

I have included purposely the drafts so you could see the youngsters who were more than 2 years below grade level in reading. It is a sad thing to see a seventh or eighth grade youngster coming in reading on a second or third grade level.

He is embarrassed. It is a shame. You have to do a good job psychologically before you can even attempt to teach this child to read because he feels he is a failure. The quick facts on 10 and 11 you may like to go over yourselves.

In January 1967 we had 45 percent of our children Puerto Ricans, 10 percent were Negro and 45 percent other. You see we had a mixed group here. I will summarize very quickly here. We had the underachiever whom many of you probably have had in your own families. He is getting into a lot of families today. Personally, I don't like the word underachiever.

We know we can identify these youngsters today. He is a new serious hazard to effective teaching and composes a badly neglected educational problem and as a consequence we have a wasted human resource.

I don't know. As teachers we all think the youngster is the most important human resource we have in the world today. A study just made in the New Jersey school system shows that about two-thirds of all the children have average or better than average intelligence who are being classified as reading retardates if you want to call them that.

This is sad. Would you look over to page 14. We had a pediatrician on our staff to whom we sent many of these children. Naturally we have blocked out the names of these children. If you will read through here I think it will sound like something you would probably pick up in India. It is not. These children are in Dunkirk, N.Y. When we see some of these very serious physical handicaps in the children it is no wonder they cannot learn.

It is no wonder they are indifferent to learning or listless in school. Many of these children had pneumonia two or three times this year. Page 15 pretty well sums up what I feel we should think about when we are discussing or thinking about compensatory programs for deprived children.

This was taken from an address by Alan Cohen, now director of the reading center at Yshiva University. Dr. Cohen has done much of the research in the whole field of compensatory education.

No doubt about it he is one of the best in the country. He goes on to talk about the culturally deprived children and saying that the ISEA title I projects attack quantity rather than quality. More service, longer hours, more basal readers, more of the same will not change the youngster.

One particular approach to teaching reading to a culturally deprived child is not the answer to their reading retardation. Culturally deprived children are human beings. They are the members of a species made up of individuals with different learning styles.

That means they must be taught as individuals and only through a thorough continuous quality instruction will culturally deprived children ever learn to read.

I think it is most important here that down on No. 6, Dr. Cohen says "Most Puerto Rican, Negro, Mexican-American and Appalachian white children are retarded in reading. Not many, but most."