

Emphasis is on quality of teaching, love of the child, and involvement of parents and community.

The remedial reading course aims to help those with reading disabilities of various kinds: language, psychological, emotional, and/or social deprivation. The end result of this program is diagnosis of problems, concentrated individual tutoring, team evaluation by experts, and most important, rapid improvement in reading, confidence and initiative in the pupil.

Value received from tax dollar.—Comparing the quality and cost of this program with others, quality is superior and per pupil cost less. The purpose of much anti-poverty legislation is to change an existing condition of failure and dependence in one segment of society. Such a program as this strikes a strong blow at some of the causes.

[Excerpt from the National Observer, June 5, 1967]

THE BRIGHT UNDERACHIEVER

1. Most school authorities argue that such students are a new, serious hazard to effective teaching and compose a badly neglected educational problem and a wasted human resource.

2. A study made of the New Jersey School system between 1960 and 1964 showed almost two-thirds has average or better than average intelligence.

The bright underachiever has intelligence, guile and sophistication. This is what we have found in our "dropins".

DUNKIRK, N.Y., January 18, 1967.

Sister MARY BAPTISTA,
Boorady Memorial Center,
Dunkirk, N.Y.

DEAR SISTER BAPTISTA: This is a report on the first six children that have come in for their physical examinations:

They all had complete physical examinations which included blood pressure, rectal examination, audiometry, vision testing, complete blood count, complete urinalysis and a tuberculin test. The families have been instructed to notify us on the results of the skin testing.

Individually, the findings were:

Mild anemia; round worm infestation, mild hearing loss: Vision:—right 20:30, left 20:40; mild hypoglycemia and a possible urinary tract infection. She was given treatment for the worms and should have a further workup by her own physician if she continues to have a poor appetite or other complaints.

At the time we saw him he had a high fever, pharyngitis, and bronchitis. He was treated for this and laboratory testing was deferred until he was well.

Chronic sinusitis: enuresis and chronic urinary tract infection and pin worms. Tuberculin test was negative even though she had had previous findings on chest x-ray at Mayville.

Moderate hearing loss; epilepsy; possible mental retardation; flat feet and pin worms.

All findings within normal limits.

Hypertension; obesity; general ichthyosis (severe); probable intestinal parasitosis. Further workup is indicated by his own physician for diet, immunization, skin care and the strong possibility of parasites.

Yours Very Truly,

ARNOLD B. VICTOR, M.D., F.A.A.P.

EXCERPT FROM ADDRESS OF ALAN COHEN, DIRECTOR, READING CENTER AT YESHIVA UNIVERSITY, TO THE NEW YORK STATE ENGLISH TEACHERS COUNCIL, 1966

1. Compensatory programs for culturally deprived children are usually more of the same. Most ESEA Title I projects attack quantity rather than quality. More services, longer hours devoted to reading instruction, more basal readers, more time with the teacher will not solve the problem of reading retardation in socially disadvantaged children. *New programs utilizing new methods and materials geared to changing quality rather than quantity are needed.*

2. One particular approach to teaching reading to all culturally deprived children is not the answer to their reading retardation. Culturally deprived children