

are human beings. They are members of a species made up of individuals with different learning styles. That means they must be taught as individuals.

3. *Thorough, continuous, quality instruction* will teach culturally deprived children to read. A high intensity learning program in which content, level, and rate are adjusted to individual needs has worked every time this author has tried it with socially disadvantaged children youth.

4. Most teachers do not know what materials and methods are available for teaching socially disadvantaged children. In addition, they do not read journals and are unaware of research and programs conducted in many sections of the country. Like lawyers and physicians, teachers blame (with good reason) their poor professional training for their deficiencies. But unlike most lawyers and physicians, teachers often do not make up these deficiencies once they enter the field.

5. The culturally deprived child depends more upon the school for language development and general verbal intelligence than does the middle class child. In fact, the latter learns most of his verbal behavior, including reading, informally through his home environment. Thus the school has never really had to teach reading and language development. A sort of quick and dirty glossing over has been enough to get middle class children 'on grade level'. Now the culturally deprived child has been discovered and we educators are on the spot.

6. Most Puerto Rican, Negro, Mexican-American and Appalachian white children are retarded in reading. Not *many*, but most. Many educational administrators that I have talked with are not just kidding visitors to their schools; this is understandable if not defensible. More seriously they are kidding *themselves* by not recognizing and accepting the magnitude of the problem. When they kid themselves, there is little chance of effecting significant change in reading instruction for these unfortunate children.

For example, one superintendent of a city slum school system conceded that four or five children at the end of grade one in a particular school might be below grade level in reading in June. When we administered the entire Durrell analysis of Reading Difficulty battery individually to all first graders in this school, we found only two or three children per classroom reading on grade level. Every other child was already retarded in reading.

I hope we can deliver. Right now I have my doubts. If we do not deliver, we will be replaced, and by "we" I mean the public schools. Perhaps that gradual replacement has already started under the aegis of the War on Poverty. Look closely and you will see what I mean.

[From the Evening Observer, Dunkirk-Fredonia, N.Y., Wednesday, Jan. 25, 1967]

EDITORIALS—READING CENTER NEEDS HELP

After proving to be one of the best investments ever made by the Office of Economic Opportunity to provide needed help to underprivileged children, Dunkirk's Boorady Reading Center now faces a financial crisis. A change in the distribution pattern of federal aid funds for next year will result in a severe cut-back to the local reading center. At this point, the fate of the institution is uncertain.

The Center, under the dynamic direction of Sister Marie Baptista, started its program in September funded for 100 students. Within a short time, 260 young people of all nationalities and faiths were enrolled, swamping the facilities and the staff. Brothers returned with sisters, non-readers with their friends. No one who needed help was refused. Offices and libraries became classrooms. The basement was refurbished by the local Rotary club for still another classroom. Each child progressed as fast as he was able. *Many experiences the first real sense of accomplishment in their lives.* Each became a person instead of a "nothing." *These results are particularly significant in children of second and third generation welfare families.*

Here is really the heart of what our aid programs should be designed to do. If a sense of pride can be instilled where there was only despair, a spirit of accomplishment where there was only defeat, a feeling of belonging where there was only resentment, then that individual is well on his way to take a responsible place in society. The Center is doing this every day where it counts the most for the future . . . in the children of today.