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# Programs and materials in the language arts for Negro junior high school students

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PROGRAMS AND MATERIALS  
IN THE LANGUAGE ARTS  
FOR NEGRO JUNIOR HIGH SCHOOL STUDENTS

By  
Sister Mary O'Brien, O.S.F.

A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)  
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1970

This research paper has been  
approved for the Graduate Committee  
of the Cardinal Stritch College by

Sister Maria Collette O.S.F.  
(Adviser)

Date February 19, 1970

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## CHAPTER I

### INTRODUCTION

To many children from a culturally deprived area school is meeting one obstacle after another. Life for this youngster is filled with apprehension. As the child grows and moves further along in school, the gap widens between the advantaged and the disadvantaged. The older youngsters become more different than alike, as cultural and educational differences become more pronounced.

In considering children with cultural and educational problems, educators have spent more of their time describing characteristics, seeking to isolate the causes of deprivation, and cautioning society of the consequences if nothing is done. What has actually been done to improve the curriculum for these children? Have we just intellectualized the<sup>1</sup> problem?

"A recent cartoon in a New York newspaper depicts an impoverished sage who aptly expresses this point of view:"

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<sup>1</sup>  
Joseph O. Lorentan and Shelly Umans, Teaching the Disadvantaged, (Columbia University: 1966), p. 5.

I used to think I was poor.  
 Then they told me I wasn't poor, I was NEEDED.  
 Then they told me it was self-defeating to think  
 of myself as needy, I was DEPRIVED.  
 Then they told me deprived was a bad image,  
 I was UNDERPRIVILEGED.  
 Then they told me underprivileged was overused,  
 I was DISADVANTAGED.  
 I still don't have a dime,  
 But I have a GREAT vocabulary!<sup>1</sup>

"At every level, preschool, primary, intermediate, predropout, or adult functionally illiterate we must see the syndrome of cultural deprivation as a mobile monolith that tends to move essentially unchanged up the chronological age scale. Thus we find at practically every age level the manifestations of virtually the same symptoms."<sup>2</sup>

In the same way that meeting the challenge of the child with a special disability was a major task for the 1930's and 40's, so meeting the challenge of the massive reading retardation of children from culturally different backgrounds is a major task for the 1960's. What works well with advantaged children does not necessarily work well with disadvantaged children. Finding out what can be done to help them become effective students is imperative for American education.<sup>3</sup>

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1

Ibid.

2

Thomas J. Edwards, "Learning Problems in Cultural Deprivation," Reading and Inquiry, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. X, (Newark, Delaware, 1965), p. 257.

3

Albert J. Harris, "Teaching Reading to Culturally Different Children," Improvement of Reading Through Classroom Practice, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. IX, (Newark, Delaware, 1964), p. 25.

A chief stumbling block of potential dropouts in school and industry is lack of ability to read. It is in junior high school that the dropout problem becomes clearly defined and most acute. One of the most promising educational efforts is provide a program which meets the needs of culturally deprived children before school programs geared to unfamiliar standards compound their difficulties. One way to meet the challenge is to provide at the junior high level a reading program designed to help these children become more efficient readers.<sup>1</sup>

The right reading program in junior high can salvage many school dropouts. We can start by detecting the limitations and potentialities of each child. Realistically we must accept true limitations, but we must not allow these to blind us to potentialities. We must determine what the school can do and should do and what must be accepted as beyond its power to do.<sup>2</sup>

The purpose of this study was to apply what has been done with newly enriched programs in middle grades and junior high school. The writer intended to survey the literature on programs for the Negro Junior High School student and the materials used to implement these programs.

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<sup>1</sup>  
Harold M. Nason, "The Developmental Program Meets the Challenge of Potential School Dropouts," Reading and Inquiry, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. X (Newark, Delaware, 1965) p. 263.

<sup>2</sup>  
Ibid.



### Statement of the Problem

The purpose of this study was to survey the programs and materials for Negro junior high school pupils.

### Limitations of the Investigation

This study was limited to programs and materials used in curricula with disadvantaged Negro junior high school pupils.

### Significance of the Study

Through this study the writer hoped to show that programs and materials are available for those students who are deficient in language development. Educators can enhance and augment programs in their schools by making use of them. Flexible experimentation with vicarious programs should be pursued when developing the Language Arts in junior high schools. This is the way educators could meet the challenge of developing a curriculum for junior high school students.

## CHAPTER II

### REVIEW OF LITERATURE

"Piaget sees constant interaction between the child and his environment as a part of the developmental process. The chief obstacle to school achievement by the Negro disadvantaged child is his first-learned culture, that language and way of life which he already has learned in his family."<sup>1</sup>

Many parents of social disadvantaged children do not realize that their speech is incorrect and that their children's poor speech patterns are formed in the home.

The culturally disadvantaged child enters school with a basic handicap in language skills. He can leave the school similarly disadvantaged unless we plan a continuous program of language development from kindergarten to the twelfth grade.

A broadly based program of language skill development, utilizing all the tools at the command of most schools

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<sup>1</sup>  
Allison Davis, "Teaching Language and Reading to Disadvantaged Negro Children," Elementary English, Vol. XLII, (December, 1965), p. 791.

should make it possible for most culturally deprived pupils to develop into literate adults who are able to listen, speak, read and write with understanding.

Most standardized instruments used to measure language of the disadvantaged child do not tap the kind and quality of language that he possesses. His patterns of speech, usage, and pronunciation do not for the most part approximate the standards of language expected by the school. The oral habits of disadvantaged Negro and white children coming from the same region are similar. We must accept the language of the disadvantaged child, however, we must improve his language habits and skills.

Research pursued in the area of linguistics and patterns reflect an assumed conflict between the language structure and patterns which disadvantaged children acquire early in their development and the subsequent different language structure and patterns of the schools.<sup>1</sup>

Bernstein determined in his studies that lower class speech in English families is not only different from middle and upper class speech but is deficient for educational purposes.<sup>2</sup>

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<sup>1</sup>  
Edith H. Grotberg, "Learning Disabilities and Remediation in Disadvantaged Children," Review of Educational Research, Vol. XXXV, (December, 1965), pp. 416-417.

<sup>2</sup>  
Ibid.

Frazier as a result of extensive research suggested three kinds of underdeveloped language found among disadvantaged children with learning disabilities:

- a) true verbal destitution, that there is actually less language
- b) full but nonstandard language development, that is the language is highly developed but deviates sufficiently from standard English to require further language development.
- c) unconceptualized experience, and undeveloped language

These findings suggest there might be different kinds of language development among children.<sup>1</sup>

"Russell suggested from his studies that concept and language development unfold simultaneously and pointed out the consequent importance of teaching disadvantaged children concepts and language at the same time."<sup>2</sup>

Figure 1 examining vocabulary differences between disadvantaged children and the middle class population, reported that in the sixth grade the vocabulary of disadvantaged children was approximately one half the amount of the middle class population.<sup>3</sup>

According to Johnson the language of culturally deprived pupils should be considered as a different system

<sup>1</sup>  
Ibid.

<sup>2</sup>  
Ibid.

<sup>3</sup>  
Ibid.

that interferes systematically with the learning of standard of English. And he proceeds to identify the characteristic points of conflict between the American Negro dialect and the standard American English on which instructional emphasis should be placed.<sup>1</sup>

Baratz suggests that the continued failure of programs of reading to ghetto children that offer more of the same phonics, more word drills, etc., have indicated the need for a orientation towards teaching inner city children to read. Any such program must take into account what is unique about the ghetto child that is impairing his ability to learn within the present system. The overwhelming evidence of the role that language interference can play in reading failure indicates that perhaps one of the most effective ways to deal with the literacy problems of Negro ghetto youth is to teach them using vernacular texts that systematically move from the syntactic structures of the ghetto community to those of the standard English speaking community.<sup>2</sup>

He must be literally immersed in the speech sounds that he is to acquire. He needs to imitate adequate speech models and be assisted when speech sounds are not perceived as reproduced correctly.

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<sup>1</sup>  
Thomas J. Edwards, "Cultural Deprivation: Ideas for Action," Forging Ahead in Reading, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. XII, Part I, (Newark, Delaware, 1967), p. 361.

<sup>2</sup>  
Joan C. Baratz, "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children," Elementary English, Vol. XLVI, (February, 1969), pp. 199-202.

It is one of the very important mediating functions in the student's program to supply new words and insure precise perception of the sounds and knowledge of their meaning as more and more experiences and concepts are being provided. Assistance given with care to help him make this transition from his native dialect. This can be done as he memorizes poems or lines from plays, as he listens to stories or as he learns songs.

Any new educational program for the disadvantaged must be accompanied by an increased emphasis on study skills. With a student body in which a large portion of those in high school years read at the average elementary school level, the teacher should be evoking on developmental, corrective, and remedial programs in reading and other study skills.<sup>1</sup>

Various approaches are being tried to counteract this problem. Among the most impressive and classes working on the techniques of conversation. Studies are expected to interrupt at convenient points or to wait for the silence of their classmates. Tape recordings of the student's speech are played back for students to hear and to correct. Teachers learn to use the language of lower-class youth, for its value as an instrument for introducing a different body of language materials.<sup>2</sup>

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<sup>1</sup> Harry V. Bernard, "New Programs to Meet New Demands," Perspectives In Education of Disadvantaged Children, ed. Melly Cowles, (Cleveland: The World Publishing Company), 1967, pp. 282-283.

<sup>2</sup> Merle M. Caulson and Herman G. Richey, The Educationally Retarded and Disadvantaged, (University of Chicago Press: 1967), pp. 203-204.

Golden describes fourteen taped lessons of the listening-repeating type which explain the structure of language. This gives the student the opportunity to imitate and practice using better forms. Students who never raise their voices above a whisper in class are given a copy of a famous speech. The students read along, loud and clear; eventually they speak in their own voices. Riesmann has described role-playing as a major technique of learning. Suggesting that drama could be a part of the school curriculum.<sup>1</sup>

One of the most important programs that has been implemented to help the junior high school student in the language arts is "Gateway English." Developed by the Project English Curriculum Study Center at the Hunter College, New York City. The materials are designed to help students whose abilities in English have been impaired because of environmental disadvantages. It is aimed for students whose reading abilities are generally two or three grades below their grade level. Developmental reading and work-study skills are presented in the reading materials and learning activities. The materials are curriculum units. Each unit emphasizes problem solving as a means of learning. These themes are judged to be of great interest to the underprivileged adolescent.<sup>2</sup>

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<sup>1</sup>  
Ibid.

<sup>2</sup>  
Joseph O. Loretan and Shelley Umans, Teaching the Disadvantaged, (New York: Teachers College Press, Columbia University, 1967) pp. 67-68.

The University of Florida is developing a program for students who are linguistically untalented. The objective of this program is to raise the child's threshold of experiences by introducing new feelings and new thoughts. Literature is the center of focus in the curriculum, but language study is involved, with varying stress in each unit.<sup>1</sup>

Similar to this series, The American Challenge is the New Rochelle, New York School System's Program. It is primarily a social studies program, the theme being American and World History, but the materials are appropriate to the English program.<sup>2</sup>

One of the most interesting findings of recent research has been the evidence of a high degree of correlation between hearing and reading. This is a difficulty that many disadvantaged children have not yet overcome by Grade Seven or Eight.<sup>3</sup>

Teachers ought to take a fresh look at the process of intake, especially listening. The renewed emphasis on stimulation for intake involves the systematic deemphazing

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<sup>1</sup>  
Ibid.

<sup>2</sup>  
Ibid.

<sup>3</sup>  
William D. Sheldon, "Language Skills of the Culturally Disadvantaged," Reading and Inquiry ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. X, (Newark, Delaware, 1965), pp. 255-257.



of output. She must begin at the beginning with effective stimulation for intake experiences.<sup>1</sup>

A common weakness in language usage of deprived children stems from poor training in listening. He becomes inattentive to what is being said in his presence. Poor auditory discrimination affects language development. Disadvantaged children experience difficulty in learning to read because they lack the background needed for interpretation. For this reason experience-centered learning is the most significant kind of instruction the school can provide.

The use of non-reading sources of learning should be increased. Through the use of films, filmstrips, records, and field trips, skills in observing and listening can be developed at the same time that these vicarious experiences form the basis for learning content.

Accompanying all of these learning from real or vicarious experiences there must be an emphasis on developing a vocabulary that is meaningful if students are to increase their ability to read and use language as a form of communications.

Gottlieb found that Negro high school students see significantly greater discrepancy between their goals and those they believe are held by the teacher, and that culturally

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Marcia D. Zwier, "The Disadvantaged Child or Teacher," Education, Vol. LXXXVIII, No. 6, (December, 1967), p. 158.

deprived youth, especially Negro youth, are least likely to perceive the teacher as wanting to help them reach their goal.<sup>1</sup>

Traditional ways of teaching will not suffice in the ghetto schools. Teachers must be pupil-oriented, not subject-matter enslaved. We often forget that what establishes a habit of reading is the use made of it after the textbook is put on the shelf.<sup>2</sup>

As for as inner-city students, research indicates that a positive self-image is essential to academic success. Sensible changes in teaching methods must be developed to help students form positive attitudes toward school and themselves. For Negroes developing pride in Negro cultural heritage is an essential component in creating attitudes of positive self-worth.<sup>3</sup>

Giving the Negro child specific instruction in the history and culture of their ethnic background as an example of a way of brightening their self-image and thereby increasing the likelihood of their progress in reading.

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<sup>1</sup>  
Ibid.

<sup>2</sup>  
Dora Smith, "Selecting Books for Culturally Disadvantaged Children," Vistas in Reading, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. II, Part I, (Newark, Delaware, 1966), p. 406.

<sup>3</sup>  
Ibid.

It is only when teachers recognize that it is the area of language development, and particularly with respect to the abstract dimension of verbal functioning what the culturally deprived child manifests the greatest degree of the intellectual retardation will the programs for these children be meaningfully developed around the visual and auditory experiences they can understand.<sup>1</sup>

The possibilities are unlimited for the teacher to make every learning experience for the culturally deprived child an experience not alien or abstract, but an experience drawn from his cultural background.

The nation wide Project Head Start programs, the increased number of Title I projects, the accelerated movements of the disadvantaged to urban centers, the drive by publishers to develop new reading materials and the justifiable pressures from the disadvantaged themselves that they be taught to read--all of these have demanded that educators and lay personnel pool their time, talent, and resources to develop a reading program that will meet the needs of today's disadvantaged.<sup>2</sup>

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<sup>1</sup> Frank Whittaker and Philip D. Vairo, "Needed Learning Tools For the Deprived Child," Peabody Journal of Education, Vol. XLV, p. 121.

<sup>2</sup> Helen Lloyd, "Progress in Developmental Reading for Today's Disadvantaged," Vistas in Reading, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. II, Part I, (Newark, Delaware, 1966), pp. 35-36.

Materials for the disadvantaged should have an audio-visual emphasis. Pilot studies of such as ones being financed by the Astor funds in disadvantaged areas in New York City show the value of stress on audio-visual aspects. All the work done to date by Martin Deutsch with the disadvantaged further confirms the need for intensive audio-visual work as a basis.<sup>1</sup>

Programs of remediation using specially designed materials are reported by Woolman, who introduced special programmed techniques and materials in the Accelerated Progressive Choice Reading Program. It is designed to permit each student to progress at his own rate of speed, using materials which are directed to the interest and values of the population and provides a step by step procedure. An average gain of 1.28 years was reported among disadvantaged youth in Washington Action for Youth groups after only 40 hours of instruction.<sup>2</sup>

Grotberg found that after 30 hours of instruction 35 disadvantaged ninth-grade boys ranging in age from 14 to 17 raised their reading scores by an average of 1.5 years when effective teachers drawing on available materials used an intensive remedial and developmental approach.<sup>3</sup>

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<sup>1</sup>  
Ibid.

<sup>2</sup>  
Edith H. Grotberg, "Learning Disabilities and Remediation in Disadvantaged Children, "Review of Educational Research, Vol. XXXV, (December, 1965), p. 421.

<sup>3</sup>  
Ibid.

Schreiber reported significant gains in reading as a result of a total school program emphasizing guidance. This Higher Horizons Program started at junior high school level and continued through senior high school.<sup>1</sup>

Mobilization For Youth is a broadscale, comprehensive, experimental-demonstration program designed to attack the problem of juvenile delinquency.

The work of the JHS Reading Clinic is particularly critical because of the problems of the junior high school age group in this depressed area. It opened with a seven-week program for retarded readers from the local schools. One hundred and ninety-five pupils completed the entire program. A selected group of 40 pupils were re-tested with standardized reading tests. Reading gains ranged from -1.1 to +3.3.<sup>2</sup> The median gain was +.9.

The second pilot study program conducted in the clinic is called STAR, "Supplementary Teaching Assistance in Reading." It was felt that parents could play a unique and important role in influencing a child's motivation toward learning. The parents were invited to attend a series of lessons, demonstrations, and discussions periods focused on the reading

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Ibid.

2

Marilyn Gibbons, "Teaching Reading to the Disadvantaged Junior High Mobilization for Youth Program, Improvement of Reading Through Classroom Practice, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. IX, (Newark, Delaware, 1964). p. 165.

instruction their children were receiving. The only evaluation that can be made now is impressionistic since the statistical data are not complete.<sup>1</sup>

Downing describes the BRIDGE Project which consisted of teaching ninety youngsters in a junior high school in a lower socio-economic area of New York City.

The first goal was to provide the pupils with successful reading experiences. To do this they secured quantities of high interest, low difficulty materials both for content area instruction and for extensive reading. The second aim was the improvement of comprehension, and they tried constantly to utilize every sensory pathway to concept development and to vocabulary building. Whenever possible, they provided actual objects or substances for the youngsters to see and to handle. The continuing purpose has been that of increasing the language fluency of the children.<sup>2</sup>

The San Diego Unified School District's Reading Demonstration Program for disadvantaged youth located at Memorial Junior High School, is a five-phase program designed to meet the needs of the students. More than eight hundred students are involved in the four intensive reading phases of the program, while the fifth phase provided reading

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1

Ibid.

2

Gertrude Downing, "Compensatory Reading Instruction for Disadvantaged Adolescents," Improvement of Reading Through Classroom Practice, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. IX, (Newark, Delaware, 1964), p. 167.

specialist assistance to the total school. New materials and motivational and innovative techniques are being tried.<sup>1</sup>

Webster reports that reading research declines with each increase in school grade level. Few investigators are reported which deal with adolescents. The investigators reported that this academic level seem to stress individualized reading and to make use of contemporary reading materials such as paperbacks and newspapers among other materials. Results in the case of the individualized reading program was productive of no significant gains, while the other program of a similar nature did report significant reading gains.<sup>2</sup>

The only reports of the use of behavior modification techniques in seeking reading improvement are reported at the secondary level. The findings are contradictory. Nevertheless, the approach is in keeping with research which indicates that disadvantaged learners need more frequent reinforcement for desirable behaviors or performers.<sup>3</sup>

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Ibid.

2

Staten W. Webster, "Research in Teaching Reading to Disadvantaged Learners," Reading and Realism, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. XIII, (Newark, Delaware, 1969), pp. 541-542.

3

Ibid.

## CHAPTER III

### REPORT ON CURRENT PROGRAMS

A letter was sent to twenty cities<sup>1</sup> with a population of approximately 500,000 and to the Department of Health, Education, and Welfare. The letter requested any information on current programs and materials used in teaching the Language Arts to Negro junior high school students in the Public School Districts.

A response was received from ten cities reporting the types of programs incorporated in their curricula.

#### 1. Baltimore

SCORE-Supplemental and Cooperative Opportunities for Remediation and Enrichment is a federally-funded reading program. The purpose of the program is to increase ability to understand what is read, to increase vocabulary, to develop skills needed for reading a variety of materials, and to increase oral and written skills in standard English.

#### 2. Boston

A reply was received from the supervisor of English but no information on programs or materials was given.

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<sup>1</sup> List of cities, Appendix.



### 3. Brooklyn

The Board of Education sent a list of textbooks that are used in the Astro Plan, which has proven to be most successful. The list was divided into two sections. One section dealt with textbooks for pupils below level in reading skills, the other section was for students on or above level.

The materials suggested were not only textbooks, but also Reading Labs and magazines.

Each school orders the textbooks and library books which it deems suitable for the students in the particular schools. At the present time the Board of Education is preparing a collection of stories, poems, and biographical selections by or about Negroes. It is to be published in 1970.

### 4. Buffalo

This system reported not having specific materials but sent a bibliography of The Cultural and Historical Contribution of American Minorities and the History of the Negro in America. The History includes lists of films, filmstrips, and recordings related to Negroes.

### 5. Columbus, Ohio

A copy of the 1968-1969 Title I, ESEA, proposal gave a comprehensive view of teaching effort which is directed toward Language Development at all levels including junior high schools. It was suggested that the schools provide an environment conducive to learning, increasing attention being focused on language for conceptual development and organization.

#### 6. Denver

Denver has no special materials for teaching the Language Arts to Negro junior high school students.

#### 7. Detroit

Negro literature is taught extensively in grades seven through nine in Detroit Public Schools, especially in the Inner City. Much of this study is at the discretion of individual teachers and their department heads. Various schools have supplemented the official approved reading textbook lists with a variety of materials. These materials include novels, poems, and audiovisual materials about Negroes.

#### 8. Los Angeles

Another federally-funded ESEA project, the Los Angeles City School District produced a multimedia kit for teaching standard English to seventh grade Negroes whose use of the language is nonstandard. The kit contained tape recordings, a filmstrip, teacher's manual and student exercise sheets.

Literature about Negroes and or by Black authors, to help Negro students find identification in their reading matter is used. A list of English books about minorities is followed.

#### 9. Pittsburgh

A course of study in Afro-American Literature has been prepared for teachers use in Pittsburgh Public Schools. Reading selections have been chosen largely on the basis of appropriateness to the grade level, the quality of the liter-

ature and applicability to the themes designated in the regular literature course of study.

10. Seattle

Seattle Public Schools advised that materials have not been developed for this specific purpose.

The Department of Health, Education and Welfare reported that a study of materials used in teaching Language Arts to Negro junior high school students has not been made.

The current programs reported seem to indicate impetus is being placed on Negro History and important Negroes. It was difficult to determine by some of the information received the types of programs and materials used as part of the Language Arts Curricula. The writer interpreted the information given in this manner.

Of the ten school systems reporting, four indicated that a definite reading program was being conducted with a variety of materials incorporated to meet the needs of the students.

Three systems reported that specific materials were used in their programs to teach Negro History. Books and audio-visual materials about famous Negroes are being utilized.

Specific programs and materials for Negro junior high school students do not exist in two of the systems that responded.

One letter received stated that the writer's request for information was referred to another person. Nothing further was received.

Most responses indicated that efforts are being made to enhance the curricula to meet the needs of the Negro junior high school students.

### Materials

Anderson suggests at least three basic principles for improving reading skills. First, materials should be selected with the needs of particular pupils in mind. Second, materials are likely to be most effective when chosen to develop specific skills which need improvement. Third, pupils who have a strong purpose for learning or for improving a skill are most likely to be successful.<sup>1</sup>

Keeping this criterion in mind the following materials are suggested by the writer to be used for junior high school students.

The American All Series by Rambeau and Rambeau

Field Educational Publication

Reading Level: 4

Interest Range: 3-8

Theme: Each book-length story has as its main character a youthful member of some specific ethnic group during a period when the group was making a significant contribution to North American culture.

The Deep Sea Adventure Series by Coleman, Berres, Hewith,  
and Briscoe

Field Educational Publication

Reading Level: 2-5

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<sup>1</sup> Marion A. Anderson, "Materials to Implement the Improvement of Reading Skills, Reading in Action, ed. Nancy Larrick, International Reading Association Conference Proceedings, Vol. II, (New York, 1957), p. 96.

Interest Level: 3-10

Theme: Novels about captured sharks and whales, a submarine rescue and pearl diving.

Morgan Bay Mysteries by Rambeau and Rambeau

Field Educational Publication

Reading Level: 2-4

Interest Level: 4-11

Theme: Mystery Stories

Reading-Motivated Series by Heffernan, Richards, Salisbury,  
Crenshaw, Merritt and Tales

Field Educational Publication

Reading Level: 4-6

Interest Level: 4-11

Theme: Teen-age oriented books

The Checkered Flag Series by Bamman and Whitehead

Field Educational Publication

Reading Level: 2-3

Interest Level: 6-12

Theme: Stories about sport cars

Merrill Mainstream Books edited by Charles G. Spiegler

Charles E. Merrill Publishing Co.

Reading Level: 4-7.5

Interest Level: 7-12

Theme: Paperback anthologies with dynamic stories that students will find enjoyable to read

Doubleday Signal Books

Doubleday and Co.

Reading Level: 4

Interest Level: 7-12

Theme: Mysteries-Sports-Biographies-Career Stories

Doubleday Zenith Books

Doubleday and Co.

Reading Level: 6

Interest Level: 6-12

Theme: A series about minority groups which would be beneficial in helping in developing self-concept

Learning Your Language - One and Two

Follett Educational Corporation

Theme: Sequentially developed and integrated language and literature program that introduces and reinforces communication skills

The Turner-Livingston Reading Series by Richard Turner

Follett Educational Corporation

Theme: Series consists of low-reading level, high-interest stories built into structured lesson format. The lessons provide exercises that develop vocabulary and reading lessons.

Interest Reading Series by Lillian Learner and Margaret Maller

Follett Educational Corporation

Theme: Series of eleven high-interest, easy-to-read books designed as remedial reading material for students who have serious reading deficiencies

The Vocational Reading Series

Follett Educational Corporation

Theme: Series upgrades reading, language, and comprehension skills through "real life" experiences

Play It Cool in English by Frank Riessman and John Dawkins

Follett Educational Corporation

Theme: Book is designed to help vocabulary development and dictionary skills.

Supplemental Readers

Economy Company

Guidebook to Better Reading by Rambeau

Economy Company

Theme: High interest-low difficulty readers

Many companies are publishing books, tapes and filmstrips about famous Negroes. These are important in a program for junior high school students to help in developing self-concept.

In addition programmed materials, for example kits that have an immediate check so the student can meet success. This programmed material presents the challenge the student needs to improve certain skills.

Many materials are available but the most important part of the program is the teacher using them effectively for the individual needs of each student.

Brennan suggests when one is selecting materials for disadvantaged adolescents one must start with the interests, develop proficiency, and with the aid of both open the doors to the ever-changing world of the printed page.<sup>1</sup>

Summary

The current programs reporting indicated that much

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Joseph T. Brennan, "Selecting Appropriate Materials for Disadvantaged Junior High School Students," Reading and Realism, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. XIII, (Newark, Delaware, 1969), p. 199.

stress is being placed on Negro History and important Negroes.

Four of the ten schools reporting indicated that a definite reading program was being used.

The writer found that efforts are being made to meet the needs of Negro junior high school students.

The materials suggested by the writer were mostly high-interest low-difficulty books. These books provide the material that a junior high school student would enjoy.

The writer feels that flexible programs and varied materials seem to be what is needed to help alleviate reading problems that the Negro junior high school student is experiencing today.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Findings of This Study

This survey gives evidence that programs for Negro junior high school students are in existence. The writer found the approaches varied and designed to meet the needs of the students. Programs included language development, improving listening skills, developing a positive self-image, and creating experience-centered learning.

The data gathered from the survey indicates that school systems are aware of the needs of the Negro junior high school student. The instruction given in the history and culture of their ethnic background is a way of creating attitudes of positive self-worth which is imperative for academic success.

Numerous materials are available and are being used. Audio-visual aids are utilized to create vicarious experiences. Manipulative devices which help to decrease problems created through abstract thinking are being employed. Besides the beauty of words encountered in reading materials pupils are also being exposed to films and filmstrips which supply an aesthetic element lacking in their environment.

### Conclusions and Implications

The impetus on incorporating Negro History and Literature was quite evident in the reports given by the various school systems.

There is definitely a very limited amount of research done in this area. Webster states a weakness of reading research for the disadvantaged seems to be the often one-shot nature of such programs. He feels that longitudinal studies of reading efforts are greatly needed. Such studies will reveal the need to conduct major curriculum and methodological revisions if reading programs are to be successful with disadvantaged learners.<sup>1</sup>

It is indeed encouraging that educators are taking steps in the right direction. Pursuing further study in this area will help in finding answers to many questions. Educators have "crawled" so long implementing programs for the Negro junior high school student, patience is needed as they learn to "walk."

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<sup>1</sup>  
Staten W. Webster, "Research in Teaching Reading to Disadvantaged Learners," Reading and Realism, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. XIII, (Newark, Delaware, 1969), p. 543.

**APPENDIX**

TABLE 1

SCHOOL SYSTEMS CONTACTED AND THOSE  
WHICH RESPONDED TO LETTER

Name of School System	Response
Baltimore	X
Boston	X
Brooklyn	X
Buffalo	X
Cincinnati	
Cleveland	
Columbus	X
Denver	X
Detroit	X
Houston	
Indianapolis	
Los Angeles	X
Memphis	
Minneapolis	
New Orleans	
New York	
Pittsburgh	X
Philadelphia	
San Antonio	
Seattle	X

July 5, 1969  
Sister Mary O'Brien, O.S.F.  
Cardinal Stritch College Box 61  
6801 North Yates Road  
Milwaukee, Wisconsin 53217

Dear Sir,

I am in the process of writing a research paper concerning programs and materials used in teaching the Language Arts to Negro Junior High School Students. The paper will treat both published as well as non-published programs. I would appreciate any information pertaining to programs and materials used in your city.

Please send the information to the address shown above or after July 26th to:

Sister Mary O'Brien, O.S.F.  
St. Francis Seraph School  
4 East Liberty Street  
Cincinnati, Ohio 45210

Thanking you for your time and effort in my behalf.

Sincerely,

Sister Mary O'Brien, O.S.F.

I will appreciate any help you can give to Sister Mary O'Brien in regard to her Research Paper.

Sister Marie Colette Roy, OSF, Ph. D.  
Assistant Professor Education  
The Cardinal Stritch College

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