and varied use of the right materials to meet the child's immediate problems.

Now, my questions to the Herald:

Where do you learn how to become competent in diagnosing disadvantaged children and judging successful means of averting tragedy? My answer is to begin in the fringe areas where poverty coexists with wealth and the inequalities are obvious to everyone. Hire therapists and teachers who care about educational inequalities who will work diligently long and extra hours to help children to cope with a hostile world full of stumbling blocks toward constructive learning. Let these people communicate their ideas to other poverty areas such as Breathitt County to help them "identify and attract their most seriously disadvantaged children," apply for funds and to use these funds efficiently.