

A STUDY OF SELECTED
PRE-KINDERGARTEN PROGRAMS FOR
CULTURALLY DISADVANTAGED CHILDREN

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Paul Boyd Ambrose
1966

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A STUDY OF
SELECTED PRE-KINDERGARTEN PROGRAMS
FOR CULTURALLY DISADVANTAGED CHILDREN

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Paul Boyd Ambrose

has been accepted towards fulfillment
of the requirements for

PhD degree in Education

Clyde M. Campbell
Major professor

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ABSTRACT

A STUDY OF SELECTED PRE-KINDERGARTEN PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

by Paul Boyd Ambrose

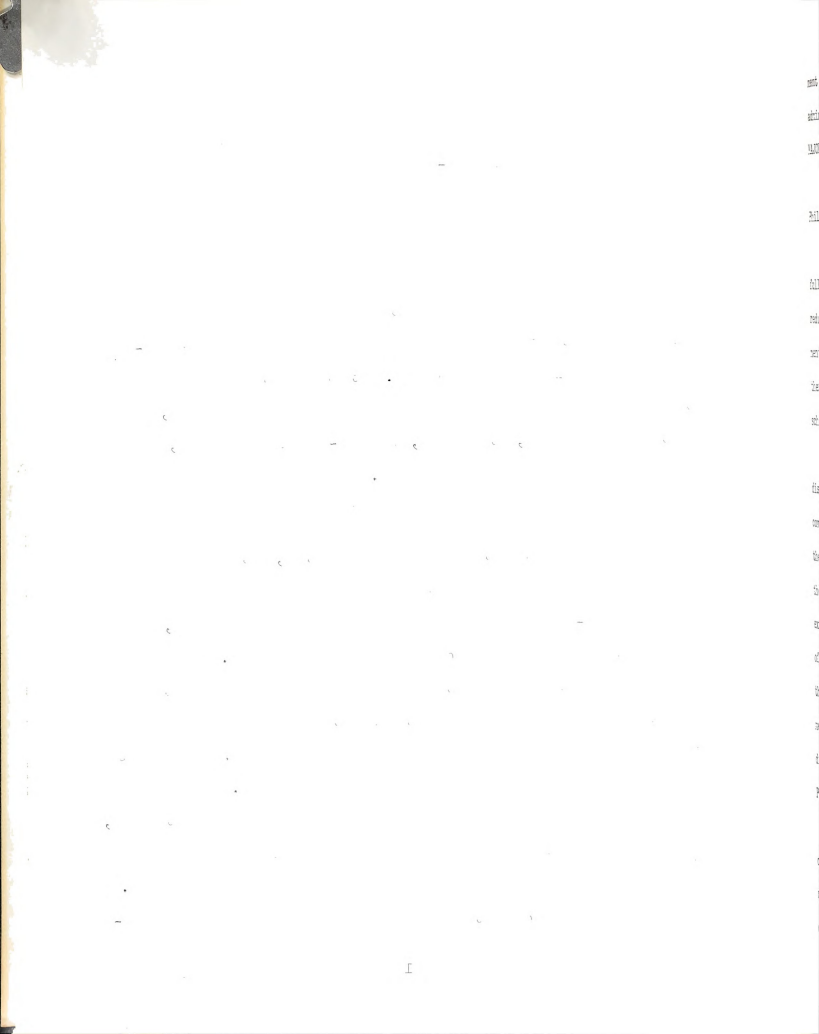
STATEMENT OF THE PROBLEM

The purpose of this study was to develop a set of guidelines and priorities for the establishment and improvement of compensatory pre-school programs in the public schools. It attempts to provide guides to the development of a sound statement of philosophy and purpose, the instructional program, staff needs, the home-school relationship, and the organizational needs of the program.

DESIGN OF THE STUDY

To accomplish the stated purpose of the study, a thorough review of the literature was conducted to extract the philosophy and principles behind the pre-school experience for culturally deprived children, and to identify the problems which necessitated this intervention. From the review of the literature an interview guide was prepared and fourteen selected pioneer programs were visited to determine what was being done in these programs and the rationale behind these practices. It was also determined what the interviewees considered to be optimum.

From the results of the review of the literature and the interviews, a list of eighty statements were drawn up and submitted to a panel of experts in the field of compensatory education and cultural deprivation. The panel of experts consisted of people who are involved in the develop-



ment of theory in this field and people who are involved in the actual administration and supervision of the pre-school programs.

MAJOR FINDINGS OF THE STUDY

The major findings in the study can be summed up as follows:

Philosophy:

1. There is near unanimous agreement that "The probability of the full development of the culturally deprived child's potential is greatly reduced without some form of early intervention." The maximum development of the child's potential is the aim and purpose of the public schools, therefore some form of early intervention is indicated in the public schools.

2. The philosophy for the public pre-school program for culturally disadvantaged children is well defined and well agreed upon. While the complete statement of philosophy cannot be presented here, it is based on the concept that education of the child is the joint responsibility of the home, the school and the community. Education is the result of the experiences which the child is provided by these agencies, and the failure of one of these agencies to fulfill its responsibility indicates that the others must assume a greater share of the responsibility. This would mean the provision of a pre-school enrichment program for the culturally disadvantaged child.

Purposes:

The purposes of the pre-school enrichment program fall into two categories, the development of skills and facilities for learning and social adjustment, and the development of attitudes which will be conducive to the learning task and the social adjustment of the child.



Among the skills and facilities which should be developed by the pre-school program are, (1) an efficient cognitive structure, (2) an improved language function, (3) improved perceptual skills, (4) and an enriched and meaningful experiential background. Among the attitudes to be developed in the child are (1) a positive attitude about himself, (2) a positive attitude about the school and learning, (3) a positive attitude about his family and environment.

Instructional program:

The basic goals of the instructional program are (1) to develop a positive self concept, (2) to develop the language ability, (3) to develop perceptual discrimination, (4) to develop learning concepts, (5) to develop a broadened breadth and meaning of experiential background, (6) to develop a positive identification with the school, and (7) to develop values which are congruent with the expectations of the school. These goals should be achieved through the provision of opportunities for the child to have experiences which will promote and develop these functions. The emphasis must be on the child's having experiences, rather than on a form of instruction.

Instructional staff:

The program should provide for a well trained and understanding staff. It should have at least two teachers for a group of fifteen or less children, and at least one of these teachers should be fully certified or certifiable, preferably in early childhood or primary education. The staffing should also provide for services of auxiliary personnel such as nurses, dental technicians, social workers, and diagnosticians.



Home-School Relations:

There should be established a planned program for developing the home-school relationships. This program should be based on meeting the needs of the parents, and helping the parents to meet the needs of the children. There should be provisions in the program for released time for the staff to carry out this function.

Organization:

The organizational plan should provide for a method of selection of the children based on the needs of the children, and the ability of the program to meet these needs. The program should be in session for at least four half days per week for a single group of children. It should preferably be in session for the entire school year for one group of children.

In addition to these findings, the implications of the findings and recommendations for further research were presented. The major implication of the study, outside of the illustration of the need for such a program in the public schools, was that a close look at the programs provided for the children in elementary school needs to be taken, and the school must assume the leadership in strengthening the home-school relationship in the culturally deprived communities, to aid them to assume their share of the responsibility for the education of the children.







A STUDY OF
SELECTED PRE-KINDERGARTEN PROGRAMS
FOR CULTURALLY DISADVANTAGED CHILDREN

by
Paul Boyd Ambrose

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1966



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TABLE OF CONTENTS

ACKNOWLEDGMENTS	Page ii
LIST OF TABLES	v
LIST OF APPENDICES	vii
Chapter	
I STATEMENT OF THE PROBLEM.	1
Introductory Statement	1
Statement of the Problem	7
Assumptions	7
Definition of Terms.	8
Design of the Study.	10
Summary	13
II REVIEW OF THE LITERATURE.	14
Introductory Statement	14
The Historical Development of the Early Intervention Concept.	15
The Philosophical Background of Pre-School Education for Culturally Deprived Children	19
The Nature of the Problems of Culturally Deprived Children in School	22
The Theoretical Justification for Early Inter- vention with Culturally Deprived Children	33
Summary	36
III DESIGN OF THE STUDY	41
Introduction	41
The Interview Guide	42
The Programs Visited	44
The Panel of Experts	47
The Rating Form	49
Treatment of the Results of the Rating Form	50
Summary	52
IV PHILOSOPHY OF THE COMPENSATORY PRE-SCHOOL	53
Introduction	53
Presentation of the Data	54
Conclusions	68
Summary	70

A 10x10 grid of dots representing a 2D lattice. The dots are arranged in a regular pattern, with some dots missing or faded, suggesting a sparse or disordered configuration. The grid is labeled with 'x' and 'y' axes.

Figure 1 shows a 10x10 grid of points. The points are arranged in a regular pattern, with some points highlighted in black and others in white. The grid is labeled with 'x' and 'y' axes.

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 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 103

Chapter	Page
V. PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM	72
Introduction	72
Presentation of the Data.	73
Conclusions	90
Summary	91
VI. INSTRUCTIONAL PROGRAM IN THE COMPENSATORY PRE-SCHOOL PROGRAM	93
Introduction.	93
Presentation of the Data.	95
Discussion of the Findings.	126
Summary	129
VII. STAFFING THE COMPENSATORY PRE-SCHOOL PROGRAM . .	130
Introduction	130
Presentation of the Data.	131
Discussion of the Findings.	155
Summary	157
VIII. HOME-SCHOOL RELATIONS IN THE COMPENSATORY PRE-SCHOOL PROGRAM	158
Introduction.	158
Presentation of the Data	159
Discussion of the Findings	180
Summary	182
IX. ORGANIZATION FOR INSTRUCTION	183
Introduction	183
Selection and Recruitment.	183
Organization of Class Time	194
Discussion of the Findings	201
Summary	203
X. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS. .	204
Introduction	204
Conclusions	204
Implications of the Study	211
Recommendations for Further Research	218
Summary	220
APPENDICES	221
BIBLIOGRAPHY	265

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LIST OF TABLES

Table	Page
1. Philosophy - Results of the Interviews.	56
2. Philosophy - Ratings of the Panel	57-58
3. Purposes - Results of the Interviews.	74-75
4. Purposes - Ratings of the Panel	76-77
5. Instructional Goals - Results from the Interviews . . .	96
6. Instructional Goals - Ratings of the Panel.	97-98
7. Development of Self Concept in the Instructional Program	101
8. Language Development in the Instructional Program . . .	107
9. Concept Development in the Instructional Program . . .	113
10. Perceptual Development in the Instructional Program . .	115
11. Experiential Enrichment in the Instructional Program. .	119
12. Teacher Responsibility for Program - Results of Panel .	125
13. Minimum Staff - Results of the Interviews	132
14. Minimum Staff - Results of the Panel	133
15. Qualifications of the Teacher - Results of Interviews .	137
16. Qualifications of the Teacher - Results of Panel . . .	138
17. Qualifications of the Teacher Aide - Results of Interview	144
18. Qualifications of the Teacher Aide - Results of Panel .	145
19. Provision for Auxillary Services - Results of Interview	149
20. Provision for Auxillary Services - Results of Panel . .	150
21. Use of Volunteers - Results of the Panel.	153

Table	Page
22. Home-School Relations - Results of Interviews	160-161
23. Home-School Relations - Results of Panel	162
24. Parent Participation Programs - Results of Interviews . .	170-171
25. Parent Participation Programs - Results of Panel	172-173
26. Selection and Recruitment of Children - Results of Interviews	184-185
27. Selection and Recruitment of Children - Results of Panel	187
28. Organization of Class Time - Results of Interviews . . .	196-197
29. Organization of Class Time - Results of Panel	198

LIST OF APPENDICES

	Page
APPENDIX A	221
Letter of Introduction	222
Letter of Request	223
Outline of Interview.	224
Interview Guide	225
Interview Tabulation Form	237
APPENDIX B	245
Panel of Experts	246
APPENDIX C	249
Letter of Request.	250
Key to Summary of Ratings	251
Instructions for Rating	252
Rating Form and Summary of Ratings	253

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CHAPTER I

STATEMENT OF THE PROBLEM

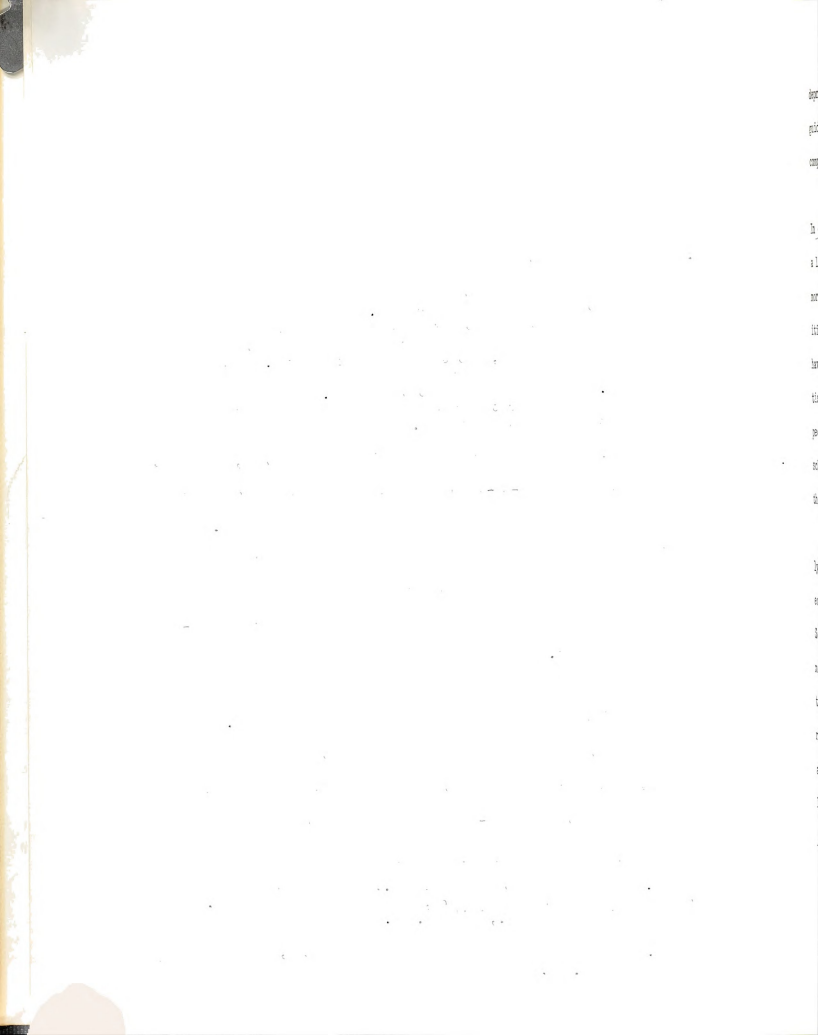
I. Introductory Statement:

"From time to time one still hears arguments over quantity versus quality education. Behind such arguments is the assumption that a society can choose to educate a few people exceedingly well or to educate a great number somewhat less well, but that it cannot do both. But a modern society such as ours cannot choose to do one or the other. It has no choice but to do both. Our kind of society calls for the maximum development of individual potentialities at all levels."¹

Today, much concern is expressed in the literature, in recent legislation, and in day-to-day conversation about the education and the educational deficiencies of culturally deprived children. "No idea in education has spread so rapidly through the public schools as this recognition of the need to prepare the children of poor families for the education they so badly need and yet are so ill-equipped to receive."² It may be that this rapid spread accounts for so much being written on the needs for such programs and so little written concerning the ingredients of a good program. It is the aim of this study to determine the essential ingredients of one facet of the program for culturally disadvantaged children, that of early intervention or pre-school programs for the culturally

1. Rockefeller Brothers Fund, Inc., The Pursuit of Excellence, Education and the Future of America, Special Studies Report No. 5 (New York: Doubleday & Co., 1958) p. 22.

2. Bernard Asbell, "Six Years Old Is Too Late", Redbook Magazine, September 1965, p. 53.



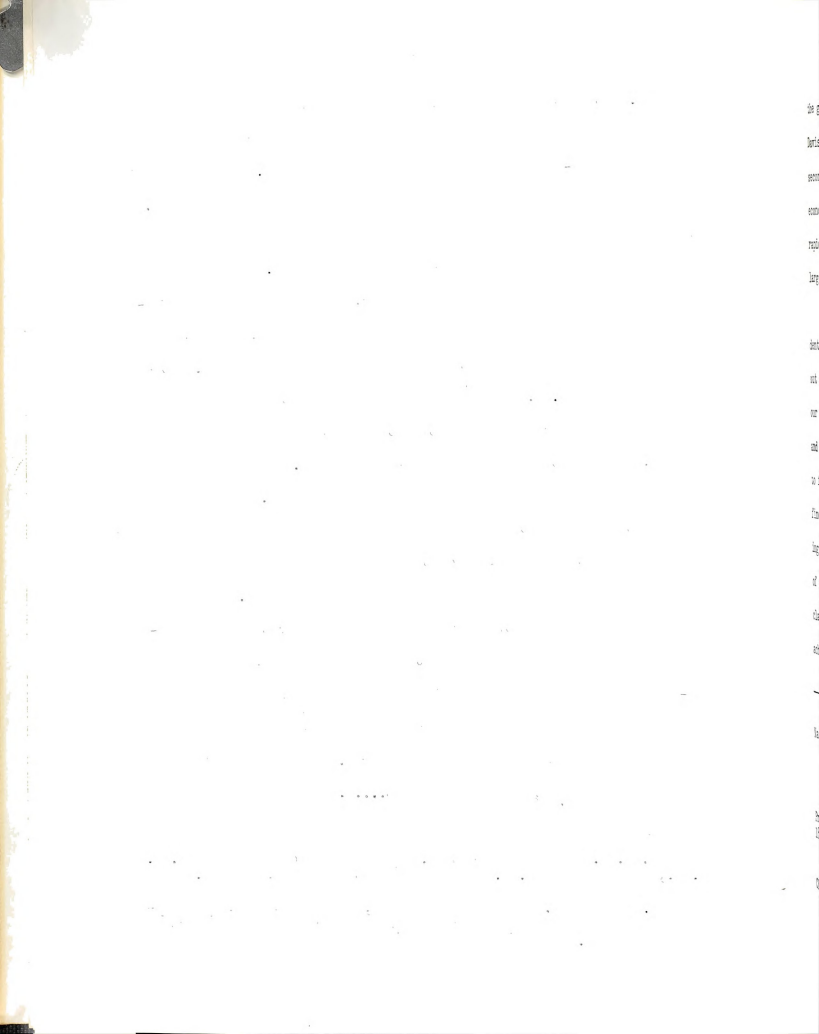
deprived. It is the purpose of this study to establish a set of guidelines and priorities for the establishment and improvement of compensatory pre-school programs in the public schools.

That there is a need for such a study surely needs no defense. In our country today a great many jobs go unfilled, but yet we have a large segment of the population which is unemployed. We are sending more and more people to college every year, we are expanding opportunities in almost every area of post high school training, and yet we have a large number of dropouts from our high school each year. Statistics from the U. S. Office of Education show that of all the young people in the age group from fourteen to seventeen who are in public schools, 40% do not finish high school on schedule.³ Approximately one-third of all high school entrants do not finish at all.⁴

Until recently the society could absorb large numbers of relatively poorly educated persons, since there was ample opportunity in the economy for unskilled workers with a minimum of education. However, Schreiber points out that, "In an economy where the rate of unemployment has not fallen below 5 per cent in over five years, a minimum of two-thirds of the unemployed are 'old' high school dropouts" and "The rate of unemployment among 16- to 21-year old youth hovers between two and three times that of the total labor force. Among school dropouts 16 to 21 years of age, it is 25 per cent.... in slum neighborhoods in

3. U. S. Office of Education. Status of Education in the U. S., No. 1, (Washington: U. S. Government Printing Office, 1959) p. 5

4. Benjamin S. Bloom, Allison Davis, and Robert Hess, Compensatory Education For Cultural Deprivation, (New York: Holt, Rinehart & Winston, 1965) p. 7



the great cities it rises as high as 70 per cent."⁵ To this Bloom, Davis, and Hess point out, "These educational programs (elementary and secondary schools) are increasingly the determiners of status and economic opportunity and completion of a secondary-school program is rapidly becoming the minimal requirement for successful entry into the larger society."⁶

But the successful completion of high school is largely dependent on some measure of success in elementary school. Deutsch points out that of the "40 to 70 per cent of the total school population in our twenty largest cities" who come from "the most marginal economic and social circumstances", "60 per cent are retarded in reading by one to four years" by the time they reach junior high.⁷ "The overwhelming finding of studies on the relationship between social class and learning, school performance, and the like is that children from backgrounds of social marginality enter the first grade already behind their middle class counterparts in the number of skills highly related to scholastic achievement."⁸

5. Daniel Schreiber (ed), The School Dropout, Washington: National Education Association, 1964) p. 3.

6. Bloom, Davis, & Hess, *Op. Cit.*, p. 1.

7. Martin Deutsch, "Nursery Education: The Influence of Social Programming on Early Development", The Journal of Nursery Education, 18:3, April 1963, p. 192.

8. Martin Deutsch, "Facilitating Development in the Pre-School Child", Merrill Palmer Quarterly, 10:3, July 1964, p. 254.

John Gardner in his book, Excellence, makes the following

statement:

"If we are concerned with the shortage of talent in our society, we must inevitably give attention to those who have never fully explored their talents, to those who level off short of their ceiling. If we ever learn to salvage a respectable fraction of these, we will have unlocked a great storehouse of talent."⁹

While Gardner is not speaking exclusively of the culturally deprived, this group is the largest single source of potential, but undeveloped talent which is available to us. The lower class produces the largest single group of dropouts from school, the largest group of juvenile delinquents, the largest group of adult criminals, and the largest single groups of unemployed, welfare cases, and broken homes in our society. While the reclamation of any respectable portion of these may be beyond the realm of reasonable possibility, the prevention of the production of large numbers more for the next generation is within reason with adequate programs, and is an absolute necessity to the strength and security of our society.

Dewey states, "What nutrition and reproduction are to physiological life, education is to social life."¹⁰ Just as malnutrition in early childhood can produce irreversible physiological damage, inadequate education and restricted education opportunities can

9. John W. Gardner, Excellence, Can We Be Excellent and Equal Too?, (New York: Harper and Rowe, 1961) p. 145.

10. John Dewey, Democracy and Education, (New York: The MacMillan Co.) 1916, p. 1.

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produce serious and sometimes irreversible "social crippling". Today a large portion of our children come to school ill-prepared and find the schools ill-prepared to receive them. These "socially malnourished" children are referred to as being culturally deprived, disadvantaged, unassimilated, and many other terms and phrases intended to describe their environmental handicaps. They start school substantially behind their middle-class counterparts in terms of readiness for the school situation. They possess a restricted experimental background, a variant value system to that of the school, and a different set of perceptions and expectations than those which the school expects of its pupils.

Silberman describes this facet of the problem very well in the following:

"It is the responsibility of the school to lift that burden so that the child can learn. No one can say that the school cannot win its difficult battle with the street; it has never tried. For all their concern with the 'whole child', the blunt fact is that the public schools have never paid much attention to anything but the whole middle class child. To a degree that is only now beginning to be seen and understood, the schools have built their curricula on the quite unconscious assumption that children enter school with certain skills and attitudes--skills and attitudes which the middle class child in America tends to imbibe with the air he breathes, but that the lower class child, black or white, all too frequently fails to acquire."¹¹

But what are the changes in the school which are needed to "lift this burden"? Certainly changes are indicated in the elementary

11. Charles E. Silberman, Crisis in Black and White, (New York: Vintage Books, 1965) pp. 267-268.

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and secondary education for these children. However, there is a limit as to how much the general goals can be changed since the school curriculum is geared, however inadequately for the individual student, to produce people to function and compete in the general society. The problem is of changing the curriculum where possible to meet the needs of the child, but also, to provide the child with the tools to meet the demands of the curriculum.

In recent years there has been renewed interest and much experimentation with the concept of early intervention in the education of the culturally disadvantaged child. There is much evidence that by the time the child enters first grade, he has already suffered a great deal of handicap by his environment. While the results of most of the experimentation in early intervention is not at this time conclusive, the trend seems to make it clear that much can be gained by a pre-school experience for these children when coupled with a meaningful elementary and secondary program designed to meet their needs. The fact of the growing importance of some type of pre-school education for the culturally deprived child is apparent. We cannot afford the luxury of waiting for the evolution of such programs. A program based on the best knowledge at present with built-in provisions for the development and improvement of the program is an immediate need. On the basis of a lack of a clear definition of what a pre-school program for culturally disadvantaged children in the public school should consist of, this study is justified.

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II. Statement of the Problem:

It is the purpose of this research to identify the underlying principles of a pre-kindergarten enrichment program for culturally disadvantaged children and to develop a set of guidelines and priorities for the organization and administration of such programs. This study has examined five major areas of the enrichment program;

(1) The philosophy and purpose, (2) The organization, (3) The instructional program, (4) The staff, and (5) The home-school relationship.

III. Assumptions:

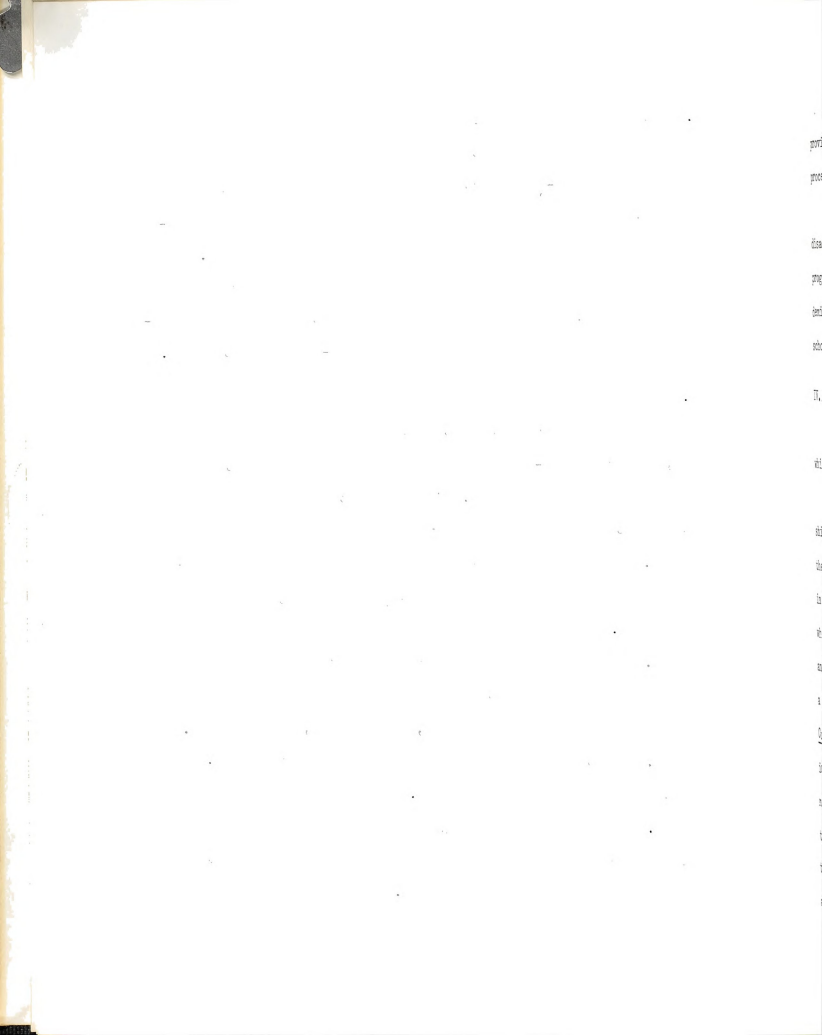
For the purpose of this study the following assumptions will be taken, either as self-evident or as being adequately supported in current educational philosophy. These assumptions will be supported in the chapters that are to follow:

1. Education is a result of the experiences which a child has in his social milieu; home, school, and community, not just the school alone.

2. Education which a child receives in school will be largely dependent upon his ability to relate and the manner in which he relates to the culture of the school, neighborhood, and community.

3. Education of the child is the joint responsibility of the school, the parent, and the community.

4. Education of the child which is normally assumed by the home, but which the home is unable to or fails to provide, must be assumed by the school and the community.



5. Educational institutions are responsible to society to provide experiences for the child which are necessary to the educative process and which are lacking in the culture of the child.

6. A meaningful pre-kindergarten experience for a culturally disadvantaged child, when coupled with an elementary and secondary program designed to meet his needs, can provide amelioration of academic disadvantages and greatly improve his chances of success in school and life.

IV. Definition of Terms:

Culture: The accumulated knowledge, values, norms, and beliefs which control and shape the lives of people in a community.

Cultural Disadvantage: The possession of a culture, or membership in a cultural group, which is so restricting and so variant from the culture of the mainstream of the society as to handicap the person in participation. For instance, the culture of the poverty stricken, which does not provide the child with the necessary language facility and experimental background to compete in the school setting, places a handicap on that child in his participation in school. The terms Cultural Disadvantage and Cultural Deprivation are used interchangeably in this paper. It is argued in some quarters that these terms are misnomers. However, since they are used to describe a condition which tends to act as a depriving agent in the process of learning, it can truly be said that such a condition is placing the learner at a disadvantage, or that he is deprived.

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Compensatory Education: Educational programs planned to ameliorate the academic and social disadvantages acquired from living in an environment which is restricting and widely variant from the culture of the general society.

Pre-kindergarten or Pre-school Enrichment Programs: For the purpose of this paper the terms pre-kindergarten or pre-school enrichment programs or the term compensatory pre-school programs will be used interchangeably to denote a program for culturally deprived children who have not reached the age for admission to kindergarten or first grade, depending on which is first available in the regular school programs. It is the purpose of these programs to provide some compensation for lack of skills and concepts commonly found to be missing in culturally deprived children upon entrance into the regular school program.

Language Function: The development, facility of use, patterns and perceptions of a communication system. In short, the manner in which the language serves its user in the process of communication.

Cognitive Style: The manner in which a problem is approached for solution and in which learning is internalized from the solution of these problems.

Visual and Auditory Discrimination: The manner in which visual and auditory stimuli are perceived and categorized into experimental background.



V. Design of the Study:

This study is descriptive in nature in that its purpose is to identify the underlying principles of a pre-kindergarten enrichment program, to determine present practices, and to arrive at some conclusions on the direction which this type of program should take in its development.

Best describes this type of research in the following:

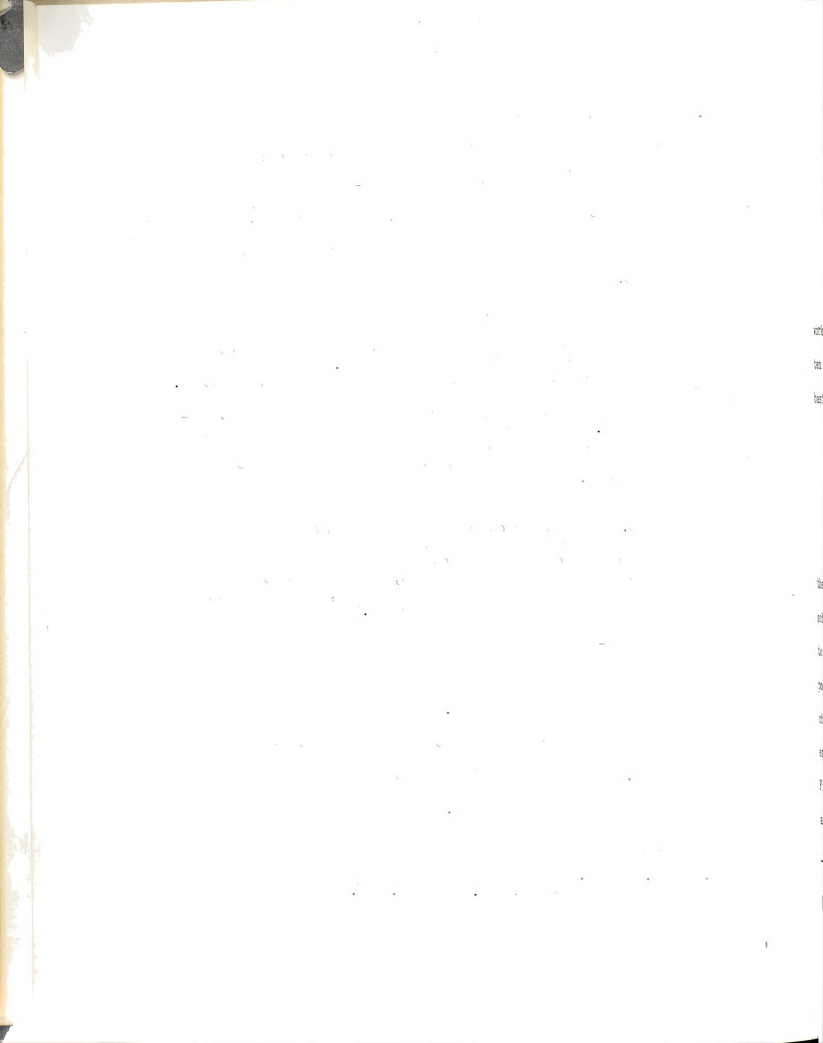
"In solving a problem or charting a course of action several sorts of information are needed. These data may be gathered through the processes of the descriptive method.

"The first type of information is based on present conditions. Where are we now? From what point do we start? These data may be gathered by a systematic description and analysis of all the important aspects of the present situation.

"The second type of information involves what we may want. In what direction may we go? What conditions are desirable or are considered to represent best practice? This clarification of objectives or goals may come from a study of what we think we want, possibly resulting from a study of conditions existing elsewhere, or what experts consider to be adequate or desirable." ¹²

The pre-school approach to the amelioration of the problems of the culturally deprived child in school is a relatively new phenomenon, or more accurately, newly revived. The major problem facing those involved in such programs is to determine the important ingredients of the program. It is for this reason that such a study as this makes a contribution to present knowledge.

12. John W. Best, *Research in Education*, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959) p. 104.



Good and Scates point out:

"General description is characteristic of the early stages of work in an area when significant factors have not been isolated, and where perhaps one would not have the means of measuring them if they were identified. It is, therefore, a method of exploration; but, in addition, general description plays its part in all research reports, and there are still areas in which it is better fitted to the purpose than would be quantitative data."¹³

In this study, the experiences and opinions of those who have worked in the development of the theory and practice of pre-kindergarten programs for culturally disadvantaged children are used as the basic data.

Best states:

"This analysis may involve finding out about the experience of others who have been involved in similar situations. It may involve the opinions of experts, who presumably know best how to reach the goals."¹⁴

A. The first step in this study was to make a thorough review of the literature to extract the philosophy and principles behind the pre-school experience. From this review of the literature it was possible to identify the major areas of concern for this study. It was also possible to identify many of the problems facing the culturally deprived child as they relate to his success in school and the theory behind the early intervention by the educational agency with these children. Finally, it was possible to identify some of the practices used to ameliorate the problems of the disadvantaged child.

13. Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century-Crofts, Inc., 1954) p. 275.

14. Best, Loc. Cit.

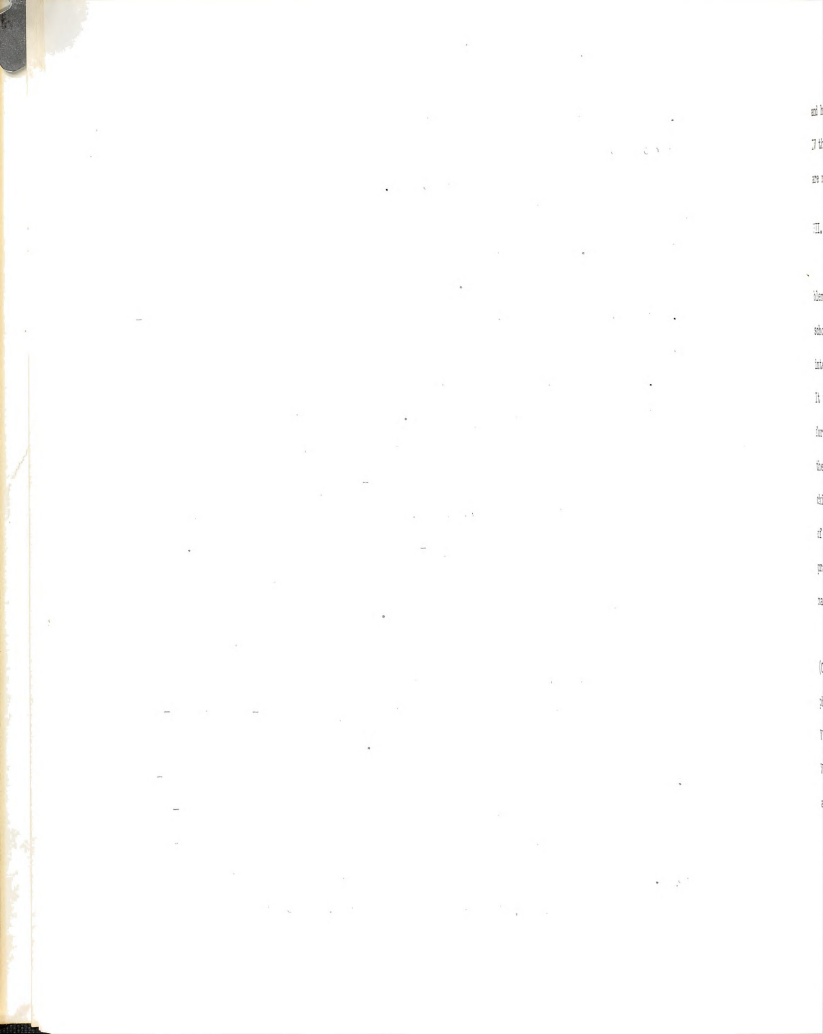
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B. From the review of the literature a guide for the interview was constructed to obtain answers to what was being done in such programs and the rationale behind these practices. A sample of programs described in the previous section was visited and various persons in the program were interviewed. During the visitations there also were opportunities to observe many of the programs.

C. From the review of the literature and the observations and interviews, a set of statements concerning each of the areas of study was drawn up. These statements were then submitted to a panel of experts in the field of compensatory education. These experts were equally divided between persons from colleges and universities who have initiated and carried out research in the area of pre-school compensatory education, and persons in public school programs, who have had responsibilities in the direction and development of pre-school compensatory programs. All members of the panel have gained some national recognition for their work in the field of cultural deprivation.

The panel was asked to rate each statement and to add any comments or statements which they felt should be included in a set of guidelines and priorities for the development and improvement of pre-school programs for culturally disadvantaged children.

D. From the responses of the panel, a set of guidelines and priorities for the establishment, improvement, and administration of pre-school enrichment programs for culturally deprived children was constructed. These guidelines were grouped into the five areas: philosophy and purpose, organization, instructional program, instructional staff,



and home-school relations. These guidelines are discussed in Chapters IV through IX and compared with current practices, and recommendations are made for their implementation in public school programs.

VII. Summary

In this chapter a brief introduction has been given to the problems of the culturally deprived child and how this relates to his school success and social adjustment. The rationale for pre-school intervention for the amelioration of such problems has been discussed. It is stated that the purpose of this study is to establish guidelines for the establishment and improvement of pre-kindergarten programs in the public schools to deal with the problems of the culturally deprived child. These guidelines were constructed to bring together the theory of compensation with the practices which operating programs have found practical and successful. We have concluded this chapter with a summary of the design used to gather this information.

The following chapters will discuss the literature in this field (Chapter II), the construction of the guidelines (Chapter III), Philosophy (Chapter IV), Purposes (Chapter V), Instructional Program (Chapter VI), Instructional Staff (Chapter VII), Home-School Relations (Chapter VIII), Organization (Chapter IX), and the summary, general conclusions, and recommendations for further study (Chapter X).

CHAPTER II

REVIEW OF THE LITERATURE

I. Introductory Statement

In the preface of "Compensatory Education for Cultural Deprivation", the following statement is found:

"Very few problems in the field of education are as complex as the problems of cultural deprivation. An adequate attack on these educational problems requires that educational policymakers, curriculum specialists, teachers, guidance workers, and administrators have an appreciation of the many ways in which the social problems of our society bear directly on the development of the child and adolescent and influence the interaction between students and the school."¹

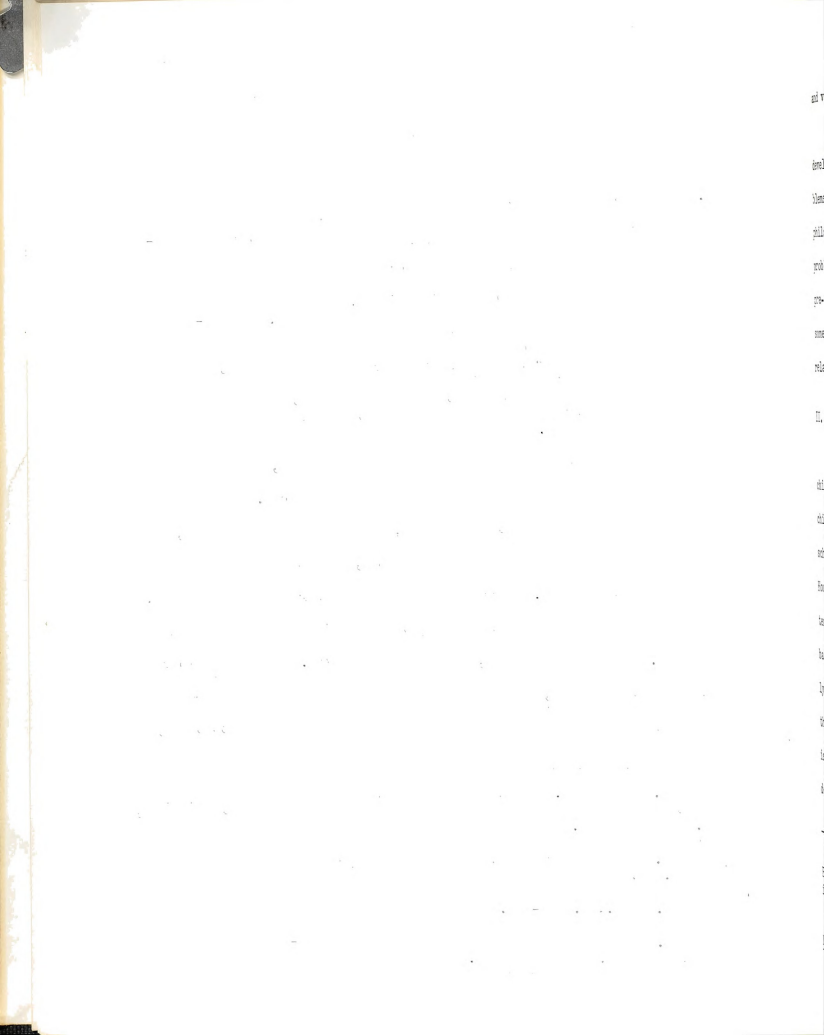
In the United States there are something over 8,000,000 children who are living in poverty or marginal circumstances.² This is not merely a poverty of material things, but poverty of experience, of interaction with the "mainstream of society", of language ability, and of self-identification. Harrington calls these poor "internal aliens",³ while Allison Davis refers to them as the "unassimilated in American society".⁴ Whatever the term, the meaning is clear. They are members of, but not a part of, the greater society, in which they must compete with poorly developed skills and alien language structures, attitudes,

1. Benjamin S. Bloom, Allison Davis, Robert Hess, Compensatory Education for Cultural Deprivation, (New York: Holt, Rinehart & Winston, Inc. 1965) Preface.

2. Michael Harrington, The Other America, (New York: MacMillan, 1963) p. 13.

3. Ibid., p. 23 - 24.

4. Allison Davis, In a speech before the Inter-University Seminar, Flint, Michigan. October, 1965.



and values.

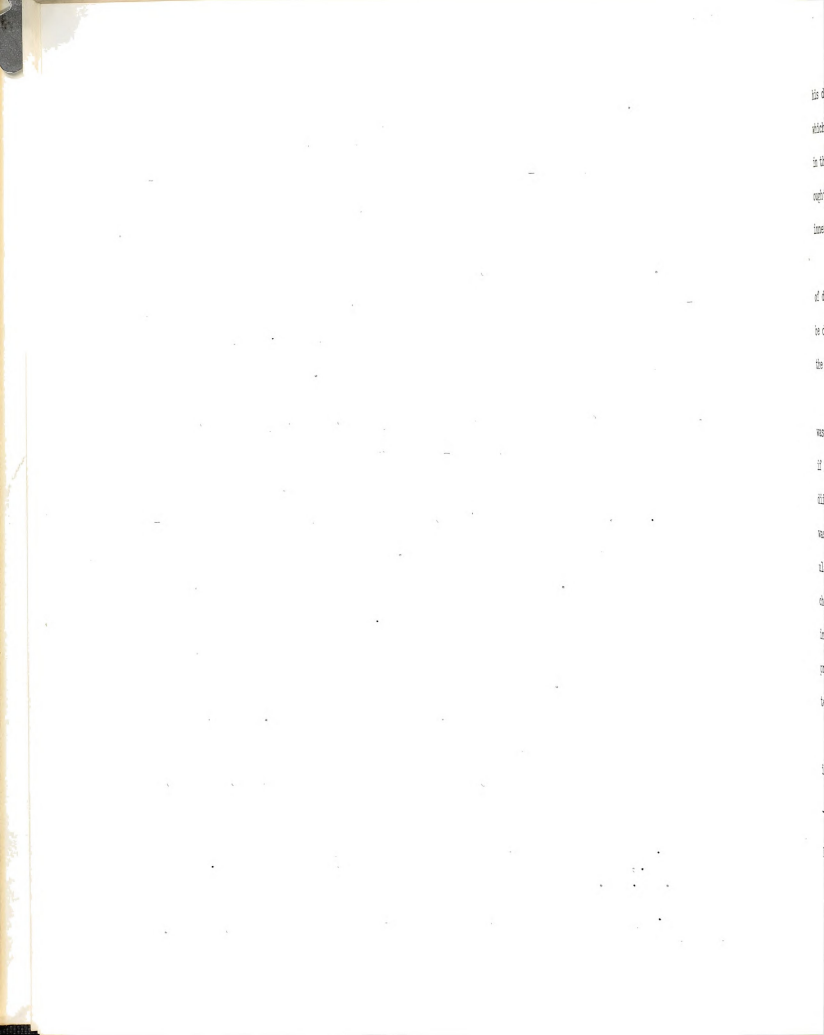
It is the purpose of this review of the literature to identify development of the pre-school approach to the amelioration of the problems of the culturally disadvantaged child, and to identify the philosophical and theoretical justification of this approach to the problem. In the summary of this chapter, we will point out the need for pre-school programs for culturally deprived children in public schools, some of the principles and practices implied in this review, and will relate the review of the literature to this study.

II. The Historical Development of the Early Intervention Concept

The development of the pre-school concept for culturally deprived children had its early beginnings in programs for mentally retarded children. Dr. Maria Montessori established the first program for pre-school slum children in January of 1907. These became known as "the Houses of Children". These programs were originally located in the tenement houses "people's quarter" in Rome.⁵ The Montessori Method was based to a considerable extent on the works of Edward Sequin⁶ with severely retarded children. Following a discussion with Sequin, she observed that idiocy is, generally speaking, arrested development. Thus, there is a striking analogy between the characteristics of the mentally deficient child and those of the normal child who has not yet completed

5. Maria Montessori, The Montessori Method, (New York: Schocken Books, Inc., 1964) Originally translated from Italian by Anna E. George in 1912. p. 43.

6. Edward Sequin, Idiocy; and its Treatment by the Physiological Method, (Albany: Columbia University Teachers College Reprints, 1907.



his development. Acting on this analogy, she considered that methods which made mental growth possible for the mentally deficient, (who were in themselves without the inner force which causes self-development) ought to aid the development of normal children who do possess that inner force.⁷

While there is considerable doubt about Montessori's theories of development in the light of current knowledge and theory, it cannot be doubted that her work has contributed much to the understanding of the needs and practices for the amelioration of cultural deprivation.

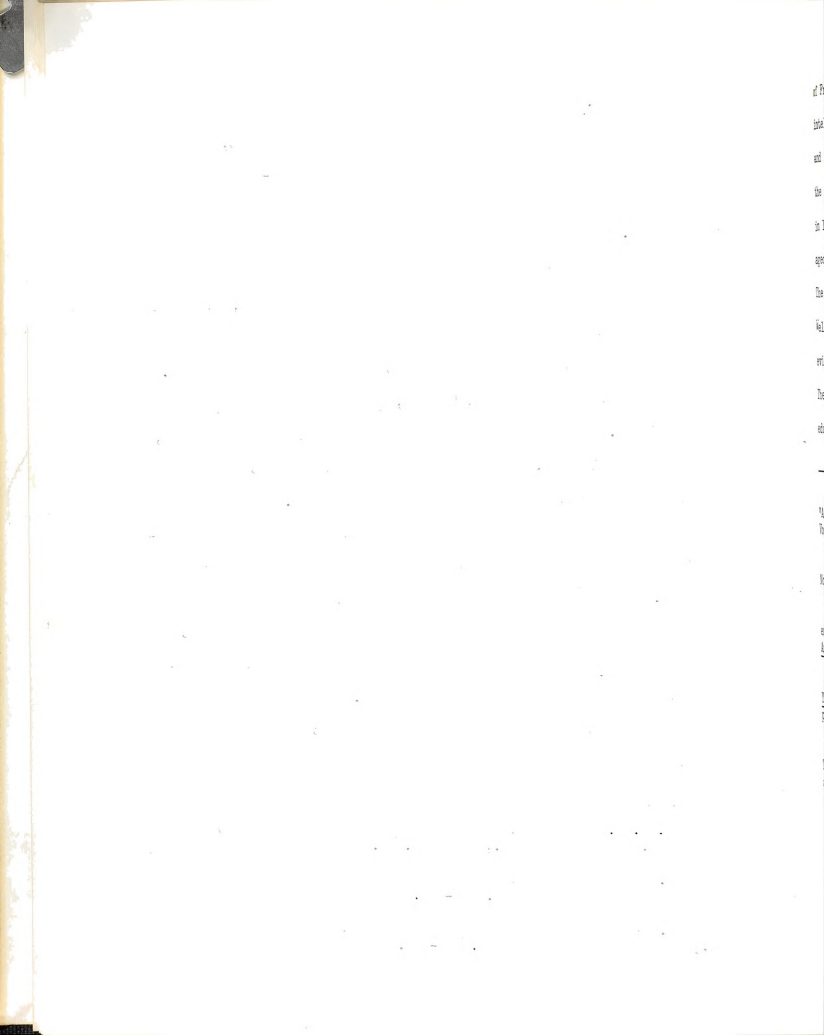
In 1921, Bertrand Russell's book, Education and the Good Life, was published. In this publication Russell said, "The nursery school, if it became universal, could, in one generation, remove the profound difference in education which now divides the classes."⁸ While Russell was advocating nursery school for all children, he was speaking particularly about the work of Miss Margaret McMillan's day school for slum children. Miss McMillan presents some evidence, although it is largely intuitive in nature, that the children of her school were much better prepared for the schooling they were to receive than were their counterparts who had not received this experience.⁹

In the late twenties and early thirties Montessori and the importance of early experience was largely discredited by the influence

7. E. P. Culverwell, The Montessori Principles and Practices, London: G. Bell & Sons, Ltd., 1913) p. 19.

8. Bertrand Russell, Education and the Good Life, (New York: Boni and Liveright, 1926) pp. 229-230.

9. Margaret McMillan, The Nursery School, (London: Dent & Sons, Ltd., 1921) Chapter XXXIII, pp. 280-285.



of Freudian psychology and the growth in the belief of fixed intelligence and inherent ability. However, in the late thirties and early forties, some educators and psychologists began to question the concept of fixed I. Q. Skeels, Updegraff, Wellman, and Williams¹⁰ in 1938 demonstrated the ability to increase the I. Q. of pre-school aged orphanage children by providing them with a nursery school program. The works of Simpson (1939)¹¹, Skeels and Dye (1939)¹², Stoddard and Wellman (1940)¹³, and Piaget (1936)¹⁴, all tended to strengthen the evidence of the effect of environment and experience on intelligence. These works were severely criticized by many of the psychologists and educators of that period such as Goodenough¹⁵ and McNemar¹⁶.

10. H. M. Skeels, Ruth Updegraff, Beth Wellman, and H. M. Williams, "A Study of Environmental Stimulation", University of Iowa Studies, 1938, Vol. 15, No. 4. p. 141.

11. B. R. Simpson, "The Wandering IQ", Journal of Psychology, 1939, No. 7, pp. 351-367.

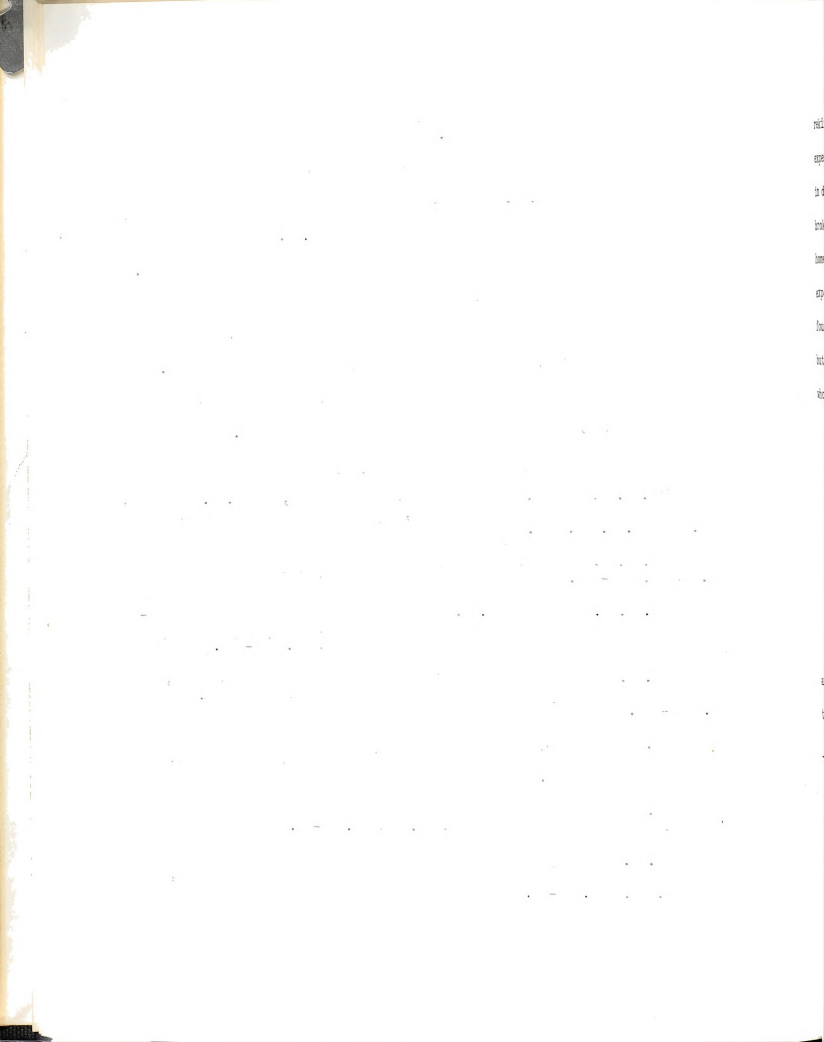
12. H. M. Skeels and H. B. Dye, "A Study of the Effects of Differential Stimulation on Mentally Retarded Children", Proceedings of the American Association on Mental Deficiencies, 1939, pp. 114-136.

13. G. D. Stoddard and Beth Wellman, "Environment and the IQ", Yearbook, National Society for the Study of Education, 1940, Vol. I, pp. 405-442.

14. Jean Piaget, The Origins of Intelligence, (Margaret Cook, Translator) (New York: International University Press, 1952) Originally published in 1936.

15. Florence Goodenough, "A Critique of Experiments on Raising the IQ", Educational Methods, 1939, No. 19, pp. 73-79.

16. Q. McNemar, "Critical Examination of the University of Iowa Studies of Environmental Influence upon the IQ", Psychology Bulletin, 1940, No. 37. pp. 63-92.



In 1958, interest in nursery school for retarded children was rekindled. Kirk reported significant gains in I. Q. and S. Q. by an experimental group as a result of a nursery school program.¹⁷ McCandless in discussing Kirk's findings points out that when the findings were broken down by case studies, "children who had come from inadequate homes . . . did not make significant I. Q. and S. Q. gains when school experiences were begun after chronological age six."¹⁸ It was also found from Kirk's study that children who had come from adequate homes but did not have the nursery school training soon caught up with those who had had the experience.

Hunt states:

"It was commonly believed before World War II that early experience was important for emotional development and for development of personality characteristics, but unimportant for the development of intellect or intelligence . . .

"It looks now as though early experience may be even more important for perceptual, cognitive, and intellectual functions than it is for the emotional and temperamental functions."¹⁹

In the early sixties, experimental programs, both at colleges and universities and in the public schools of many large cities began to appear. Probably the earliest of these was the Pre-school Project

17. S. A. Kirk, Early Education of the Mentally Retarded, (Urbana: University of Illinois Press, 1958) p. 56.

18. Boyd R. McCandless and Walter Hodges, "The Development and Evaluation of a Diagnostically Based Curriculum for Pre-School Psychosocially Deprived Children", A Research Proposal, Indiana University, 1964. Mimeo. p. 2.

19. J. McV. Hunt, "The Psychological Basis for Pre-School Enrichment", Merrill Palmer Quarterly, July 1964, Vol. 10, No. 3, pp. 222-223.

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of the Great Cities Project in Detroit, Michigan, which began in 1959. Other early projects were those of the Institute for Developmental Studies at New York Medical College, directed by Dr. Martin Deutsch (1962), The Early Training Project, at George Peabody College, directed by Dr. Susan Gray (1962); The Early School Admissions Project, Baltimore Public Schools, Baltimore, Maryland (1963); and the Pre-Kindergarten Program, New Haven Public Schools, New Haven, Connecticut, to mention just a few. Funding for many of these programs came from the Ford Foundation. Later, programs were partially funded by the U. S. Office of Education. In 1965 the pre-school experience for culturally deprived children gained status and recognition with the introduction of Project Headstart. This program provided a summer pre-school program for nearly 560,000 children in the summer of 1965.²⁰

III. The Philosophical Background of Pre-School Education for Culturally Deprived Children

The basic philosophical foundation for early intervention is the need to educate all children in a democratic society to the maximum of their potential. The need for this is twofold. One, if a person is to accept the concept that the main theme of democracy is the equality of opportunity, it becomes obvious that in a highly specialized society such as ours, such equality of opportunity can only come through equality of educational opportunity.

The second part of this need to educate all children well deals with the strength and security of the society itself. Will James,

²⁰. Fred Hechinger, "Head Start to Where?", Saturday Review, Dec. 18, 1965, p. 58.

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speaking at Founder's Day at Stanford University in 1906 said, "The world is only beginning to see that the wealth of a nation consists more than anything else in the number of superior men that it harbors."²¹ The sheer cost of supporting a large number of non-productive and low-productive members of society cannot be carried for a long period of time without weakening the society itself. "There are $7\frac{1}{4}$ million persons in our affluent society receiving welfare payments today. Total federal, state, and local expenditures for this purpose exceeds \$4.5 billion."²²

On the other hand, the demands of a talent-hungry technology exceeds the supply. "In recent years practically every field has been hampered by a shortage of managers and competent administrators, of trained researchers, teachers, skilled craftsmen and technicians."²³

The provision of this needed education is the responsibility of the society in which the child is reared. In every culture there is a process for the acculturation of the young. This process, called education, will transmit from one generation to the next the culture of the society and prepare the child to become a contributing member of the society. "Any culture, and the civilization based on that culture, must depend upon the ability to articulate and transmit its

21. Will James, Founder's Day Address at Stanford University, quoted in *Excellence, Can We Be Equal and Excellent Too?*, by John W. Gardner, (New York: Harper and Rowe, 1962) p. 33.

22. Ibid.

23. Frank H. Cassell, "Changing Manpower Needs", NEA Journal, April 1962, p. 55.

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learnings as semi-autonomous, cognitive systems."²⁴

The process of education begins at birth. The formal education, that is the institutionalized process, ideally begins at the point where culture can no longer be assimilated through sharing and imitation of adult activities. In our culture, this formal education ordinarily begins at about the fifth or sixth year of age. With the large segment of the population the family and cultural structure of the pre-formal years is such that the formal process is a natural extension of the pre-formal period. This is true because, one, the formal education is built on an assumption of certain acquired skills during the pre-school years, and, two, because the value structure of the society places a high value on formal education and this value structure is assimilated by the children prior to entrance in school.

The problem under consideration in this study arises from the fact that the culture of the lower class child often fails to provide this pre-school preparation for formal education. Martin Deutsch, one of the leading investigators in the area of cultural deprivation, states, "The overwhelming findings of studies on relationships between social class and learning, school performance, and the like is that children from backgrounds of social marginality enter the first grade already behind their middle class counterparts in a number of skills highly related to scholastic achievement."²⁵

24. Vincent Ostrom, "Education and Politics", in Nelson B. Henry, (ed.) *Social Forces Influencing American Education*, (Chicago: The National Society for the Study of Education, 1961) p. 10.

25. Martin Deutsch, "The Influence of Social Programming on Early Development", *The Journal of Nursery Education*, April 1963, p. 197.

Thus, referring back to the responsibility of society for the education of its young, this can only mean that the society and the schools as the educative agent of society, has the responsibility to provide means for these children to receive the education needed for their assimilation into the mainstream of society. In the case of the lower class child, who is so ill-prepared for the formal education, this has to mean starting his education at least a year or two before that of his middle-class counterparts.

Deutsch sums up the need for such intervention in the following:

"Essentially what is being said here . . . is that the child as a thinking organism and as a potential contributor to society, must be reached at as early an age as possible, particularly if he is marginal to our major cultural streams.

"He must be reached by educators with scientific knowledge, working in concert with behavioral scientists, and recognizing the underlying necessities that make it imperative for America to solve the problems that will be associated with mass youth unemployment if children are not integrated into the school context."²⁶

IV. The Nature of the Problems of Culturally Deprived Children in School

If it is true that the disadvantaged child is ill-prepared for school and not merely of poorer ability, the question arises, what are the factors which are responsible for his lack of preparedness? The problems of the culturally disadvantaged child have many facets, and these are largely interwoven and interdependent. For the purpose of clarity, the major contributors to these problems will be discussed here

26. Martin Deutsch, "The Influence of Social Programming on Early Development", The Journal of Nursery Education, April 1963, p. 197.



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in isolation, while acknowledging their interdependence. These fall into three major categories, (1) the intellectual development of the child, (2) the cultural background of the child and his family, and (3) the middle-class orientation of the school itself.

The Intellectual Development of the Culturally Deprived Child:

The problems of the intellectual development of the culturally deprived child are largely based on the nature of the experiences, and their quality, which the child has during his pre-school years.

Piaget wrote:

"The rate of development is in substantial part, but certainly not wholly, the function of environmental circumstances. Changes in the circumstances are required to force accommodative modification of schemata that constitutes development. Thus, the greater the variety of situations to which a child must accommodate his behavioral structure, the more differentiated and mobile they become. Thus, the more new things a child has seen and the more he has heard, the more things he is interested in seeing and hearing. Moreover, the more variation in reality with which he has to cope, the greater his capacity for coping."²⁷

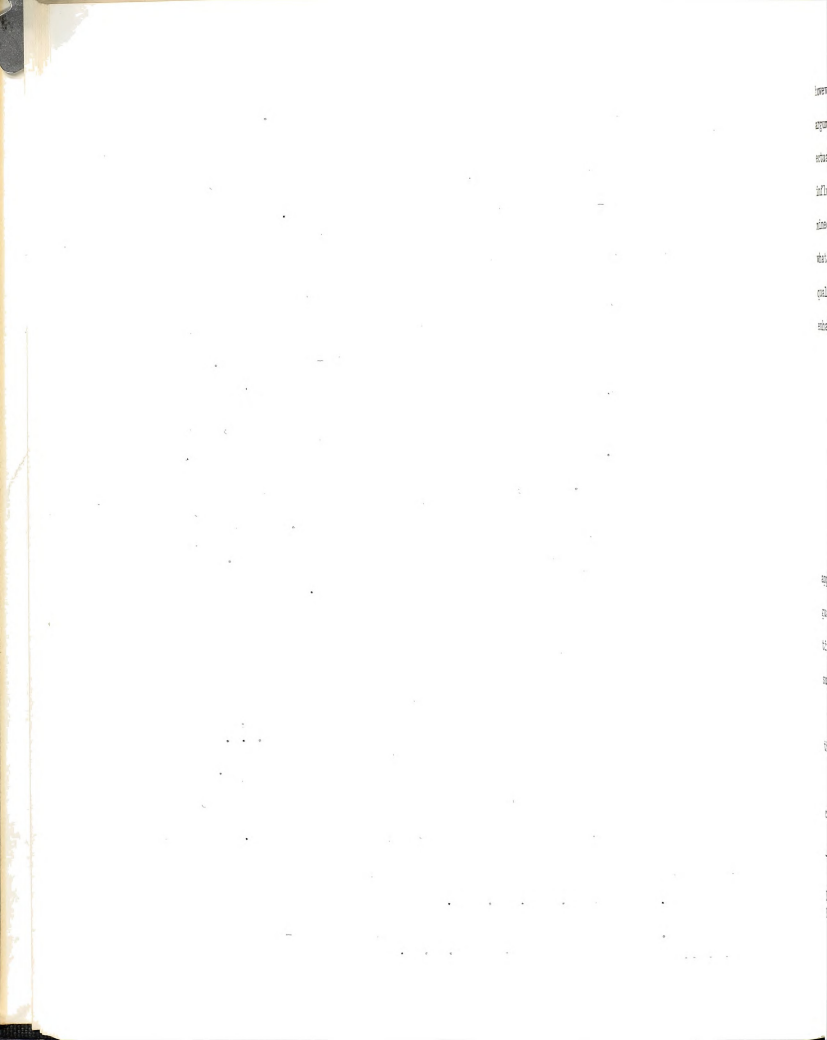
Hodges and McCandless are even more definite about the role of experience in the intellectual development of the child:

"It is now almost universally accepted (and on the basis of hard data for children and adults, as well as even harder data for animals) that intellectual power, agility, and discipline develop through experience . . . and are not wholly and probably not even partially determined by the genes which the child carries with him."²⁸

It is difficult to accept the latter part of this statement as being wholly true, based on present literature in this field. It does,

27. Piaget, Op. Cit., p. 276.

28. Walter Hodges and Boyd McCandless, Shall Pre-Schoolers Read or Play?, Indiana University, Mimeo. p. 3.



however, serve to present the extreme left point of view in the argument over the effects of inheritance and environment in the intellectual development of the child. Although the actual proportion of the influence of inheritance and environment cannot at this time be determined, the evidence does indicate that environment largely determines what the child will do with his inherent abilities. The nature and quality of the experiences which the child has will tend to slow or enhance, and alter his intellectual and cognitive development.

Bruner states, in speaking about experiential deprivation:

"Not only does early deprivation rob the organism of the opportunity of constructing models of the environment, it also prevents the development of efficient strategies for evaluating information, for digging out what leads to what and with what likelihood. Robbed of development in this sphere, it becomes the more difficult to utilize probable rather than certain cues, the former requiring a more efficient strategy than the latter."²⁹

The importance of the early years then becomes increasingly apparent. It is during these years that the child develops his language function, his perceptual ability and discrimination, his cognitive style, and to a large extent, his values and expectations. The sum of these is largely that quantity which is intelligence.

The language function is one of the most serious handicaps of the culturally deprived child.

Deutsch, in pointing out the importance of language in learning, concludes:

29. Jerome Bruner, "The Cognitive Consequences of Early Sensory Deprivation", in P. Solomon (ed), Sensory Deprivation, (Cambridge: Harvard University Press, 1961) pp. 202-203.

"Language is probably the most important area of the later development of conceptual systems. If the child is to develop the capabilities for organizing and categorizing concepts, the availability of a wide range of appropriate vocabulary, of appropriate context relationships for word, and the ability to see them within their various inter-relationships becomes essential." ³⁰

However, these are just the abilities which are more often than not lacking in the culturally deprived child. Bernstein³¹ and Whorf³² have both argued that the language patterns of the lower class are significantly different than those of the middle class. Bernstein refers to this as "restricted" language, as compared to the "elaborated" language codes of the middle class. Specifically, Bernstein finds that the lower class has:

1. Availability of fewer structured possibilities for use by the speaker.
2. Limited power to organize sentences completely or complexly.
3. Restricted breadth of vocabulary.
4. Reduced verbal analytic power to symbolize logical relationships. ³³

This contention is largely supported by the works of John³⁴ and

30. M. Deutsch, Op. Cit., Journal of Nursery Education, p. 194.

31. B. Bernstein, "Linguistic Codes, Hesitation Phenomena, and Intelligence", Language and Speech, Jan - Mar 1962, Part I, p. 31-46.

32. B. L. Whorf, "Science and Linguistics", Technical Review, 1940, pp. 229-231.

33. Bernstein, Op. Cit. p. 32.

34. Vera John, "The Intellectual Development of Slum Children; Some Preliminary Findings", The American Journal of Orthopsychiatry, October 1963, pp. 813-822.

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Milner³⁵, both of whom point out a lack of language facility to be a class-linked phenomenon.

This lack of language facility is largely due to lack of proper models for imitation, lack of supportive feedback, lack of objects and experiences with which to attach referents to words, and the lack of opportunity to use language, particularly in interaction with adults.

Hunt states:

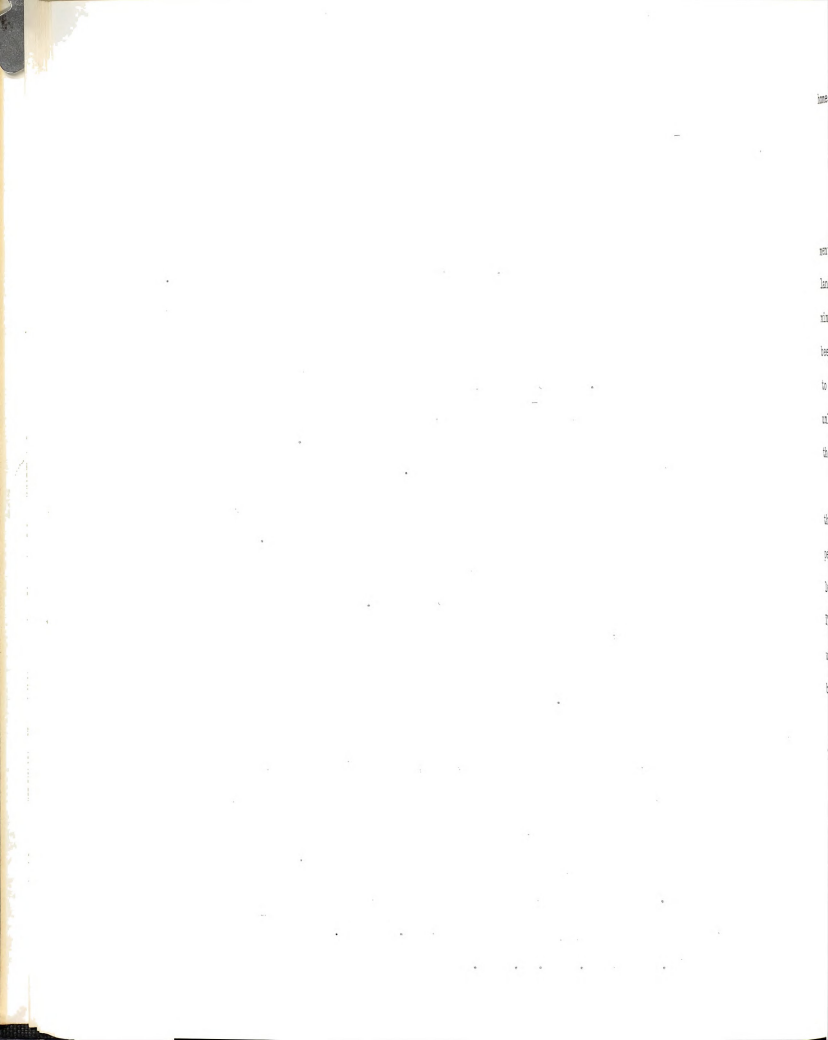
"The variety of linguistic patterns available for imitation in the models provided by lower class adults is both highly limited and wrong for the standards of later schooling. Furthermore, when the infant has developed a number of pseudo-words and has achieved the 'learning set' that 'things have names' and beings asking 'what's that?', he is all too unlikely to get answers. Or, the answers he gets are all too likely to be so punishing that they inhibit such questions." ³⁶

Thus the child not only develops a limited vocabulary, but a limited ability to categorize and organize word and ideas. These are the very skills most needed in the development of a cognitive structure needed in the process of "learning to learn".

Finally, the lack of interaction with adults tends to make the child reluctant to venture interaction with the adults which he faces in the school setting. Milner's findings indicate that not only are lower class children offered less opportunity for verbal interaction with adults, due to crowded conditions, high noise levels, and adult preoccupation with the sheer struggle for survival, but that talk, particularly at mealtimes, is actively discouraged in the lower class

35. Esther Milner, "Study of the Relationship between Reading Readiness in Grade I School Children and Pattern of Parent-Child Interaction", Child Development, 1951, pp. 95-112.

36. Hunt, Op. Cit. p. 238.



homes.³⁷ Deutsch states:

"We have found that children often have greater language capabilities and knowledge of language than is ever evident in a school situation with an adult present."³⁸

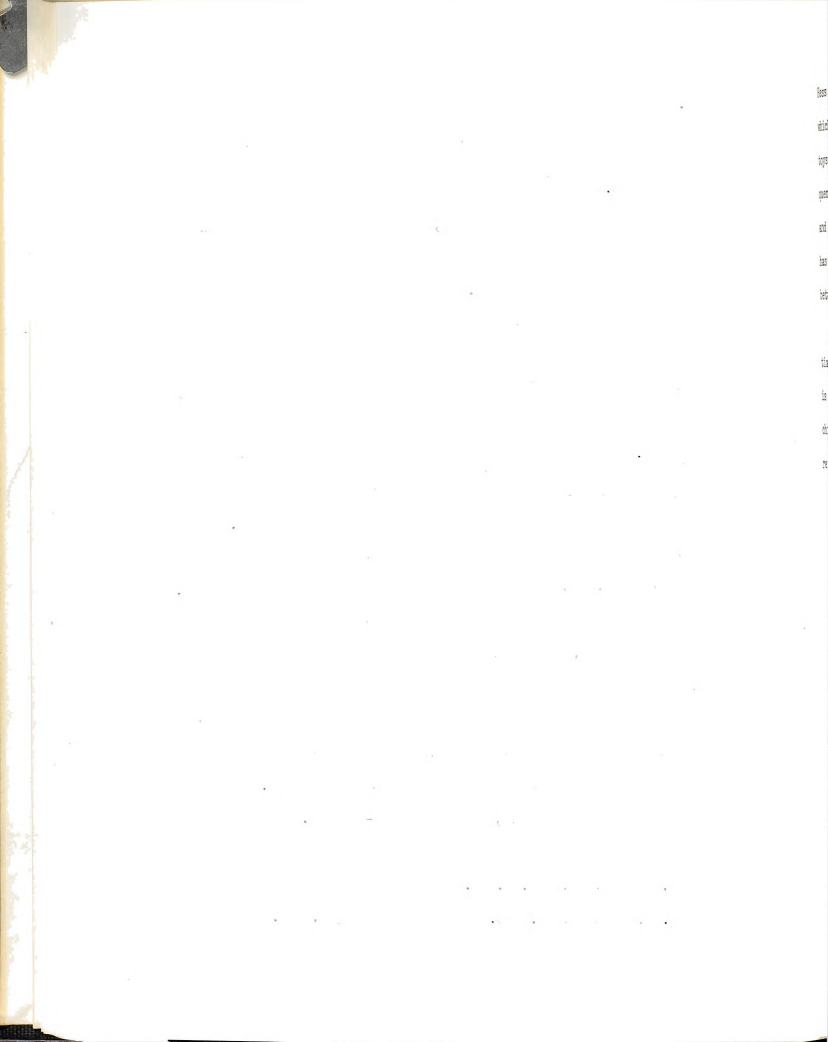
When the child enters school, he is faced with an environment built almost exclusively on language and a minimum level of language development is assumed. The child who has not attained this minimum level, who has attained a divergent language code, and has been pre-conditioned against using what language facility is available to him, is very likely to experience early failure in the school setting unless he is exceptionally bright or receives unusual understanding by the teacher.

Perceptual discrimination is the second major area of concern in the intellectual development of the culturally deprived child. These perceptual abilities are of particular importance in the process of learning to read, but are also important to other phases of learning. They are the primary source of gathering and categorizing experiences upon which learning, language, and the ability to utilize knowledge are based.

The problems of perceptual discrimination, other than physical handicaps, lie primarily in two areas, the lack of adequate stimuli and feedback, and the presentation of undifferentiated stimuli. The first of these, the lack of stimuli, is fairly self-evident. Bloom, Davis, and

37. Milner, Op. Cit. p. 98.

38. M. Deutsch, Op. Cit. Nursery Education, p. 195.



Hess said: "Perceptual development is stimulated by environments which are rich in experiences available; which make use of games, toys, and many objects for manipulation; and in which there is frequent interaction between the child and the adult at meals, playtime, and throughout the day."³⁹ This lack in the homes of the lower class has already been discussed. This quote points up the inter-relationship between perceptual development, language, and learning.

The second phase of the perceptual problem, that of undifferentiated stimuli, is of equal importance. In an environment where there is a profusion of noise, clutter, and general disorganization, the child tends to "tune out" those things which are irrelevant and have no reinforcement.

Cynthia Deutsch, in writing about auditory discrimination, says:

" . . . one could expect that a child raised in a very noisy environment with little direct and sustained speech stimulation might well be deficient in his discrimination and recognition of speech sounds. He could well be expected to be relatively inattentive to auditory stimuli, and further, to have difficulty with any other skill which is primarily or importantly dependent on good auditory discrimination. The slum child does indeed live in a very noisy environment, and he gets little connected and concentrated speech directed to him." ⁴⁰

This same principle can be generalized to a lesser extent, to the other perceptual functions. Thus, the sensory modalities become dulled and less discriminate where differentiation is lacking.

From this it can be concluded that Piaget's statement cited previously, that the more a child sees and hears the more he will want to

39. Bloom, Davis, and Hess, *Op. Cit.*, p. 13.

40. Cynthia Deutsch, "Auditory Discrimination and Learning Social Factors", *Merrill Palmer Quarterly*, July 1964, p. 280.

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see and hear, must be qualified by the condition that such stimuli must be reinforced and must be differentiated if the child is to utilize these experiences.

The cognitive development is the last of the factors of intellectual development that will be discussed. The cognitive structure is the system by which a person orients his experiences into strategies for problem solving, internalization, and selection of courses of action. Hess argues that "the growth of cognitive processes is fostered in the family control systems which offer and permit a wide range of alternatives of action and thought and that such growth is constricted by systems of control which offer pre-determined solutions and few alternatives for consideration and choice."⁴¹

Hess goes on to state:

"In the deprived family context this means that the nature of the control system which relates parent to child restricts the number and kinds of alternatives of action and thought that are open to the child; such restrictions preclude a tendency for the child to reflect, to consider and choose among alternatives for speech and action. It develops modes of dealing with stimuli and with problems which are impulsive rather than reflective, which deal with the immediate rather than the future."⁴²

Bruner⁴³, Piaget⁴⁴, and Deutsch⁴⁵, all point to the importance of experience in the development of cognitive growth.

"I then postulate that a child from any circumstances who has been deprived of a substantial portion of the

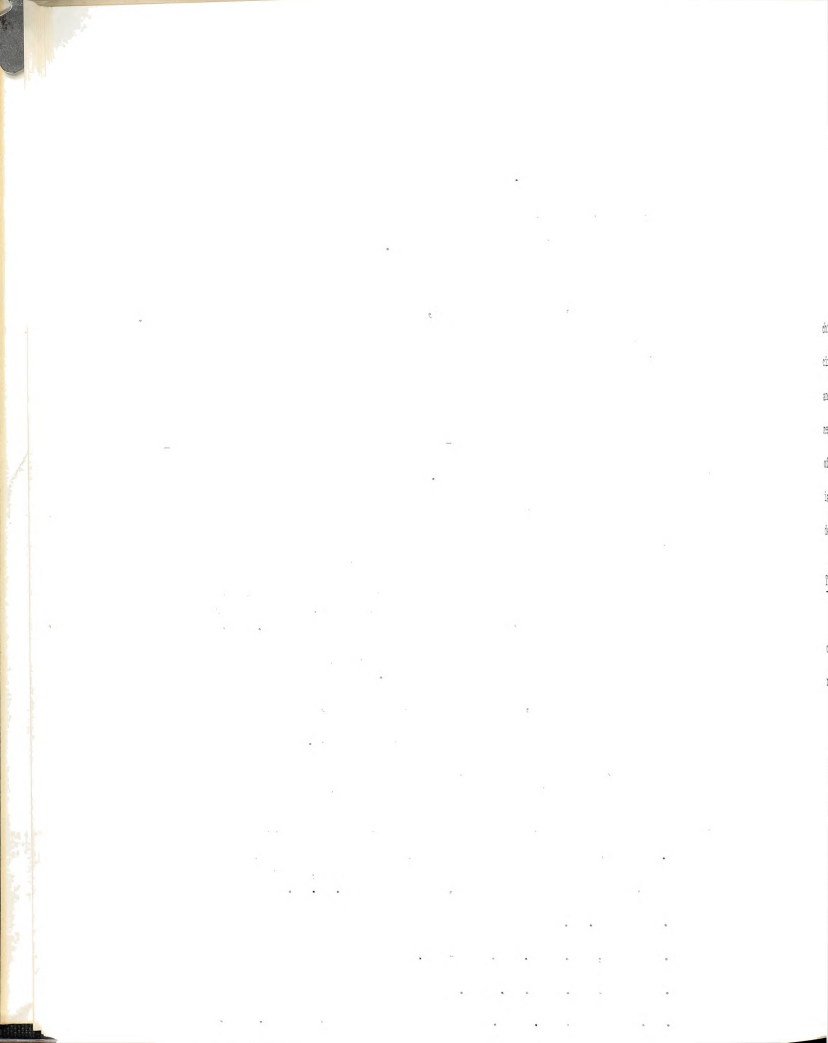
⁴¹ Robert Hess, Virginia Shipman, and David Jackson, "Early Experience and the Socialization of Cognitive Modes", (Chicago: Urban Child Center, University of Chicago, 1965) Mimeo. p. 2.

⁴² Ibid, p. 2.

⁴³ Bruner, Op. Cit. pp. 201-204.

⁴⁴ Piaget, Op. Cit. p. 276.

⁴⁵ M. Deutsch, Op. Cit. Merrill Palmer Quarterly, p. 257.



variety of stimuli to which he is maturationally capable of responding to, is likely to be deficient in the equipment required for school learning. This does not necessarily imply restriction of quantity of stimulation; rather it refers to a restriction of variety . . . In addition to such restriction in variety, from the description of the slum environment, it might be postulated that the segments made available to children from that background tend to have poorer and less systematic ordering of stimulation sequences, thereby being less useful to the growth and activation of cognitive potential."⁴⁶

Thus we find the intellectual development of the lower class child, being heavily dependent upon his experiences, is ensnared in a circle of self-defeat. Each of these factors; language, perception, and cognitive growth; must be present and reinforced for the development of the intellect, and each is highly dependent on the development of the other. Depression of one of these functions is almost invariably accompanied by depression of the other and results in further depression of itself.

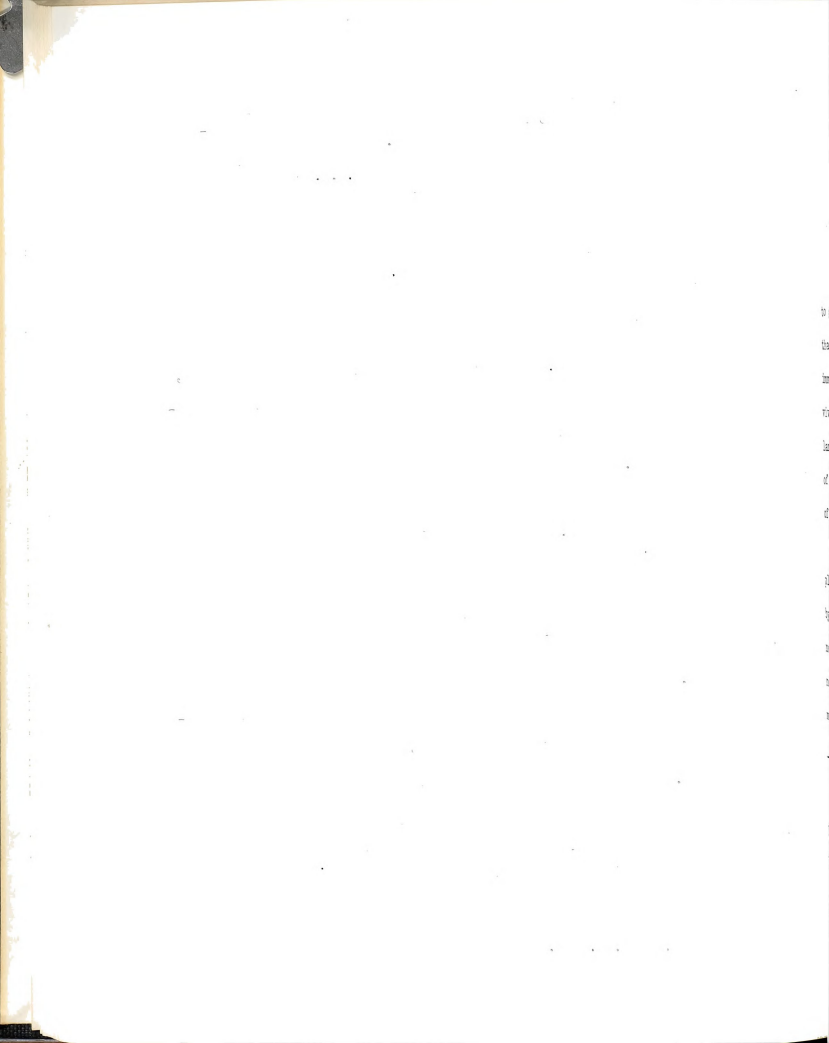
The Cultural Background of the Child:

The second major area in the nature of the problems of the culturally deprived child is the nature of the culture in which he is raised.

The culture of the lower class generally tends to instill different values, expectations, and goals than those of the general society. Deutsch speaks about the implications of this in the school setting as follows:

"First, one must remember that the slums of our large cities are generally segregated institutions. This means that the mainstreams of American life has been denied to

46. Ibid. p. 253.



these children. They have not had the opportunity to share its values, to internalize the motivational systems that may or may not make a child a successful student. The middle class child has had school held up to him as a goal with an emblem and as a means, a vehicle, for his own advancement. Writing, books, and reading have played very important roles in his life from the time he could understand simple speech. This is not at all true for the slum child. Many children from lower socio-economic circumstances come into the school situation and go through a kind of cultural trauma."⁴⁷

First of all, the society of the lower class child is more likely to give the child a value structure which is oriented to present rather than future goals. "The child's view of society is limited by his immediate family and the neighborhood where he sees a struggle for survival which sanctions behavior viewed as immoral in the society at large. He has little preparation either for recognizing the importance of schooling in his own life, or for being able to cope with the kinds of verbal and abstract behavior which the school will demand of him."⁴⁸

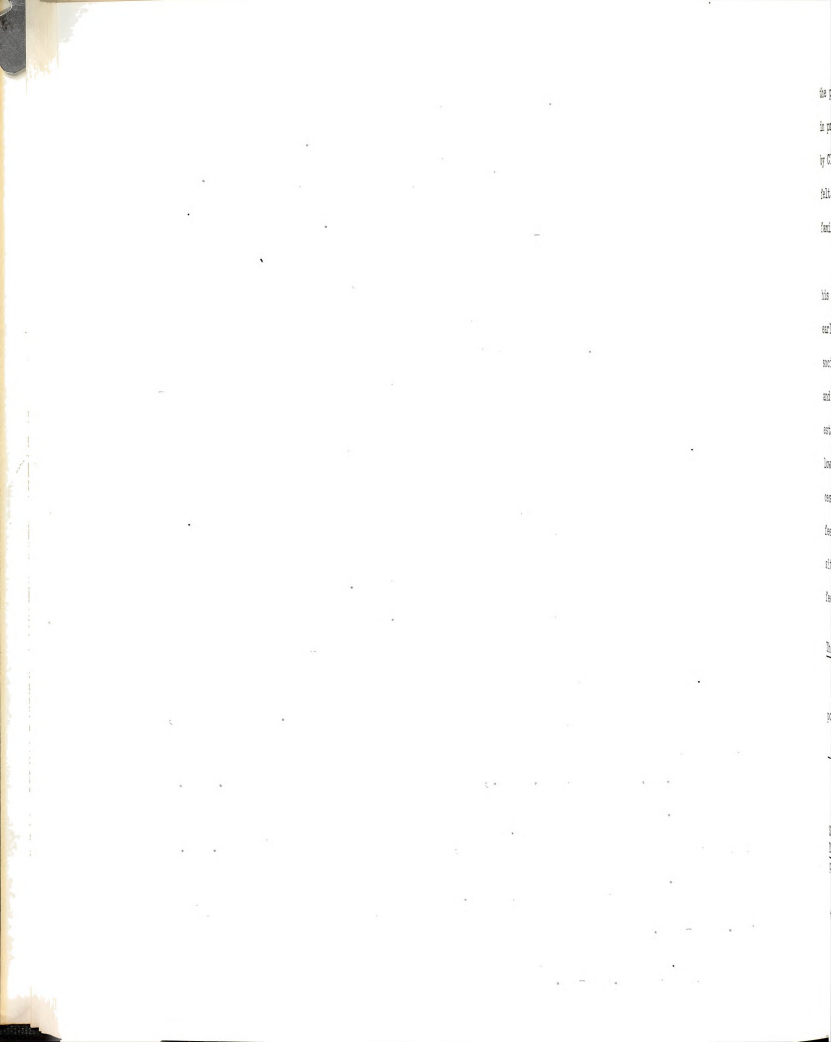
There is much evidence that the lower class parents generally place a high value on education for their child. This is pointed out by Cloward and Jones⁴⁹, and by Riessman⁵⁰. However, these parents are no more prepared than the children to recognize long-range goals and needs. Therefore, these parents cannot present to their children the model by which the child can interpret these aspirations. In addition,

⁴⁷ M. Deutsch, Op. Cit., Journal of Nursery Education, p. 191.

⁴⁸ Miriam Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas", in A. Harry Passow (ed), Education In Depressed Areas, (New York: Teachers College, Columbia University, 1963) p. 87.

⁴⁹ Richard Cloward and James Jones, "Social Class: Educational Attitudes and Participation", in A. Harry Passow, (ed), Education In Depressed Areas, (New York: Teachers College, Columbia University, 1963) pp. 142-162.

⁵⁰ Frank Riessman, The Culturally Deprived Child, (New York: Harper, 1962) pp. 12-13.



the parents have little faith that the school can or is interested in providing the needed education for their children. In the study by Cloward and Jones, one-third of the parents from lower class homes felt that "The schools don't pay much attention to kids from poor families."⁵¹

The culture of the lower class child tends also to depreciate his own concept of his self-worth. The middle class child, during his early years, is often the center of attraction in the family and his socialization as he grows older is reinforced with love, patience, and acceptance. "As a result, . . . he acquires feelings of self-esteem that are independent of his performance abilities."⁵² The lower class child fails to receive this reinforcement during the process of being socialized into the family constellation, and as a result feels rejection and lack of self-esteem. This is compounded by a school situation in which he generally experiences early failure and, at least, feels rejections by the mere foreignness of the school situation.

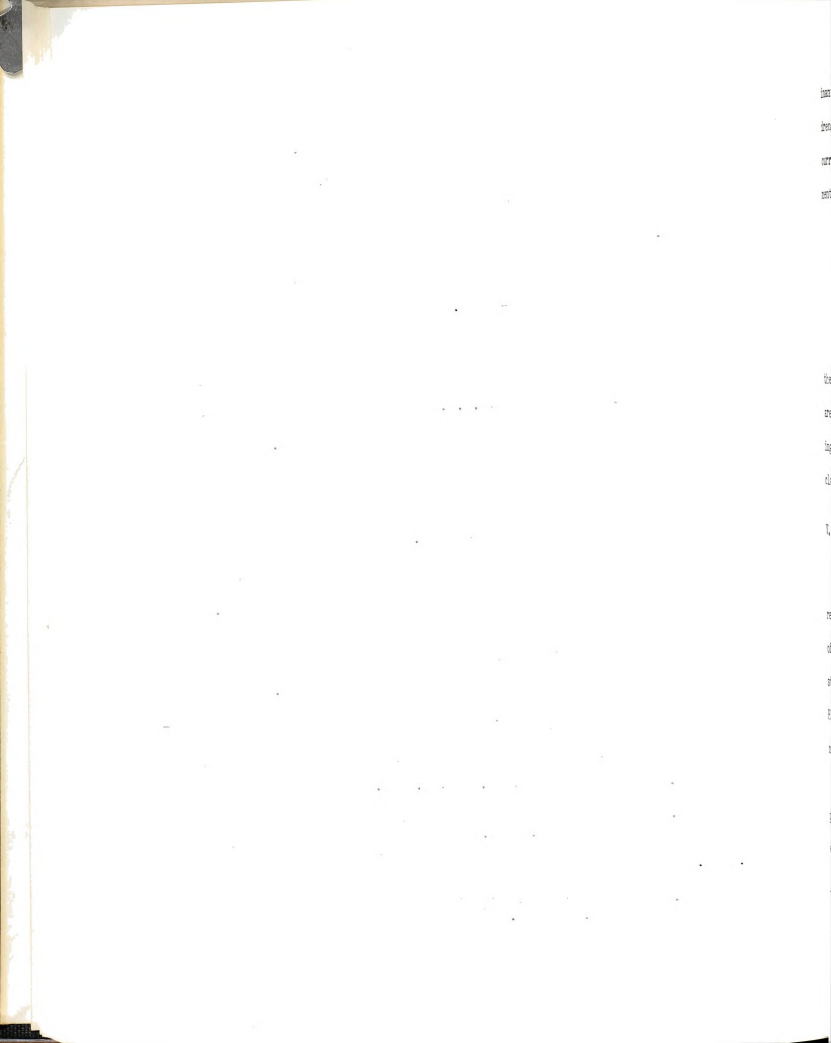
The Middle Class Orientation of The School:

The final problem lies with the schools themselves. As Silberman⁵³ points out, the typical school, even in the inner city and other predom-

51. Cloward and Jones, Op. Cit. p. 208.

52. David Ausubel and Pearl Ausubel, "Ego Development Among Segregated Negro Children", in A. Harry Passow, (ed) Education in Depressed Areas, (New York: Teachers College, Columbia University, 1963) p. 112.

53. Charles Silberman, Crises in Black and White, (New York: Vintage Books, 1965) pp. 267-275.



inantly lower class schools where there may be no middle class children at all is largely controlled by a middle-class orientation in curriculum, the training of its teachers, the expectations for achievement, and the standards of behavior. Martin Deutsch says:

"I have never seen a school curriculum that is organized on the basis of these differences. (Between middle and lower class children) Though these differences are sometimes acknowledged, both sets of children are asked to climb the same mountain at the same rate as if they had similar experience and training."⁵⁴

Finally, the teachers are generally ill-prepared for teaching the lower class. Most teachers are from middle class environments or are middle class aspiring, and there is little or nothing in the training of the teacher which prepares him for the problems of teaching lower class children.

V. The Theoretical Justification for Early Intervention with Culturally Deprived Children

Recognizing the problems of the culturally deprived child, and recognizing the philosophy of democratic education requires the education of these children, we are faced with the question of how. It should be stated here that pre-school intervention will not solve these problems. However, the evidence indicates that this is one step, and probably a necessary first step, in the solution of the problem.

Theoreticians are somewhat at odds over the question of "critical periods" in the development of human intellect. However, they are generally in agreement that there is an advantage to early learning in this

⁵⁴ Martin Deutsch, "Early Social Environment: Its Influence on School Adaptation", in D. Schrieber, (ed), The School Dropout, (Washington, D. C., National Education Association, 1964) p. 90.

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development. Hunt, who supports the "critical periods" approach states, based on the works of Donald Hebb⁵⁵, that "the intrinsic regions of the cerebrum must be programmed by pre-verbal experience if the mamalian organism is later to function effectively as a problem solver."⁵⁶ That is, certain cell assemblies and phase sequences must be built into the cerebrum through what Hebb has termed primary learning, or that the physiological functioning of the cerebrum must be conditioned in the pre-verbal stage. This is a rather extreme viewpoint. However, it does indicate the thinking of some experimental psychologists. Ausubel on the other hand argues that, "In human, particularly after the first year, rate of maturation is relatively slow and further optimal periods for intellectual growth have not been demonstrated."⁵⁷ However, Ausubel agrees that possible "irreversibility in cognitive development may result from the cumulative nature of intellectual deficit."⁵⁸

Both points of view support the thesis of this study, that the experiential deprivation of a child at the pre-school age will negatively effect his cognitive abilities, and hence his abilities to profit from later learning experiences.

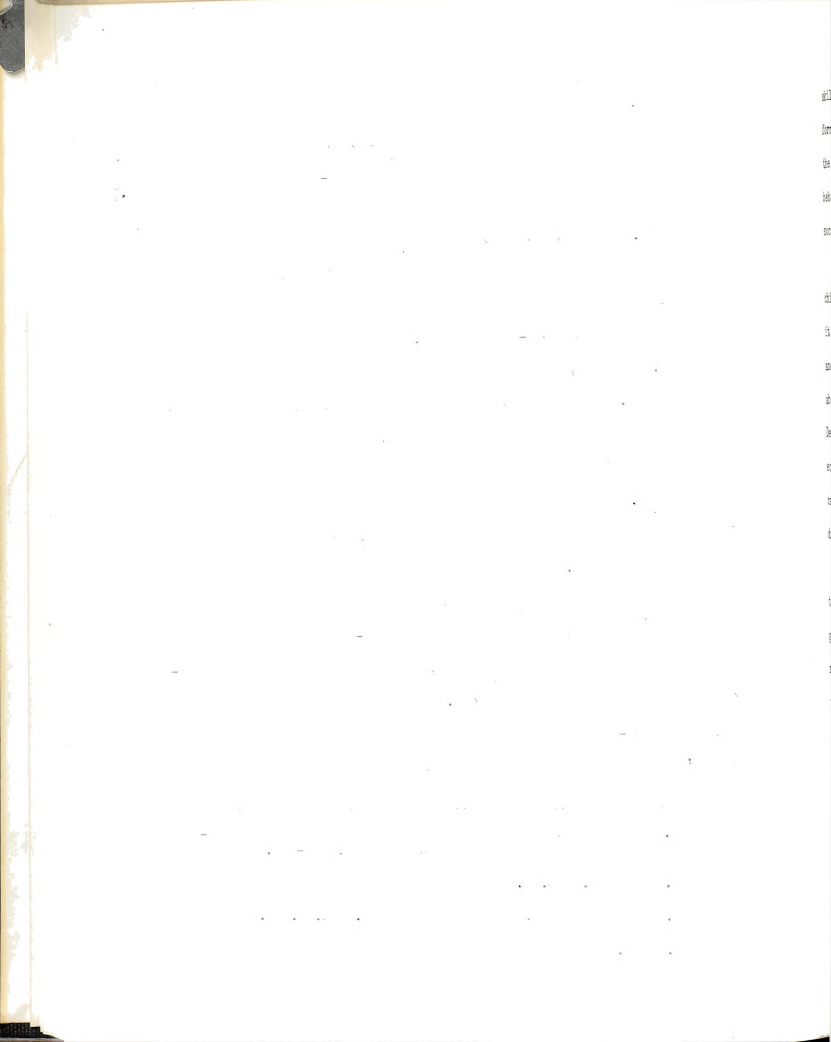
The pre-school years is the period of maximum plasticity and accessibility for the training and learning of certain functions and

55. Donald Hebb, "The Effect of Early Experience on Problem-solving at Maturity", *American Psychologist*, 1947, pp. 306-307.

56. Hunt, Op. Cit. p. 222

57. Quoted in Bloom, Davis, and Hess, Op. Cit. p. 77.

58. Ibid.



skills. It is during these years that the language structure is formed, that the cognitive style is shaped, and to a large extent, the basic attitudes and self-concept are formed. Hess states: "The behavior which leads to social, educational, and economic poverty is socialized in early childhood; that is, it is learned."⁵⁹

Since to a large extent, this learning is the result of the child's experiences, and his ability to cope with these experiences, it is reasonable to presume that extending the kinds of experiences and the quality of those experiences will effect his intellectual abilities. The evidence would seem to support this contention. Deutsch and Brown report, "We have found that, controlling for socio-economic status, children with some pre-school experience have significantly higher intelligence test scores at the fifth grade than do children with no pre-school experience."⁶⁰

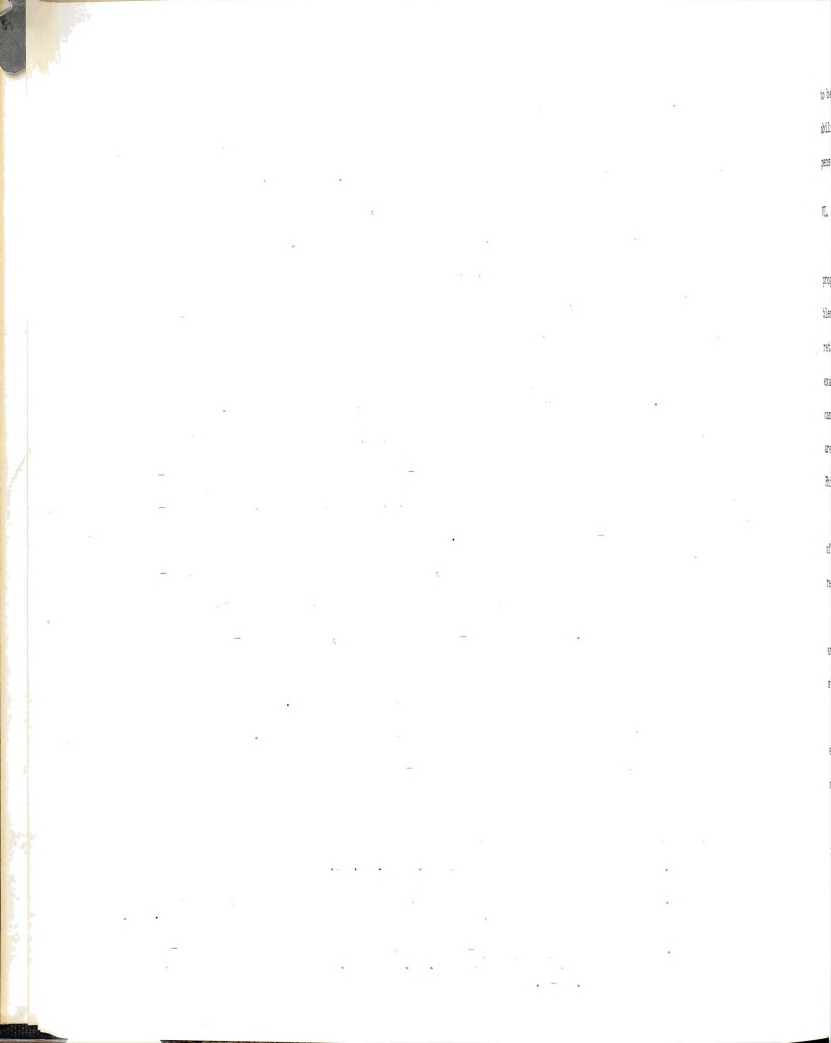
Also, as has been pointed out, the parents and the family structure of the child has a great deal of influence on the intellectual growth of the child. Through pre-school programs, early home-school relations can be established and the parent can profitably be helped in accepting their role in the development of the child. Fusco has well documented both the need and the ability to accomplish this.⁶¹

Lastly, the opportunity for a pre-school analysis of the problems and the abilities of the culturally deprived child will allow the school

59.Hess, Shipman and Jackson, Op. Cit. p. 1.

60. Martin Deutsch and Bert Brown, "Social Influences in Negro-White Intelligence Differences", *Journal of Social Issues*, April 1964, p. 34.

61. Gene Fusco, *The School-Home Partnership in Culturally Disadvantaged Neighborhoods*, (Washington, D. C.: Dept. of Health, Education, and Welfare, 1965) p. 1-7.



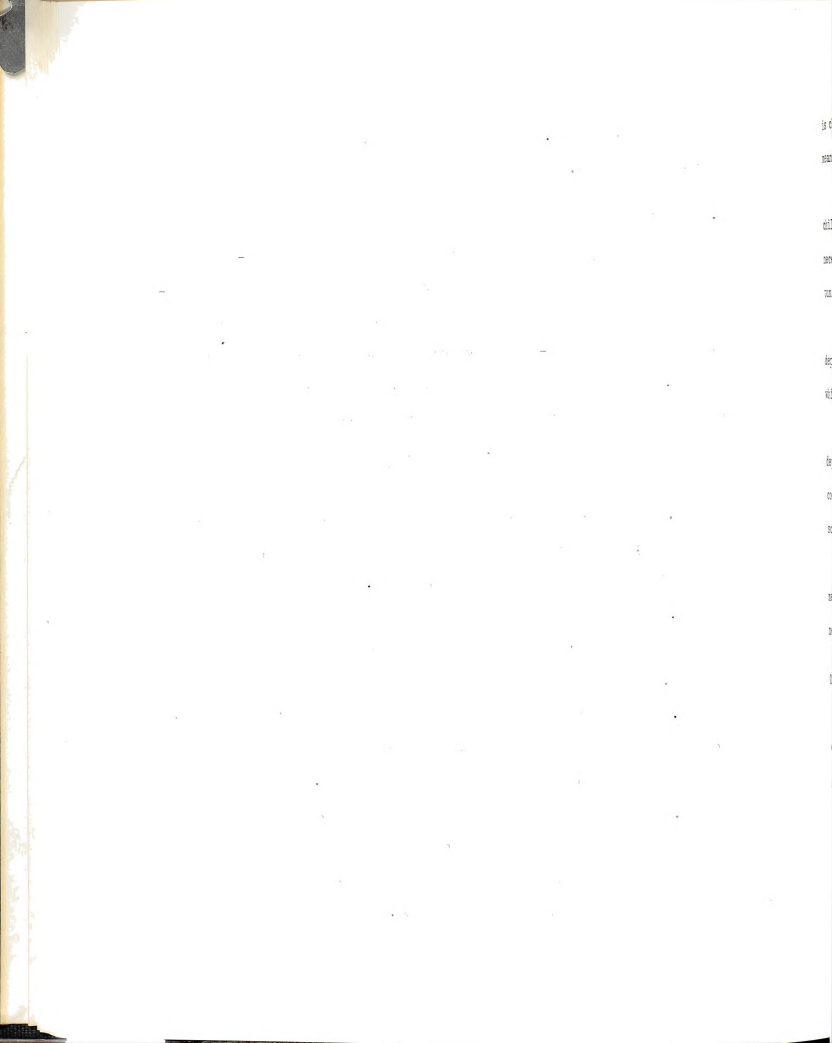
to better build a regular school program based on the needs and abilities of the child. This is a vital part of the concept of compensatory education.

VI. Summary

In this chapter the historical development of the pre-school program for culturally deprived children has been reviewed and the problems of the culturally deprived child and the philosophical and theoretical support for pre-school programs for these children have been examined. From this review of the literature the following conclusions can be drawn: (These conclusions are grouped according to the five major areas of concern of this study.)

Philosophy:

1. The existence of the culture is dependent upon the education of the young; therefore, society, for its own preservation, has the responsibility for the education of its young.
2. Education is the result of the experiences which the child has and his ability to internalize these experiences into his cognitive structure.
3. The manner in which these experiences are internalized, or the education which the child receives, will depend in a large part on the manner in which the child relates to his environment.
4. The manner in which the child relates to the school, as the formal agent for education of the society, will determine to a large extent the meaning of the educational program to the child and his future position and contribution to society.



5. The school, as the formal agent for education in the society, is charged with the responsibility to provide programs which will give meaning to the education which the child receives.

6. Because of the nature of the problems of the culturally deprived child and the nature of the intellectual development of the child, it is necessary to reach these children at an early age if equality of opportunity and a meaningful education is to be expected.

7. It is the purpose of the pre-school program for culturally deprived children to provide for the amelioration of those problems which are the result of the child's environment.

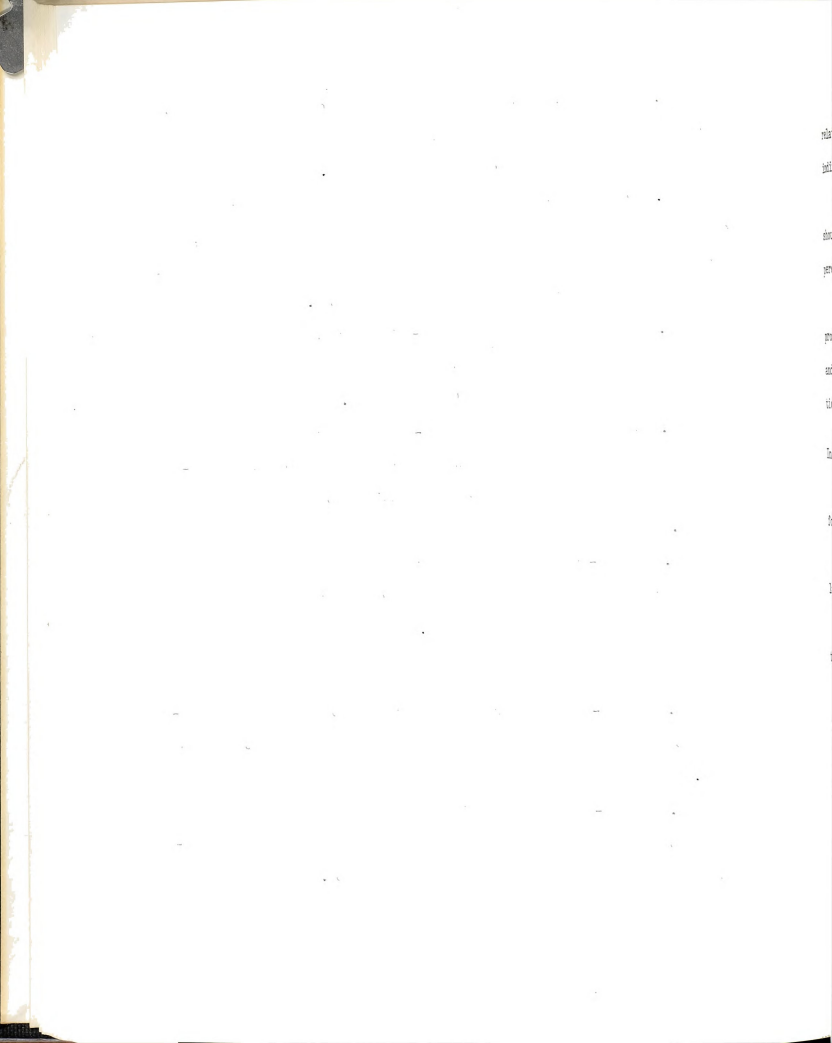
8. It is the purpose of the pre-school program for culturally deprived children to provide for the development of a positive self-concept within the child and a positive attitude toward the school and society.

9. The pre-school program can provide insights into the types and means of reorganization of the elementary school program to meet the needs of the culturally deprived child.

Organization:

1. The pre-school program should provide at least one and preferably two years organized experiences before entrance into the first grade.

2. The pre-school program for culturally deprived children should be a part of the public school program in order to establish identification with the school by the child and his parents.



3. The pre-school classes in an enrichment program should be relatively small and have a low teacher-pupil ratio to insure the individual attention and evaluation needed.

4. The pre-school classroom for culturally deprived children should present a pattern of order and simplicity so that concepts and perceptions will be clear.

5. The definition of cultural deprivation for inclusion in such programs must be such as to provide the service for those in need of it and at the same time preserve the dignity and self-image of the participants.

Instructional Program:

1. The instructional program should provide ample opportunity for exploration and expression of ideas and concepts.

2. The instructional program should provide special emphasis on language development.

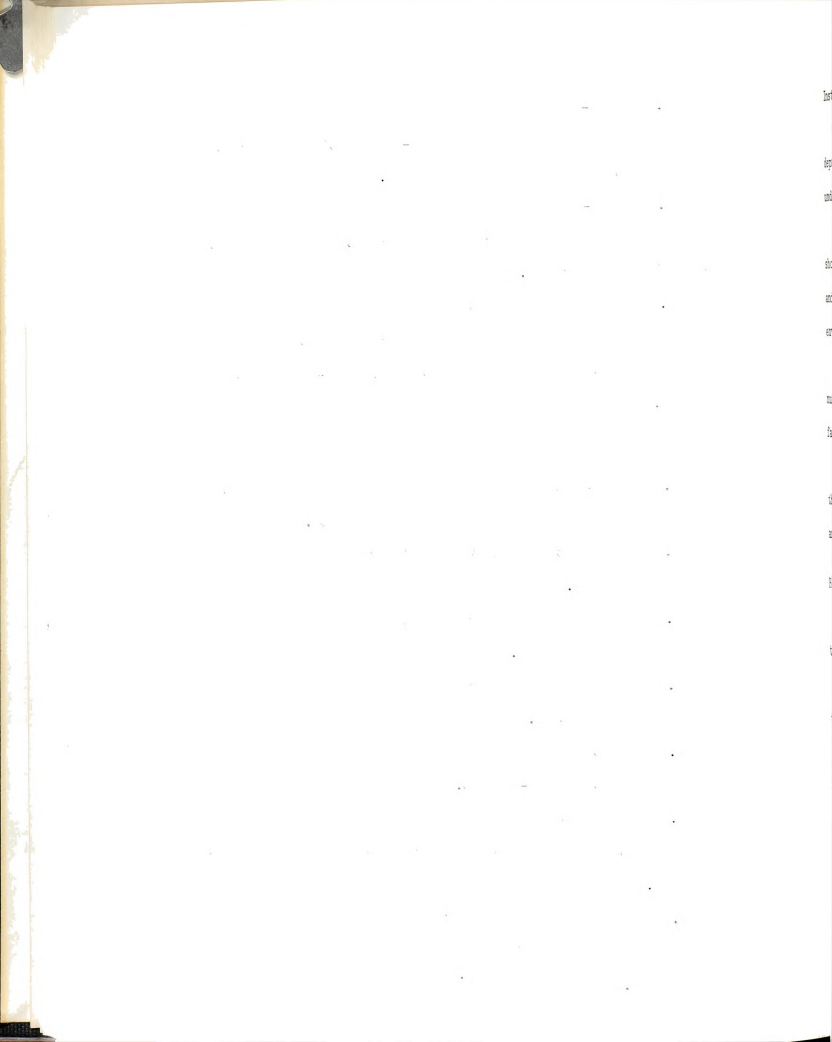
3. The instructional program should provide special emphasis on the development of concepts.

4. The instructional program should provide special emphasis on perceptual discrimination.

5. The instructional program should provide special emphasis on developing a positive self-concept.

6. The instructional program should provide special emphasis on the reorganization of values to make for greater continuity with the school task.

7. The instructional program should provide for the enrichment and broadening of the child's experiential background and understanding of experiences.

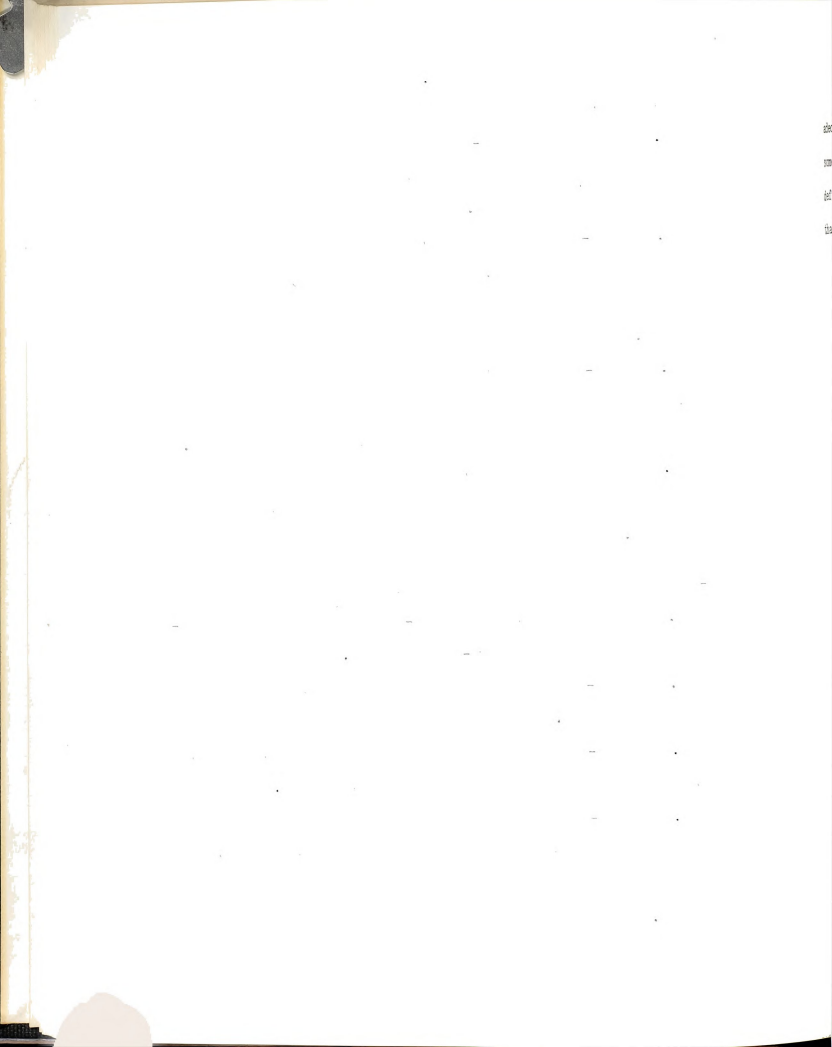


Instructional Staff:

1. The teachers for pre-school programs for the culturally deprived child should receive special training in the problems and understanding of these children.
2. The pre-school program for culturally deprived children should provide staff services, such as social workers, diagnosticians, and psychologists to help in the evaluation of the child and his environment.
3. The pre-school program should provide staff service, such as nurses, home economists, and dental technicians, to help insure the family is able to and does provide for the basic needs of the child.
4. The work load of the staff should be small enough to allow the staff ample time to establish close relationships with the home and the child.

Home-School Relations:

1. The establishment of good home-school relations is an essential part of the compensatory pre-school program.
2. The home-school program must help the parents to understand the needs of the child.
3. The home-school program should provide opportunities for the parents to make a positive identification with the school.
4. The home-school program should, at various times, involve the entire staff of the pre-school program and members of the elementary school staff who will be having contacts with these children in the near future.



From these conclusions we can establish the necessity for adequate pre-school programs for culturally deprived children and some of the principles in establishing these programs. It is toward defining what are the essentials and priorities in an adequate program that the balance of this study is directed.

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CHAPTER III

DESIGN OF THE STUDY

I. INTRODUCTION

It is the purpose of this study to identify the underlying principles of the pre-kindergarten program for culturally disadvantaged children and to develop a set of guidelines and priorities for the organization and administration of such programs. The study is descriptive in that it seeks to identify present practices and thoughts which represent the status of the pre-school enrichment program at the present time and to provide some indication of the course that such programs should be taking.

The need for pre-school programs for culturally deprived children has been reasonably well established in the review of the literature (Chapter II). It has been pointed out that the problems of the culturally disadvantaged child tend to reduce the opportunities for school success and that the principle of early intervention is well founded in theory. The balance of the study is the determination of methods of translating the theory into practice.

The value of a descriptive study in the field of pre-school education for culturally deprived children at this time lies in the fact that, while much has been written on the needs for such programs, there is very little written about how such programs should be organized and administered in the public schools. The present need is to know what has been done and what is being done, why this is being done, and with what results.

VanDalen states in Understanding Educational Research,

"Before much progress can be made in solving problems, men must possess accurate descriptions of phenomena with which they work . . . To solve problems about children, school administration, curriculum, or the teaching of arithmetic, descriptive researchers ask the initial questions: what exists . . . ? , What is the present status of the phenomena? Determining the nature of prevailing conditions, practices and attitudes, seeking accurate descriptions of activities, objects, processes, and persons . . . is their objective. They depict current status and sometimes define relationships that exist among phenomena or trends that seem to be developing. Occasionally they attempt to make predictions about future events." ¹

It is the description of the present knowledge about early intervention, its practices and applications, and the implications for the public schools that this paper will present. In this chapter the method of obtaining this information and its interpretation will be presented.

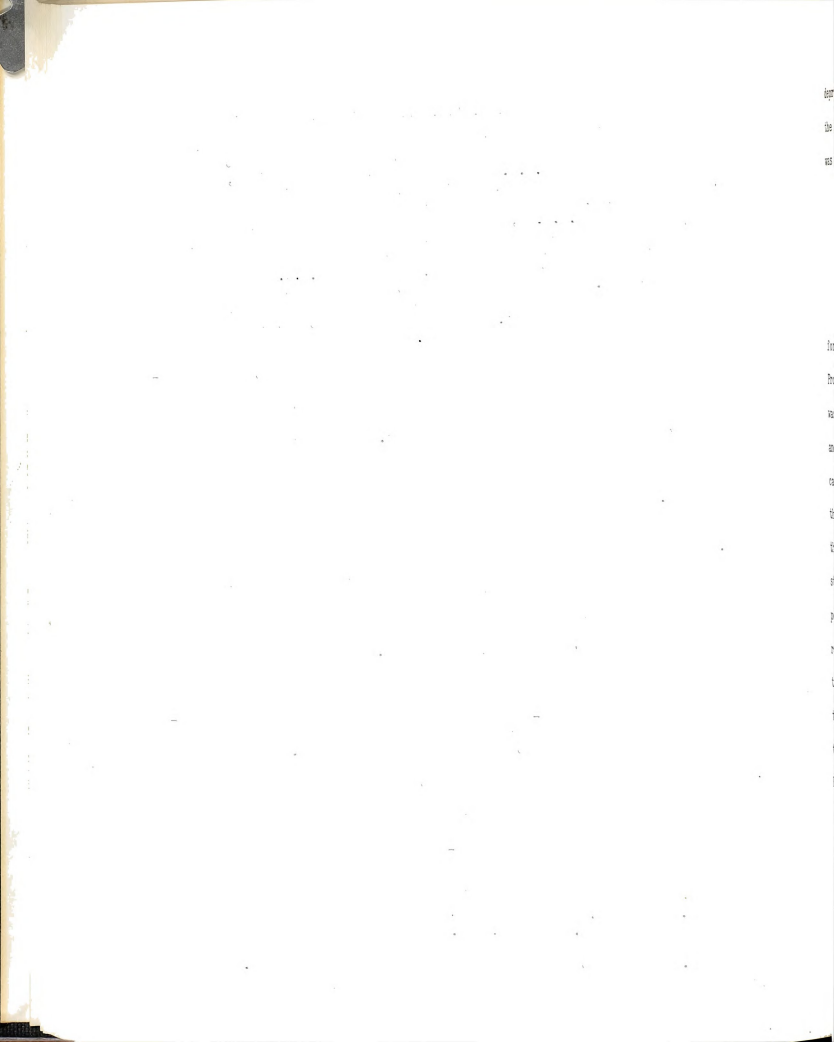
II. THE INTERVIEW GUIDE²

From the review of the literature (Chapter II), an interview guide was designed to determine the practices and principles which were being used in presently functioning programs. This interview guide was also designed to determine the thinking of those actually involved in the administration of pre-school programs for culturally deprived children as to what represents the optimum in such programs.

The use of the interview rather than direct questionnaires was decided upon because this would allow a deeper examination of present practices and concerns about the pre-school program for culturally

1. Diebold B. VanDalen, Understanding Educational Research, (New York: McGraw-Hill Co., 1962) p. 184.

2. A copy of the interview guide is found in Appendix A.



deprived children. For purposes of getting the greatest insight into the programs, it was felt that this technique with a selected sample was desirable.

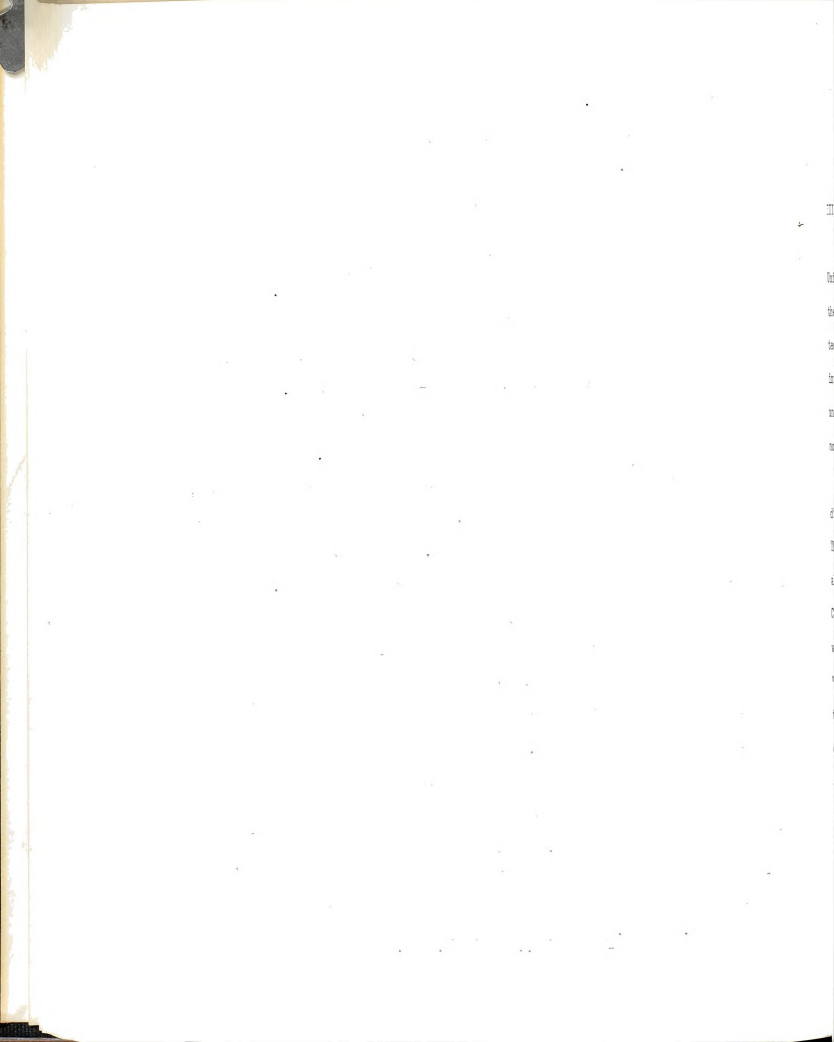
As Best says about the interview technique:

"Through the interview technique the researcher may stimulate the subject to greater insight into his own experiences, and thereby explore significant areas not anticipated in the original plan of investigation."³

The interview guide was divided into the five areas of concern for this study: Philosophy and Purpose, Organization, Instructional Program, Instructional Staff, and Home-School Relations. The guide was constructed as a questionnaire with space provided for comments and suggestions for the improvement of the programs. In all but two cases, Flint and Detroit, which were the first two programs visited, the interview was recorded on tape. In the cases of Flint and Detroit, the guide was followed quite carefully. In all other cases it served strictly as a guide to insure that all areas were covered. As soon as possible after the interview, the interviewer replayed the tape and recorded the responses on the interview form. This technique allowed the interviewed to follow the comments of the interviewee better and to interject questions to clarify points which did not clearly answer the questions on the guide. This approach is given further support by Best when he makes this comment about taped interviews in general:

"Recording interviews on tape is convenient and inexpensive, and obviates the necessity of writing during the interview. Writing during the interview may be a distracting influence, both to interviewer and subject.

3. John W. Best, Research In Education, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959) p. 168.



Interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time. In addition to the words, the tone of voice and emotional impact of the response is preserved by the tapes."⁴

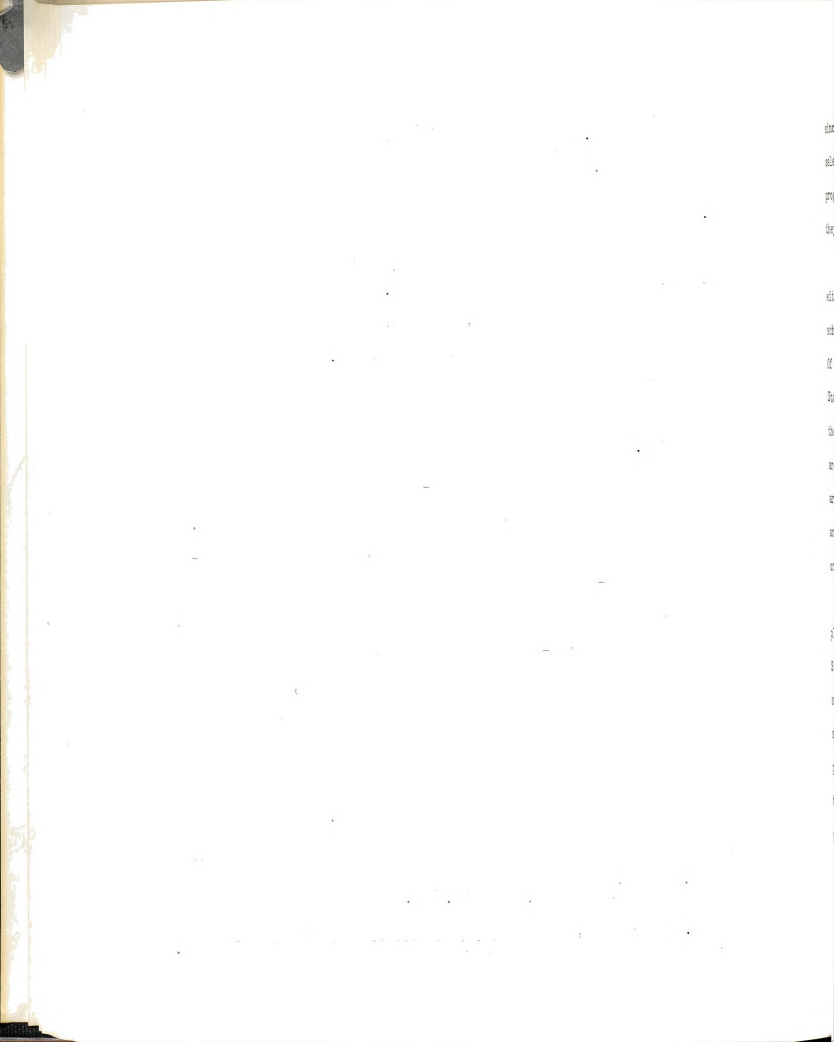
III. THE PROGRAMS VISITED

A sample of fourteen programs throughout the Northeastern United States were selected for this study. With the exception of the programs at Albion and Flint, Michigan, all programs were selected from "An Inventory of Compensatory Education".⁵ While this inventory does not list all compensatory education projects, it is undoubtedly the most complete and representative volume of this type now in print.

Eleven of the programs have pre-school classes for culturally disadvantaged children operating for the full school year or longer. The exceptions to this were (1) "An Experimental Project for Culturally Deprived Pre-School Children" under the direction of the Urban Child Center at the University of Chicago, which is a research project working with several pre-school projects in the Chicago area; (2) "Reading Readiness for Educationally Deprived Children", directed by the Social Psychology Laboratory at the University of Chicago, which operates on a thirteen week basis with a single group of children; and (3) The Pre-School Project at Albion Public Schools, which is operated for eight weeks in the spring of each year.

4. John W. Best, Research in Education, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959) p. 169.

5. Robert Hess, An Inventory of Compensatory Education Projects, 1965, (Chicago: Urban Child Center, University of Chicago, 1965) Mimeo.

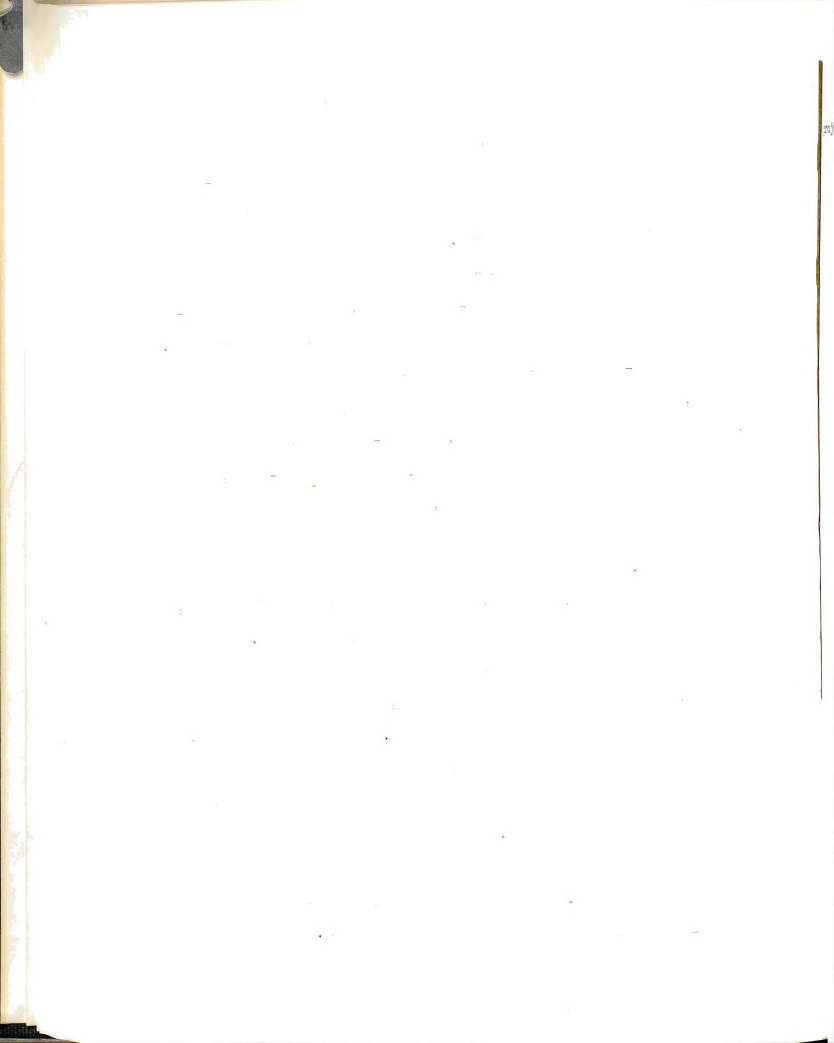


All programs selected for the study have been in operation since September 1964 or before. This criteria was established for the selection because it was felt the long-term contact with the pre-school program would better equip them to have evaluated the factors which they feel important to the program.

In the "Inventory" sixty-six projects are listed which are either exclusively devoted to pre-school education or which have pre-school programs as part of an overall program for cultural deprivation. Of this sixty-six, thirty-seven are located in the Northeastern United States, roughly bounded by the Mississippi River, the Ohio River, and the southern border of Pennsylvania. Twenty-three of these programs are operated on a full school year basis. Of this twenty-three, ten are operated in public school systems, seven are operated by colleges and universities, and six are operated by charitable and volunteer organizations.

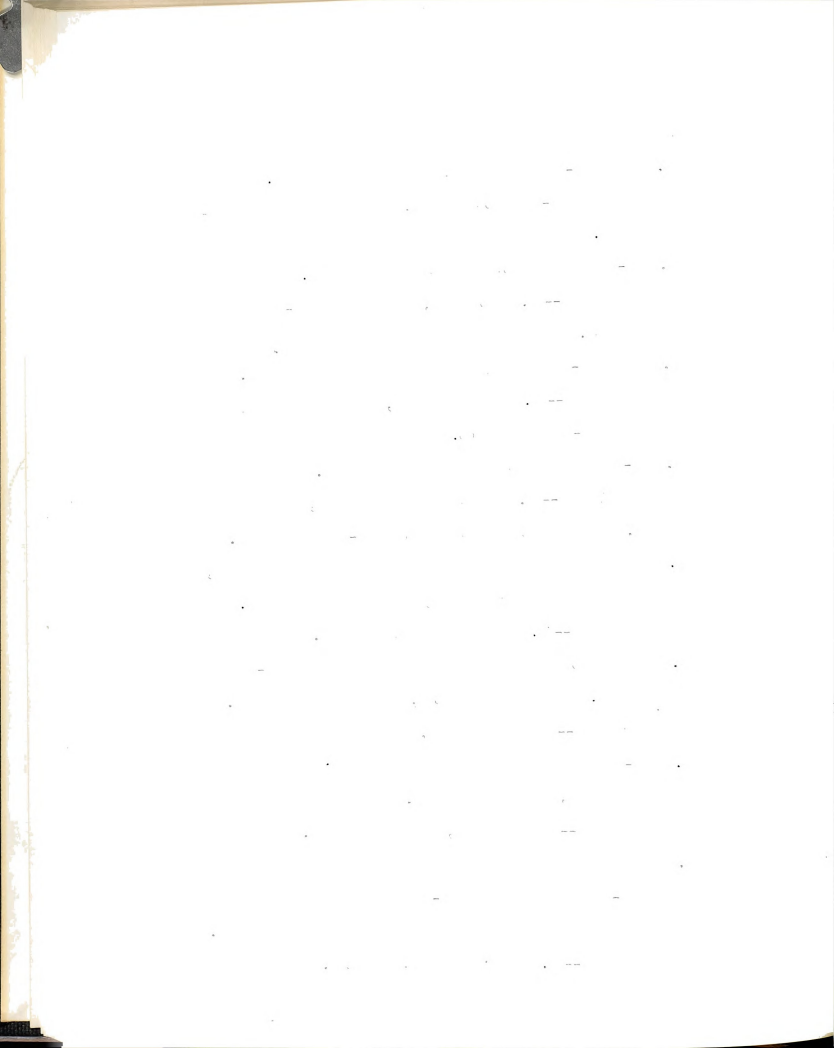
From the seventeen operated by public schools and universities, plus the program at the University of Chicago directed by Dr. Fred Strodbeck, which is one of the two not in operation for the entire school year with a single group of children, we selected six public school programs and five university programs. These eleven programs, plus the Flint program and the Albion program, which are operated in the public schools, and the Firman House Project make up the fourteen programs visited in this study.

The Albion program is the second program which is not in operation for a full school year. It is unique, however, in that it is one of the few pre-Headstart programs operated in a smaller city.



The programs visited and the persons interviewed at each project were as follows:

1. Flint Pre-School Project, Flint Public Schools.
Interviewee--Charlotte Maybee, Helping Teacher for Pre-School.
2. Pre-School Project, Detroit Public Schools.
Interviewee--Mr. Bert Pryor, Director of Pre-School Projects.
3. Perry Pre-School Project, Ypsilanti Public Schools.
Interviewee--Dr. Constance Kamii, Research Associate, Perry Pre-School Project.
4. Pre-School Project, Albion Public Schools.
Interviewees--Mr. Robert Pobuda, Principal, Crowell School
Mrs. Jean Graves, Director of the Pre-School Program.
5. "Reading Readiness for Educationally Deprived Children",
Social Psychology Laboratory, University of Chicago.
Interviewee--Dr. Fred Strodtbeck, Director.
6. "Experimental Project for Culturally Deprived Pre-School Children," Urban Child Center, University of Chicago.
Interviewee--Virginia Shipman.
7. "Pre-School Education Project at Firman House"
Firman House, Chicago, Illinois.
Interviewee--Dorothy Jones, Project Director.
8. "The Development of a Diagnostically Based Curriculum for Psycho-Socially Deprived Pre-School Children",
University School and Clinic Complex, Indiana University.
Interviewee--Dr. Boyd McCandless, Director.

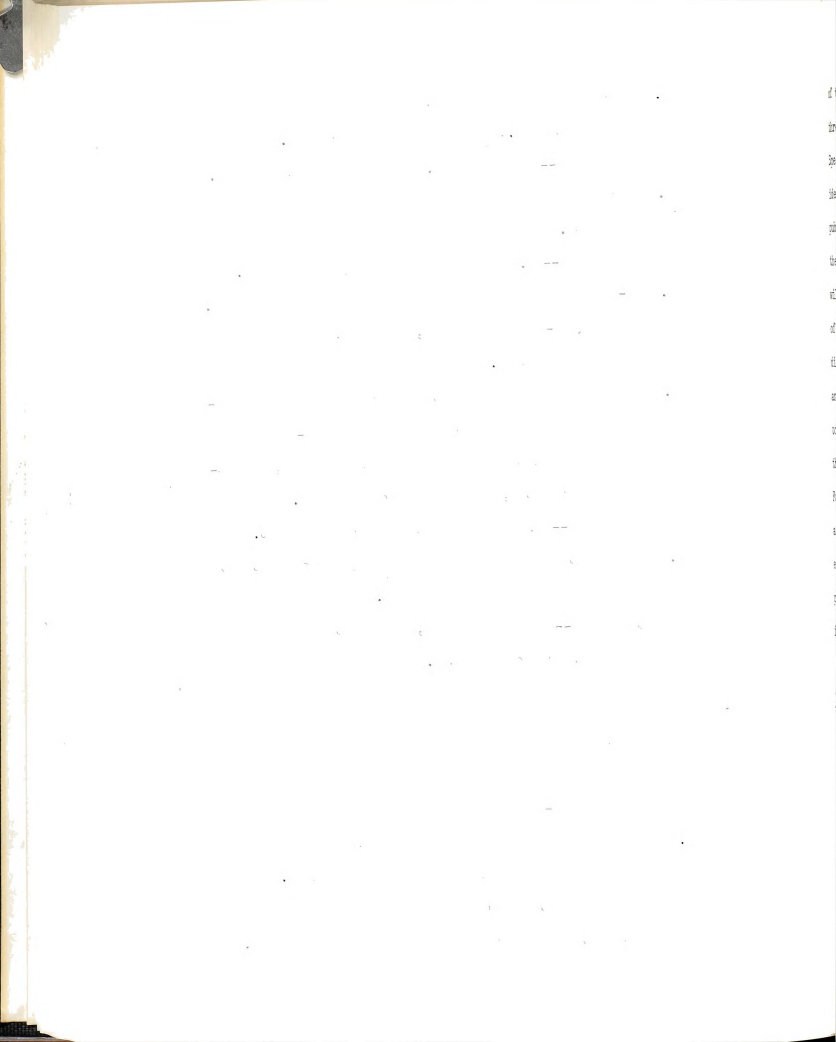


9. "Pre-Kindergarten Program", Action for Boston Community Development, Inc., and Boston Public Schools.
Interviewee--Irene McInnis, Research Project Director.
10. "Educating Intelligence", School of Education, Boston University.
Interviewee--Dr. Frank Garfunkel, Project Director.
11. Pre-Kindergarten Program, New York City Public Schools.
Interviewee--Rebecca Winston, Director, Bureau of Early Childhoods Education.
12. "A Program to Demonstrate the Effectiveness of a Therapeutic Curriculum for Socially Deprived Pre-School Children", Institute for Developmental Studies, Department of Psychiatry, New York Medical College.
Interviewee--Mr. Eddie Ponder, Research Assistant.
13. "Experimental Nursery School Program", School District of Philadelphia and Temple University.
Interviewee--Gabrielle Faddis, Assistant Professor, Temple University, Project Director.

IV. THE PANEL OF EXPERTS

The results of review of the literature and the interviews were compiled in a rating form which was intended to sum up the areas of major concern in the pre-kindergarten program for culturally deprived children. This rating form was then submitted to a panel of experts in the field of cultural deprivation for their evaluation.

The panel of experts was composed of eight people who have made significant contributions to the study of cultural deprivation. Four



of these panel members are involved with public school programs, three are college professors, and one is an Education Program Specialist with the U. S. Office of Education. For purposes of identification in the comparison of responses, those involved in public school programs will be referred to as "Practitioners" and the college professors and the person from the Office of Education will be referred to as "Theoreticians". It is recognized that two of the group designated as "Theoreticians" have been involved in the direction of actual programs. However, these programs were designed and carried out primarily for the purpose of testing theory as opposed to public school programs which are primarily designed for service to the children of the district. It is also noted here that Mrs. Gabrielle Faddis is an assistant professor at Temple University and as such actually could be considered in both groups. However, since her present assignment is full time director of the program in the Philadelphia pre-school project in the Philadelphia Public Schools, she has been included in the group designated as "Practitioners".

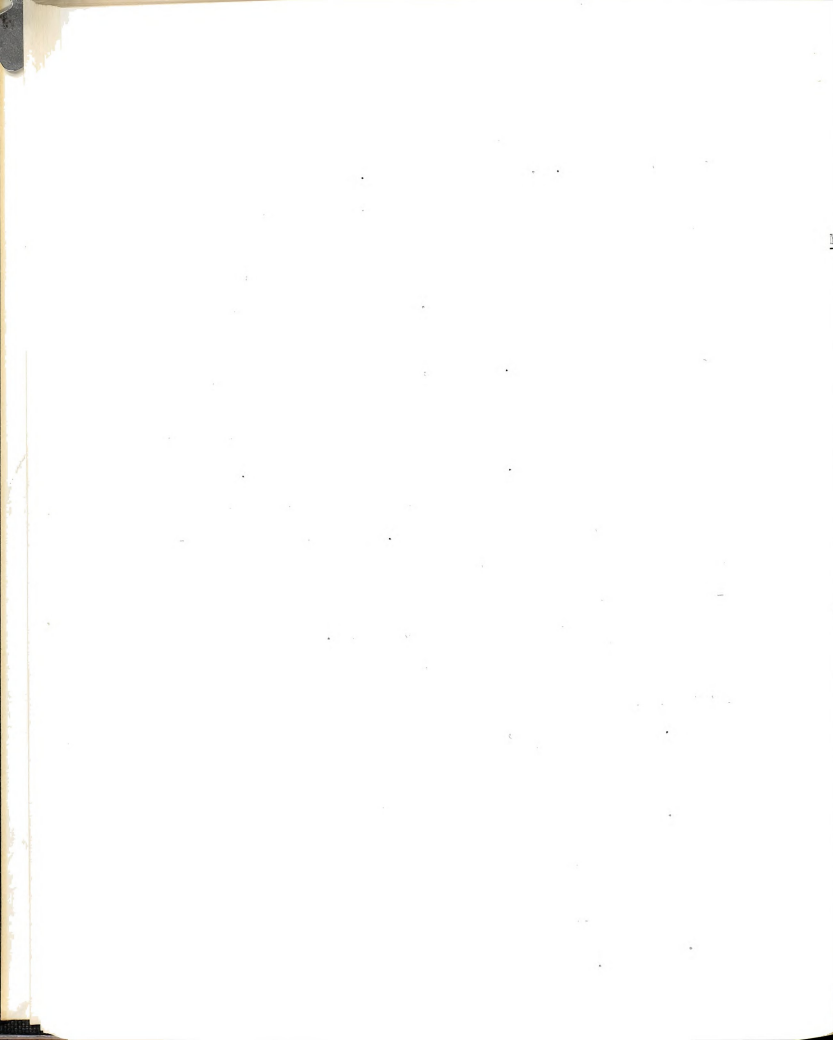
The jury make-up is as follows:⁶

Practitioners:

Mrs. Catherine Brunner, Supervisor
Early Childhood Education
Department of Education
Baltimore, Maryland

Mrs. Gabrielle Faddis, Assistant Professor
Temple University
Director of "Experimental Nursery Program"
School District of Pennsylvania
Philadelphia, Pennsylvania

6. A description of the qualifications of the panel of experts is found in Appendix B.



Dr. Carl Marburger, Assistant Superintendent for Special Projects
 Detroit Public Schools
 Detroit, Michigan

Mrs. Adelaide Phillips
 Pre-School Programs
 New Haven Public Schools
 New Haven, Connecticut

Theoreticians

Dr. William Brazziel
 Director of General Education
 Norfolk Division, Virginia State College
 Norfolk, Virginia

Dr. Gene Fusco, Education Program Specialist
 U. S. Office of Education
 Department of Health, Education, and Welfare
 Washington, D. C.

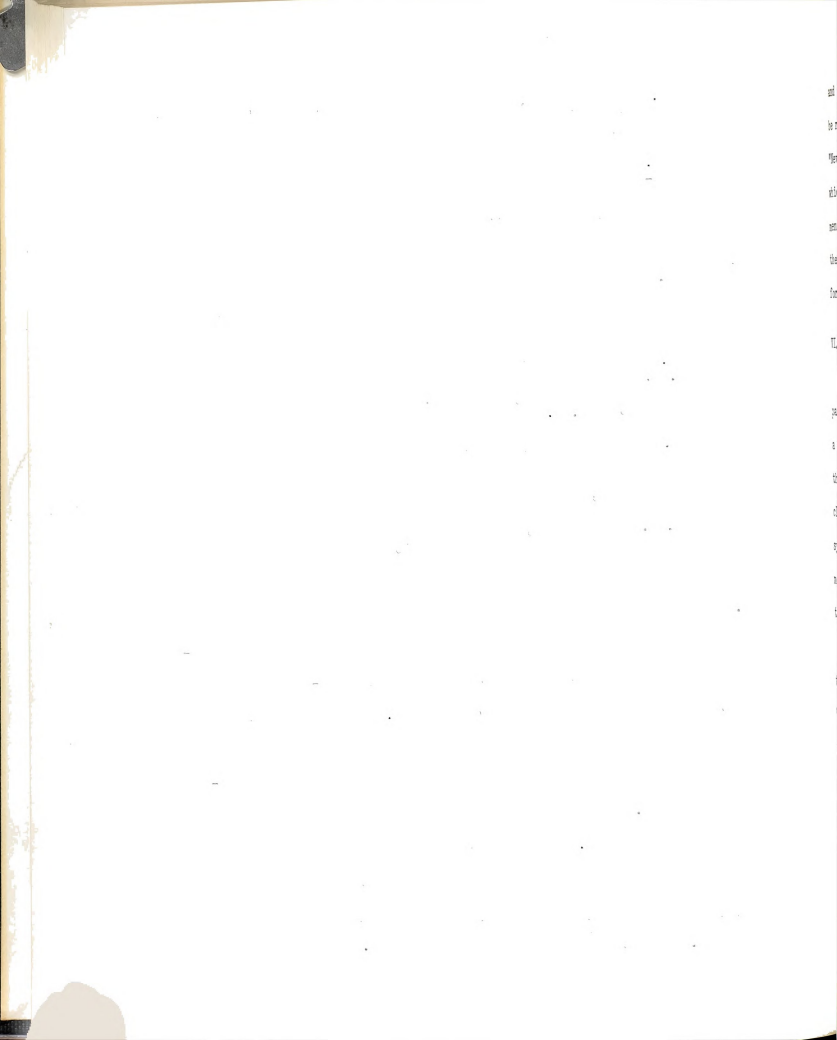
Dr. Boyd McCandless, Director
 University School and Clinic Complex
 Indiana University
 Bloomington, Indiana

Dr. A. Harry Passow, Professor of Education
 Teachers College, Columbia University
 New York, New York

V. THE RATING FORM⁷

From the review of the literature and the results of the interviews, a list of eighty statements concerning the pre-school program for culturally deprived children was constructed. These statements were intended to sum up the ideas from the literature and those gained from the interviews about the basic principles and practices of the pre-school program. The rating form was divided into the five areas of concern in this study. In the section dealing with Philosophy and Purpose, the statements were to be rated "Agree", "Sometimes Agree",

7. The rating form is found in Appendix C.

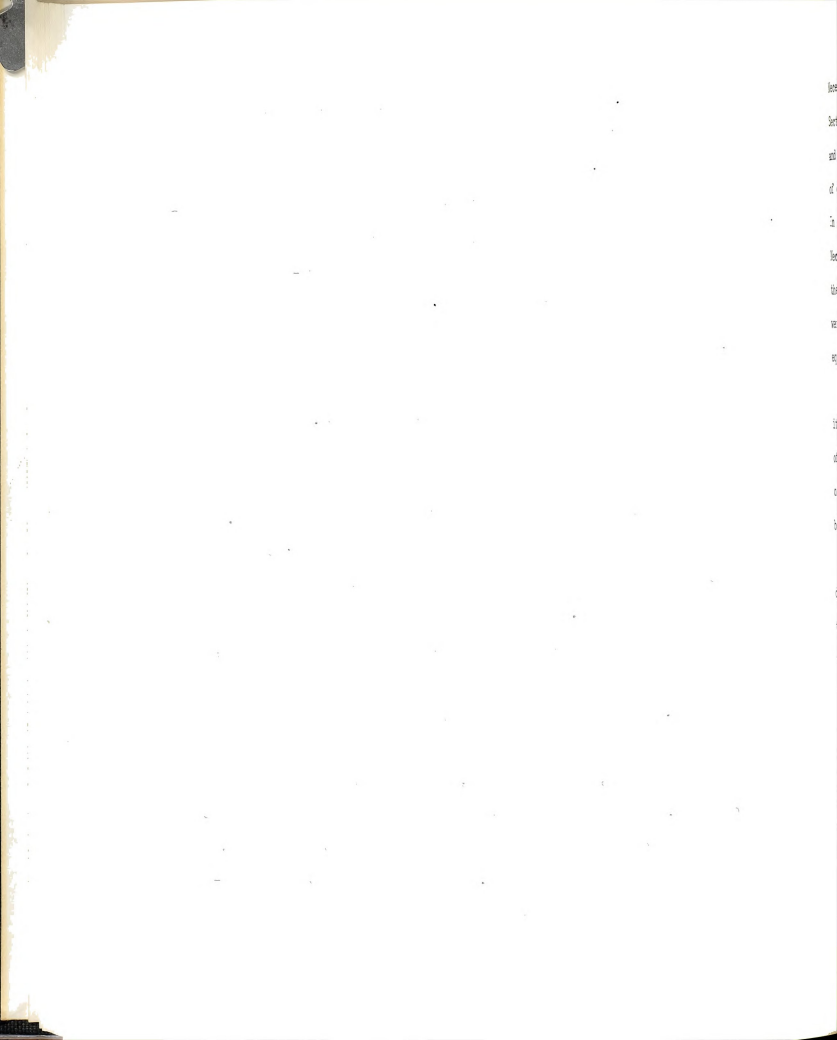


and "Disagree". In the other four sections, the statements were to be rated "Always Necessary", "High Priority", "Low Priority" and "Never Necessary". The evaluator was asked to check the response which he felt best fit the statement and to add any comments or statements he felt would strengthen the response or should be included in the statements of principles and practices for the pre-school program for culturally disadvantaged children.

VI. TREATMENT OF THE RESULTS OF THE RATING FORM

In order to be able to make an evaluation of the results of the panel, the responses were assigned arbitrary weights. This provides a score for each item, which provides us with a method of evaluating the total response of the panel on a single item and aids in the classification of the items as to its importance in the program. This system does not necessarily give us a method of comparing the relative merits of the items as compared with one another, and is not used in that way in the study.

In Section I of the rating form, on Philosophy and Purpose, there were three possible responses, "Agree", "Sometimes Agree", and "Disagree". In Sections II through V, dealing with practices and principles in the programs, there were four possible responses, "Always Necessary", "High Priority", "Low Priority", and "Never Necessary". Responses showing the most agreement with the statement, "Agree" in Section I and "Always Necessary" in the other sections, were assigned the weight of three. Responses showing the most disagreement with the statement, "Disagree" in Section I and "Never



Necessary" in the other sections, were assigned a weight of Zero. In Section I, where the possible responses were "Agree", "Sometimes Agree", and "Disagree", the response of "Sometimes Agree" was given the weight of one and a half, placing it equi-distant between the two extremes. In sections II through V, where the possible responses were "Always Necessary", "High Priority", "Low Priority", and "Never Necessary", the two intermediate responses, "High Priority" and "Low Priority", were given weights of two and one respectively. This placed them at equal gradations between "Always Necessary" and "Never Necessary".

In presenting the results of the ratings of the panel, the items were categorized by those items which received derived weights of twenty-one and above, those items which received derived weights of thirteen to twenty, and those items which received derived weights below thirteen.

The category of twenty-one and above was determined by the derived weight which would have been received by an item if five of the members of the panel had rated the item the highest possible response, with a value of three, and the rest of the panel had rated the item with a response valued at two. The category of thirteen to twenty was determined by the derived weight which would have been received by an item if five of the panel members had rated the item with a response valued at two and the other two had rated it at a value of one. Derived weights below thirteen fall in the category of being of questionable value.

VII. SUMMARY

In this chapter the methodology of the study has been presented. The study seeks to bring together the practices and ideas of some of the established programs and the opinions of experts in this field. Through the comparison of these results and the analysis of the implications of the likenesses and differences, the synthesis of a model based on present knowledge and expert opinion becomes possible.

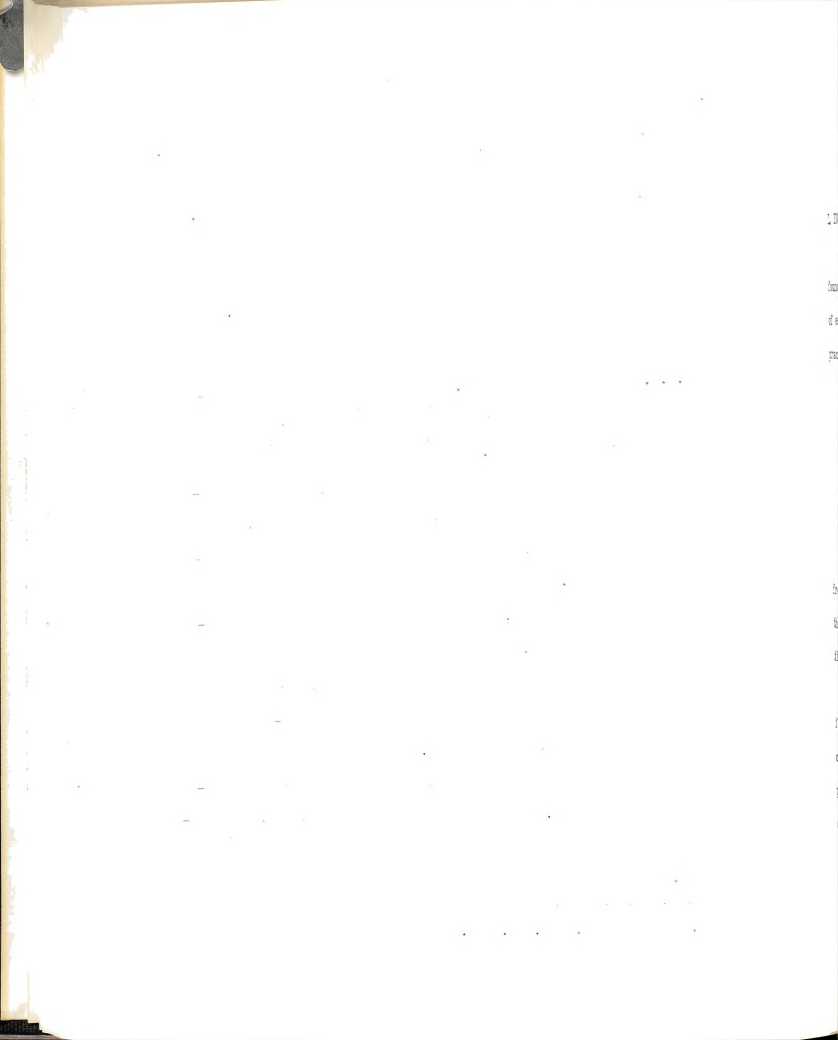
VanDalen states:

"When trying to solve problems, men from many fields . . . often conduct surveys. They collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make plans for improving social, economic or educational conditions and processes."⁸

It is the purpose of this study to discover the present practices and opinions concerning the pre-school program for culturally deprived children and to present guides for the planning of improvement in these programs.

To accomplish this end, a selected sample of established pre-school programs was studied. Using the results of these interviews and the review of the literature, a group of eighty statements were drawn up concerning the practices and principles for a pre-school program for culturally deprived children. This list of statements was submitted to a panel of leaders in the field of cultural deprivation for their evaluation. From the results of this rating the necessary principles and practices and those which are highly desirable were determined.

8. VanDalen, Op. Cit., p. 187.



CHAPTER IV
PHILOSOPHY OF THE COMPENSATORY PRE-SCHOOL

I. INTRODUCTION

The basis of any sound educational program is its philosophical foundation. John Dewey defines philosophy as the "general theory of education; the theory of which education is the corresponding practice."¹ Dewey explains this concept in the following:

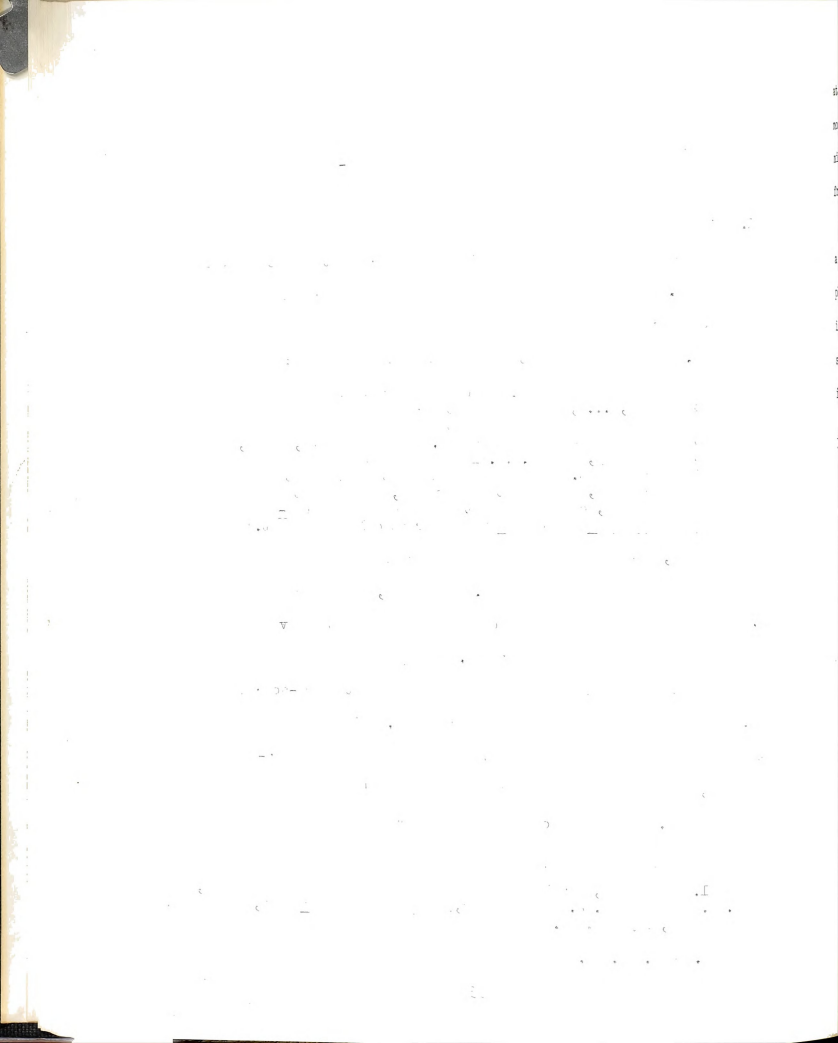
Men will have ideas of the results they wish to attain, . . . , and will use their ideas and their estimates as guides in giving the desired direction to the working of these agencies. This brings us, again, to philosophy, which . . . is the attempt to develop just such ideas. This is what is meant by saying that philosophy is, in its ultimate extent, a general theory of education, or that it is the idea of which a consciously guided education is the practical counterpart."²

Thus, the bases of an educational function are the ideas from which the function germinates. Therefore, the importance of the philosophical base of an educational program is to provide direction and purpose to the program.

In this chapter the philosophical bases of the pre-school for culturally deprived children is presented. Of the eight items on the rating form which dealt with the philosophy of the pre-school program, five of them received ratings of "agree" from all members of the panel. Two more received ratings of "agree" from

1. John Dewey, "Philosophy is the General Theory of Education", in H. W. Burns and C. J. Brauner (ed), Philosophy of Education, (New York: Ronald Press, 1962) p. 23.

2. Ibid., p. 24.



at least six of the panel and had derived weights of twenty-one or more. The one remaining item received a derived weight of only nineteen and one-half, but it still received a rating of "agree" from six of the panel.

Likewise, exclusive of the statement asking whether there was a written statement of philosophy, all of the statements concerning philosophy on the interview form had at least ten of the interviewees in agreement with the statements. Of the five items which dealt with statements of philosophy, three received unanimous agreement from the interviewees.

II. PRESENTATION OF THE DATA

Although philosophy and purpose were included in the same section of the interview form and on the rating form, they are treated in two chapters in the report of the study. Philosophy and purpose are closely related in that the purposes of the program are an operational statement of the philosophy. They do, however, present a natural division for purposes of discussion and the separation of the two should add clarity to the ideas presented.

Only six of the programs had written statements of philosophy for their programs. For the remainder of the programs, their philosophies were drawn from the interviews and from the written descriptions of the program.

The tabulation of the results of the interviews and the program descriptions dealing with the philosophy of the programs is presented in Table I on page 56. The result of the responses of the panel on

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philosophy are found in Table II on pages 57 and 58. In the presentation of the findings, the items are presented as found on the rating form. Where items differed in essence on the interview form, this difference was noted. The items are presented in the order that they appeared on the rating form, rather than in rank order as will be done in succeeding chapters. The reason for this is that the items are to some extent sequential and presenting them in this order allows the reader to follow the development of the philosophy.

Time and space do not permit an exhaustive examination of all the implications and reactions of each item. However, on each item two or three conclusions and reactions will be presented which will provide some insight into the implications of the findings.

ITEM I: "Education is the result of the experiences which the child has had in his social milieu; home, school and community."

On this item there was unanimous agreement both from the programs visited and from the panel. All fourteen interviewees indicated that this would be considered a part of their philosophy and most felt this was the starting premise on which the pre-school programs were built.

The panel all rated the item as "agree", giving it a derived weight of twenty-four, or the maximum possible.

The statement that education is the result of the experiences the child has had in his environment is basic to the pragmatic philosophy of education. Dewey describes education in the following comments:

"The development within the young of attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by the direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of environment. It is truly educative

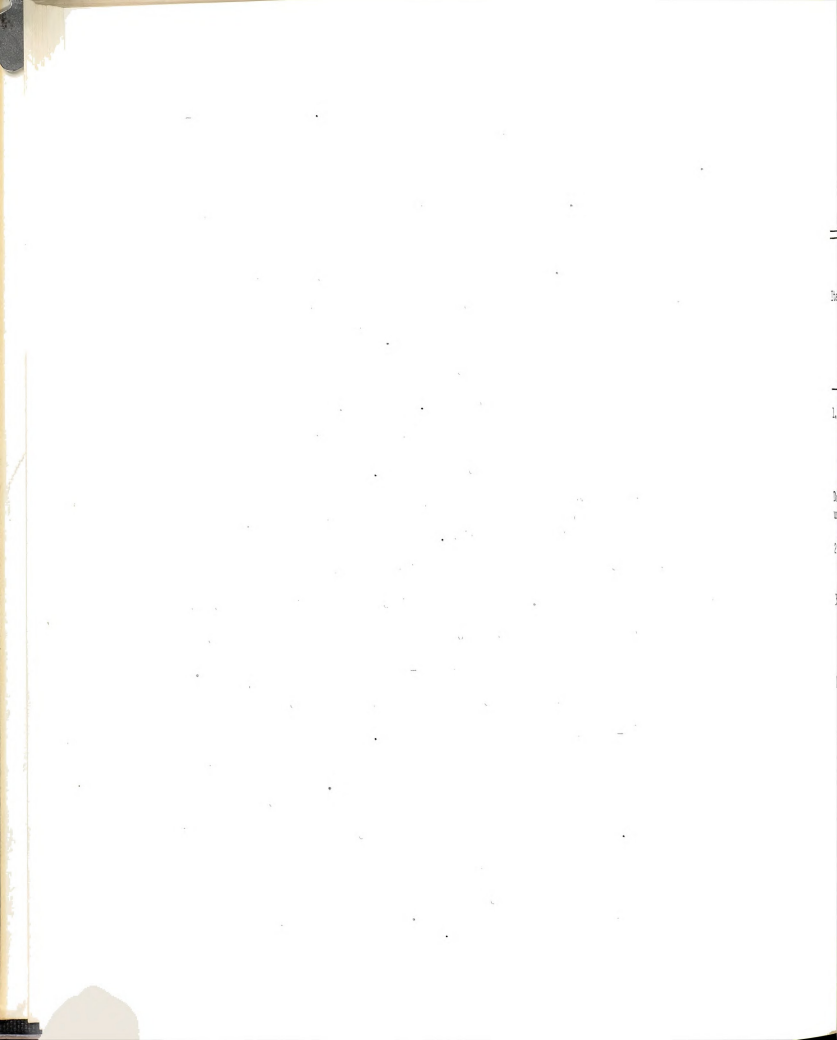


TABLE I

PHILOSOPHY - RESULTS OF THE INTERVIEWS

Item from Interview Form	Program Visited	
	Indicating Yes	Indicating No
1. Does this program have a written statement of philosophy for the pre-school program or for the compensatory education program?	6	8
Does the philosophy for the program, written or understood, include the following:		
2. Education is the result of the experiences which the child has had in his environment.	14	0
3. Education which the child receives will depend largely upon his ability to relate to, and the manner in which he relates to his school and community.	12	2
4. Education is the joint responsibility of the school, the parents and the community.	14	0
5. The school must provide for the child, educative experiences which are necessary for his intellectual and social development.	10	4
6. For the culturally deprived child, school experiences must begin at an early age if he is to be expected to succeed in the school task.	14	0

TABLE II

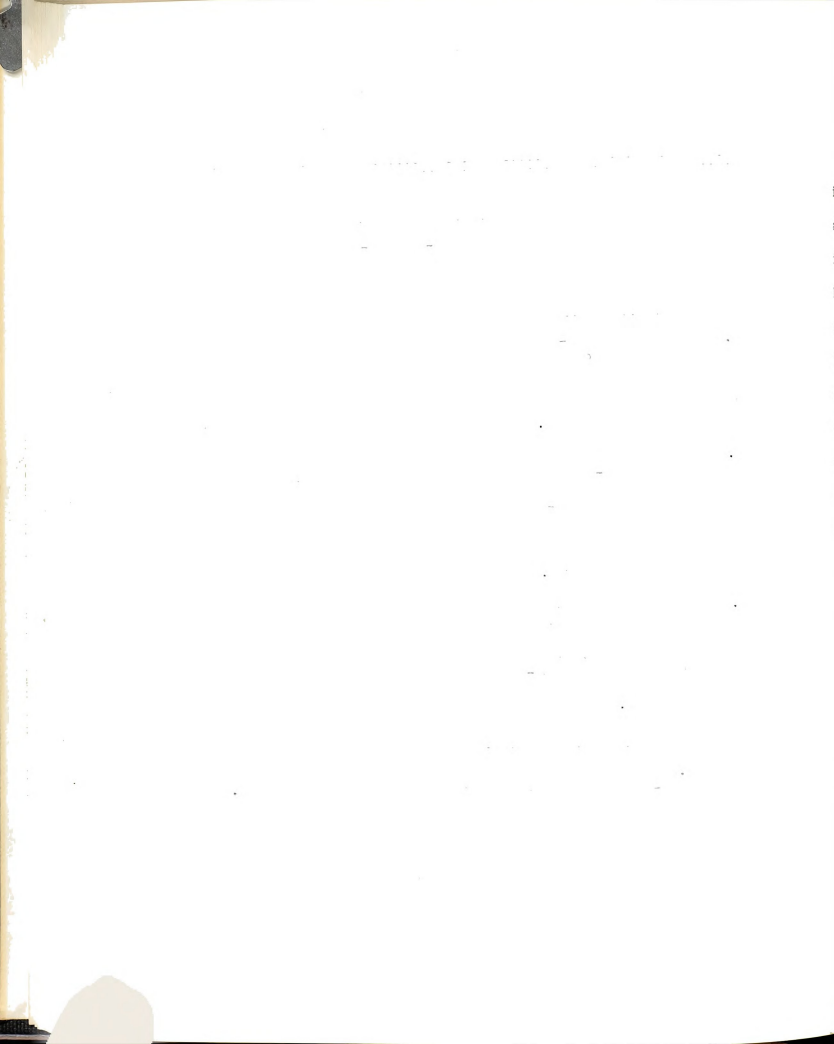
PHILOSOPHY - RATINGS OF THE PANEL

Item from Rating Form	Responses of Panel			Derived Weight ^a	Per Cent of Total Possible Derived Weight
	Agree	Some-times Agree	Dis-agree		
1. Education is the result of the experiences which the child has had in his social milieu; home, school and community.	8	0	0	24	100%
2. Education which a child receives in the school will depend largely upon his ability to relate and the manner in which he relates to the school, his neighborhood and community.	6	1	1	19½	75%
3. Education is the joint responsibility of the school, the parents, and the community.	8	0	0	24	100%
4. The school and community must assume responsibility for educative experiences for the child which are normally assumed by the home but which the home is unable to or fails to provide.	6	2	0	21	87.5%
5. The school is responsible to society to provide educative experiences for the child which are necessary to his intellectual and social development and which are lacking in the culture of the child.	7	1	1	22½	93.75%

TABLE II (Continued)

Item from the Rating Form	Responses of Panel			Derived Weight ^a	Per Cent of Total Possible Derived Weight
	Agree	Sometimes agree	Disagree		
6. It is the responsibility of the school to provide these experiences at the time they can best be utilized by the child.	8	0	0	24	100%
7. The provision of a meaningful pre-school program can provide amelioration for cultural disadvantage when coupled with a meaningful elementary and secondary program.	8	0	0	24	100%
8. The probability of the full development of the culturally disadvantaged child's potential is greatly reduced without some form of early intervention.	8	0	0	24	100%

a. Derived weight is based on assigned values of three for "Agree", one and one-half for "Sometimes agree", and zero for "Disagree".



in its effect in the degree in which an individual shares or participates in some conjoint activity."
(Italics mine)³

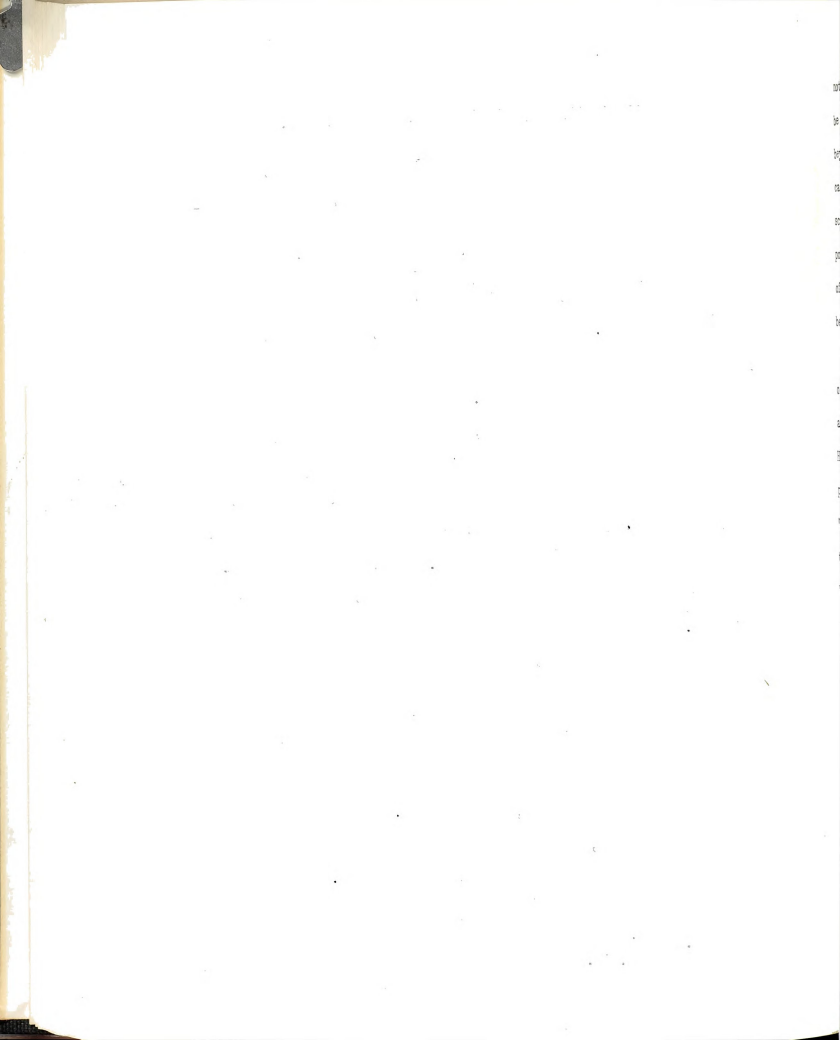
This concept of experience and education is of particular importance in the consideration of methods of educating the culturally deprived child, since the formal educational system, the school, is often built on the assumption of certain types of experiences having been incorporated into the child's background prior to his entry into school. It has been amply supported in the review of the literature that these experiences are often lacking in the background of the culturally deprived child. Such experiences as visiting a variety of places, being read to, having things explained, playing and sharing, as well as the more subtle experiences as overt expressions of love toward the child, listening when he speaks, and understanding rather than punitive reinforcement are not the normal background which the lower class child brings to school. Thus, his ability to "share and participate" in the activities of the educational process are limited.

This limited ability to have positive meaningful experiences in the school also limits his ability to establish a meaningful relationship to the school.

ITEM 2: "Education which a child receives will depend largely upon his ability to relate and the manner in which he relates, to the school, his neighborhood, and community."

On this item, twelve of the fourteen programs visited indicated this would be considered a part of their philosophy. It is particularly

3. John Dewey, Democracy and Education, (New York: The Macmillan Company, 1916) p. 22.



noted here that all of the public school programs felt that this would be an important part of the philosophy and a great deal of effort beyond the actual classroom program is directed to this purpose in most cases. Such things as home-school contacts, identification with the school, becoming acquainted with the neighborhood, and developing a positive attitude about one's family and environment, all have as one of their objectives the establishment of a meaningful relationship between the child and the school and his environment.

The rating of the panel on this item gave it a derived weight of nineteen and one-half, next to low for the section on philosophy and purposes and lowest among the statements on philosophy alone. However, two things about this rating are striking. First, six of the panel members rated this item "agree". One of the other two rated it "sometimes agree" and the other rated it "disagree". Secondly, all of the panel members from the public school group rated this item "agree". This is the only item in the section on philosophy and purpose where there was a difference of greater than one and one-half between the group referred to as "practitioners" and the group referred to as "theoreticians".

The one disagreeing was Dr. Boyd McCandless of Indiana University. In checking this item "Disagree" he added the comment, "This is probably true, but I disagree." From the literature and the interview with Dr. McCandless during the time I visited the program at Indiana University, it is reasonable to assume that he believes the manner in which the child relates is due to his educational background and the success he achieves in furthering his education. Although this is the opposite of

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the statement as presented, in this case the implications for the pre-school program are very similar and the question is more a matter of which is cause and which effect.

These results of the interviews and the pattern of responses on the rating form would indicate that this statement is probably more significant than the derived weight it received would indicate, at least in considering the public school programs.

One implication of the statement that education will depend on the child's ability to relate to the school and his community is that the educative value of these agencies will depend on his ability to perceive it as a meaningful part of his environment. If his attitudes and skills are such that the school and the community are largely alien to his perceptions of needs and goal fulfillment, his ability to make profitable use of these as educative agents will diminish.

Secondly, his ability to establish a meaningful relationship with the school and community will depend in large measure on the relationship which is established between these agencies and the home. The child's attitudes and dispositions toward these agencies, particularly in the early years, will be drawn largely from his home and his neighborhood. If the views of the home and culture about the school are largely negative, it will be difficult for the child to establish a positive attitude about school.

The literature would tend to support the statement that education will depend on a meaningful relationship between the child, his school, and his environment. Goldberg points this out in these statements from

Education in Depressed Areas:

"The child's view of society is limited by his immediate family and neighborhood, where he sees a struggle for survival which sanctions behaviors viewed as immoral by the society at large. He has little preparation either for recognizing the importance of schooling in his own life or for being able to cope with the kinds of verbal and abstract behavior which the school will demand of him.

"Realistic and perceived barriers to social mobility . . . weaken the drive to succeed in school . . ."⁴

Support for this point of view is also found in the writings of Deutsch⁵, Hess⁶, and Strodtbeck⁷.

The implications of these two statements, that education is the result of the experiences the child has in his environment, and that education will depend on the relationship which the child establishes with his school and community, leads to the next item.

ITEM 3: "Education is the joint responsibility of the school, the parents, and the community."

This is the second item which received unanimous agreement with both the programs and the panel of experts. All fourteen felt this should be a part of the philosophy. From the panel, all eight members rated the item "agree".

4. Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas", in A. H. Passow, Education in Depressed Areas, New York: Bureau of Publications, Teachers College, Columbia University, 1963) pp. 87-88

5. Martin Deutsch, "Nursery Education: The Influence of Early Social Programming", The Journal of Nursery Education, April 1963, pp. 191-197

6. Robert Hess et al, Early Cognitive Development, Urban Child Center, University of Chicago. Mimeo.

7. Fred Strodtbeck, The Hidden Curriculum in Middle Class Homes, Social Psychology Laboratory, University of Ohio. Mimeo.

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The implications of this statement means more than merely that the home, school, and community are responsible for the results, the point that was made in the first two items. It means that a joint effort must be made if the results are to be satisfactory. Thus, we find in later parts of the study, that most programs, particularly public school programs, place a strong emphasis on home-school relations, becoming acquainted with the neighborhood and community, and helping the parents to meet the needs of the children.

An implication of this statement is that when one of the agencies cannot meet its responsibilities, the others must "pick up the slack" in order to provide the child with the necessary educational experiences. In the case of the culturally deprived child, this often means that the school and community must assume a larger share of the responsibility, since the home is unable to or fails to provide the background for successful education.

Items 4, 5, and 6 flow directly from these implications in a sequential pattern.

ITEM 4: "The school and community must assume responsibility for educative experiences for the child which are normally assumed by the home, but which the home is unable to or fails to provide."

ITEM 5: "The school is responsible to society to provide educative experiences for the child which are necessary to his full intellectual and social development and which are lacking in the culture of the child."

ITEM 6: "It is the responsibility of the schools to provide these experiences at a time when they can best be utilized by the child."

These statements were developed from item 5 on the interview form which read, "The school must provide for the child, educative

experiences which are necessary for his intellectual and social development." This statement received agreement from only ten of the interviewees and in some cases this agreement was qualified. The objection to the statement from most of the interviewees was that this is not wholly the responsibility of the school. The dissenters indicated that this statement was a contradiction of the previous statement, that education was the joint responsibility of the home, school, and community.

Thus, the three statements above were added to the rating form as a replacement for the statement from the interview form.

Item 4, regarding the school and community assuming responsibility for the educative experiences which the home fails to provide, received a derived weight of twenty-one from the panel. Six of the members rated it "agree" and the remaining two rated it "sometimes agree".

Item 5, which states that the school is responsible to provide educative experiences which are necessary but which are lacking in the culture, received a derived weight of twenty-two and one-half, with seven members responding "agree".

Item 6 states the experiences must be provided at a time when they can best be utilized by the child. This statement received a derived weight of twenty-four, all of the panel rating it "agree".

Thus all of these three statements fell in the category of twenty-one and above, indicating a high degree of agreement.

Based on the literature, it can be assumed that the ratings of "sometimes agree" in items 4 and 5 are due to a concern for the excluding or excusing the home from its responsibility. This dissent was

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noted in the question to the interviewees from which these three items were derived, that the school must provide for educative experiences which are necessary for his intellectual and social development. However, there is apparently still some concern that the program may be built with the school and community assuming the roles which the parents can and should handle with help from the school and community.

It is on the basis of these three statements that early intervention is philosophically justified. The fact that the children of lower class homes typically come to kindergarten or first grade ill prepared for the task is the result of the lack of ability on the part of the home and environment to provide the experiential and cognitive background required. If the home cannot carry out its share of the joint responsibility, it follows, if we are to accept the principle of equal educational opportunity, that the school and community must assume a larger share.

It is important here to point out that this program should not be merely a program for the children. An integral part of total program should include aiding the parents to assume their role. This probably implies a parent education program of some type, but more, it implies leadership on the part of the school.

These three statements also imply that these experiences must take place prior to the child's entrance into the regular school program. The fact that these children are substantially behind academically when they enter first grade, plus a poorly developed ego structure, diminishes their chances of success. Further, early failure tends to diminish the already weak relationship with the school.⁸

8. Deutsch, Op. Cit., p. 192.

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The provision of an early experience has two effects. One, it can reduce the academic deficiency which the child has, and two, it can improve the child's self-concept and his attitude toward school and learning.

Items 7 and 8 from the rating form are statements which deal directly with the need for pre-school programs for culturally deprived children. These two items are expansions of item 6 from the interview form which states:

"For the culturally deprived, school experiences must begin at an early age if he is to be expected to succeed in the school task."

There was agreement that this was part of the philosophy of all of the programs studied. However, it was felt that there were really two parts to this, one that the program can provide amelioration for the problems of the culturally deprived child, and two, that the probability of the development of the child's potential is greatly reduced without it. Thus, items 7 and 8 from the rating form read as follows:

ITEM 7: "The provision of a meaningful pre-school program can provide amelioration for cultural disadvantage when coupled with a meaningful elementary and secondary program."

ITEM 8: "The probability of the full development of the culturally disadvantaged child's potential is greatly reduced without some form of early intervention."

The panel of experts all rated these two items "agree" for a derived weight of twenty-four. Thus, on the need for pre-school programs for culturally deprived children there is unanimous agreement among the programs visited and the panel.

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Particularly important in the ratings of the panel is the full agreement on the statement that the probability of the full development of the child's potential is greatly reduced without some form of early intervention. This means that the provision of equal educational opportunity will depend in most cases on the provision of such a program for the culturally disadvantaged children. The nature of the problems of these children is such that waiting until they enter the regular school program, even with the provision of meaningful special programs at this level, may have irreversible effects. As was illustrated in the review of the literature (Chapter II), the question of whether the irreversibility of these problems is the result of having passed "critical periods" or whether it is merely the result of a lack of time, is a matter of some disagreement among the experts. However, there is agreement that losses suffered in the early childhood years may never be recovered.

A second thing which needs emphasis from these statements is item number 7 which states that the provision of a meaningful pre-school program can provide amelioration for cultural disadvantage when coupled with a meaningful elementary and secondary program. This statement was added because of the expression of many of the interviewees that the pre-school program must not be looked upon as a cure-all. It is, at best, the important first step. While it is probably true, that the problems of the culturally disadvantaged child cannot be successfully attacked without the pre-school program, it is also probably true, that what advantage is gained in the pre-school program will be eventually lost without some special attention to the elementary and secondary programs into which these children will enter.

III. CONCLUSION

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III . CONCLUSIONS

The results of the study indicate that the following would form the basic philosophy for the compensatory pre-school program:

1. Education is the result of the experiences which the child has had in his social milieu; home, school, and community, and his ability to organize these experiences into a learning pattern.

The implications of this statement for the compensatory pre-school program are that the school must become aware of the types of experiences which form a desirable learning pattern and must be able to assess to some extent the types of experiences the child has had and how he has organized them. The accomplishment of this will require the full cooperation of all agencies; the school, the parents and the community, which leads to the second statement of basic philosophy:

2. Education is the joint responsibility of the home, the school, and the community.

The assumption of the leadership in meeting this statement, will depend on the abilities of the agencies to perform their part of the task. In the case of the middle class child, at least in the early years, the parents will assume a large part of this function. However, many lower class homes lack the ability to do this because of educationally deprived backgrounds of the parents, unstable and disorganized family structures, and social and economic pressures. In these cases, this statement of philosophy leads to number three.

3. Some children lack in their homes and culture the quality and variety of experience which equip them for the kinds of educational tasks required for participation in the society; therefore, it is the responsibility of the society to make provisions for these children to receive these necessary experiences.

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It is the recognition of this statement which provides the basis for all compensatory education. If education is the process of inducting the young into the society, then it follows that society should provide programs which will accomplish this purpose. Further, if the equal opportunity for education is a premise of the democratic society, it follows that provision of programs which are fitted to the needs of the child in attaining this equality must be made by society. In the case of the culturally disadvantaged child, this will mean the school and community assuming a larger share due to the inabilities of the home and culture of the child.

4. The school, as the agent of the society, should make provisions for programs which will give the child the experiences necessary for the formation of an efficient learning style, when the home and culture are unable to or fail to provide these experiences.

Following the reasoning above, the schools are charged with the responsibility of guaranteeing the equality of opportunity for education. In the case of the culturally deprived child, this means something different than it does with the middle class child. The obvious difference is that the lower class child presents to the school a lack of basic skills required for the school task such as language development, perceptual discrimination, and cognitive development. He also presents a different pattern of values and attitudes than that expected by the school. His expectations and motivations are often not conducive to school success.

5. The school should present these programs to the child at a time when they can best be utilized.

From the sheer necessity of conservation of time and energy, both on the part of the child and the school, this becomes important.

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Ausubel points out that the deficiencies that the child has in academic skills and cognitive development probably tend to become cumulative.⁹ That is, the results of these deficiencies tend to place the child at a disadvantage in the learning process, and thus he falls farther behind because of failure to comprehend the tasks required of him. The amelioration of this tendency would indicate action before these deficiencies become critical. This would have to mean before entrance into the regular school program.

6. The provision of a meaningful pre-school program can provide amelioration for cultural disadvantage when coupled with a meaningful elementary and secondary program and the failure to provide such a program diminishes the probability of the full development of the potential of the child.

If the culturally disadvantaged child is to profit from the regular school program, the lack of skills and differences in attitudes must be reduced to some extent prior to his entry into first grade. Otherwise, he is likely to experience early failure which will further reduce his skills and reinforce his negative attitudes.

IV. SUMMARY

In this chapter the philosophy of the pre-school program for culturally deprived children has been presented. The philosophy forms the basis by which the programs are justified, or statements of belief from which the programs derive their purpose and direction.

The results of the study indicate a very high level of agreement as to what constitutes the philosophy of the pre-school program for

9. David Ausubel, How Reversible Are The Cognitive and Motivational Effects of Cultural Deprivation, Paper read at a Conference on Teaching The Culturally Deprived Child, Buffalo, New York, March 28-30, 1963.

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the culturally deprived child. This high level of agreement takes on particular importance as it is realized that this indicated agreement is on the definition of the problem.

The following chapter deals with the purposes of the pre-school program, which are the first steps in translating the philosophy into an operating program.

I. INTRODUCTION

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CHAPTER V

PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM

I. INTRODUCTION

The statement of purposes in an educational program is the operational counterpart of the statement of philosophy. Purposes become the guide to action, to developing ways and means of affecting the philosophy. In the book, Educational Administration, edited by Walter G. Hack and others, is the following statement:

"The philosophical base for any social enterprise is predicated on the values held by those participating in the activity. Purposes, in turn, emerge from the values and thus become the genesis of administration."¹

Determining the purposes of the program gives the developers the guidelines by which goals and methods are set. Thus, the well-defined program must be based on well-defined purposes.

In this chapter the purposes of the compensatory pre-school program are presented, as seen by the people directing the programs studied and the panel of experts. Of the eleven items on the rating form that dealt with purposes, all but one received derived weights of twenty-one or more, or had a minimum of six of the panel members rating the item "Agree". None of the items received a rating of lower than "Sometimes Agree".

In the interviews, all items except two were considered to be part of the statement of purposes for at least ten of the programs.

1. Walter G. Hack et al, (ed) Educational Administration; Selected Readings, (Boston: Allyn Bacon, Inc., 1965) p. 367.

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One of the exceptions was the item which stated that a purpose of the program was the establishment of an early home-school relationship.

In three of the cases which did not consider this a part of the statement of purposes, the item did not apply, since the programs were not connected with schools. In the other two this item was considered a desirable result but not a specific purpose.

II. PRESENTATION OF THE DATA

The items from the interview form, with the exception of the question on whether the program had a written statement of purpose, were transferred directly to the rating form. In all cases the numbers of the items correspond, although this is an accident of the organization of the forms, and not by design.

The tabulation of the responses of the interviewees concerning purposes on the program is found in Table 3 on pages 74 and 75. The tabulation of the responses of the panel on items referring to the purposes in the program is found in Table 4 on pages 76 and 77. In these tables the items are presented in rank order, according to the number of programs indicating "yes" in Table 3 and according to the derived weight in Table 4. The presentation in rank order is not necessarily an indication of the merits of one item in relation to another. Scores on each item are intended to show the merits of that item only and are not used for comparison. However, the presentation in rank order does present a convenient way of ordering the items for discussion.

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TABLE 3
PURPOSES - RESULTS OF THE INTERVIEWS

Items from Interview Form ^a	Programs Visited	
	Indi- cating Yes	Indi- cating No
12. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude about himself.	14	0
16. It is the purpose of the compensatory pre-school program to improve the cognitive development of the child.	14	0
10. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward school.	12	2 ^b
11. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward learning.	11	3 ^b
13. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward his family and environment.	11	3
17. It is the purpose of the compensatory pre-school program to improve the language development of the child.	11	3 ^b & c
18. It is the purpose of the compensatory pre-school program to improve the perceptual discrimination of the child.	11	3 ^b & c
19. It is the purpose of the compensatory pre-school program to provide an enriched experiential background for the child.	11	3 ^b & c
15. It is the purpose of the compensatory pre-school program to help prevent academic failure.	10	4 ^b

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TABLE 3 (Continued)

Items from Interview Form ^a	Programs Visited	
	Indicating Yes	Indicating No
14. It is the purpose of the compensatory pre-school program to develop an early home-school relationship.	9	5 ^b
9. It is the purpose of the compensatory pre-school program to help discover the needed emphases in the elementary school program for culturally deprived children.	7	7 ^b

a. Items are presented in rank order according to the number indicating "yes". Numbers refer to the number of the item on the interview form. See Appendix A.

b. Some of the interviewees felt that these would be desired results of the program but are not specific purposes.

c. Some of the interviewees felt that these were goals or methods of achieving the purposes of the programs and not purposes in themselves.

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TABLE 4

PURPOSES - RATINGS OF THE PANEL

Items from Rating Form ^a	Responses of Panel			Derived Weight ^b	Per Cent of Total Possible Derived Weight
	Agree	Some-times Agree	Dis-agree		
12. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward himself.	8	0	0	24	100%
15. It is the purpose of the compensatory pre-school program to help prevent academic failure.	7	1	0	22½	93.75%
16. It is the purpose of the compensatory pre-school program to improve the cognitive development of the child.	7	1	0	22½	93.75%
17. It is the purpose of the compensatory pre-school program to improve the language development of the child.	7	1	0	22½	93.75%
18. It is the purpose of the compensatory pre-school program to improve the auditory and visual discrimination in the child.	7	1	0	22½	93.75%
19. It is the purpose of the compensatory pre-school program to provide an enriched experiential background to the child.	7	1	0	22½	93.75%

Items from

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TABLE 4 (Continued)

Items from Rating Form ^a	Responses of Panel			Derived Weight ^b	Per Cent of Total Possible Derived Weight
	Agree	Sometimes Agree	Disagree		
10. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude about school.	7	1	0	22½	93.75%
11. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude about learning.	7	1	0	22½	93.75%
13. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude about his family and environment.	6	2	0	21	87.50%
14. It is the purpose of the compensatory pre-school program to develop an early home-school relationship.	6	2	0	21	87.50%
9. It is the purpose of the compensatory pre-school program to help in the discovery of needed emphases in the elementary school program for the culturally deprived child.	4	4	0	18	75%

a. Items are presented in rank order according to derived weights. Numbers refer to numbers from the rating form.

b. Derived weights are calculated on a basis of three for "Agree", one and one-half for "Sometimes Agree", and zero for "Disagree".

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The statements of purpose, with the exception of two, can be roughly categorized into two groups. One of these groups contains items that deal with the development of skills. The other group contains items that deal with the development of attitudes. The two items that fall into neither of these two categories are nine, which states: "It is a purpose of the compensatory pre-school program to help in the discovery of needed emphases in the elementary school program for the culturally deprived children", and item 14, which states: "It is the purpose of the compensatory pre-school program to develop an early home-school relationship."

Development of Skills

There are five items in the category of developing skills.

These are:

Item 15. It is the purpose of the compensatory pre-school program to help prevent academic failure.

Item 16. It is the purpose of the compensatory pre-school program to improve the cognitive development of the child.

Item 17. It is the purpose of the compensatory pre-school program to improve the language development of the child.

Item 18. It is the purpose of the compensatory pre-school program to improve the auditory and visual discrimination of the child.

Item. 19. It is the purpose of the compensatory pre-school program to provide an enriched experiential background for the child.

All of these items received derived weights of twenty-two and one-half, indicating that seven of the eight panel members rated this item "agree". Since only one item on the rating form received a higher rating, this group will be presented first, which with the exception of one item, will preserve the rank order presentation as found in Table 4.

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ITEM 15: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO HELP PREVENT ACADEMIC FAILURE.

Ten of the interviewees indicated that this was a purpose of their programs. The four who stated that this was not a specific purpose of the programs all felt that this would be a desired outcome. The difference in this case is small but the point it is based on is a valid concern. The feeling was that in making the prevention of academic failure a stated purpose of the program, the methods and goals of the program might be perverted toward specific preparation for the first grade tasks rather than to the developmental needs of three and four year olds.

As stated above, all but one of the panel rated this item "Agree". The remaining one rated it "Sometimes Agree". The member that rated this item "Sometimes Agree" also gave this rating to all other statements on the purposes of the programs with the exception of the item on attitude toward self. It is reasonable to conjecture that this rating is a result of a feeling on the part of this panel member that purposes must be determined by the needs of individual programs.

It can be concluded that these results indicate the prevention of academic failure to be a major concern in the development of pre-school programs, but it must be kept in mind that this is probably best accomplished by programs aimed at the needs of culturally deprived three and four year olds. The importance of this is pointed out in the article by Hodge and McCandless, "Shall Pre-Schoolers Read or Play?"

"First and foremost, we believe that much of the pre-schoolers life should be devoted to play. We believe that play can successfully be used to develop intellectual

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skills including language and the necessary prerequisites to reading, numbers, or delight in the aesthetic environment. Indeed, we believe play should be deliberately used in order to enhance a child's growing ability to deal with his environment."²

While Hodges and McCandless are not speaking of the culturally deprived child exclusively, the point applies, perhaps even more. It also should be pointed out that they are not talking of aimless play but of purposeful play. It may be that the pre-school program for lower class children will require more structure to insure that the play is purposeful, but the emphasis is on play rather than instruction.

ITEM 16: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO IMPROVE THE COGNITIVE DEVELOPMENT OF THE CHILD.

This item ranked second in the combined results of the study in the section on purpose. While it had a derived weight of twenty-two and one-half from the panel, it was considered a purpose of all of the programs studied. As will be illustrated in the chapters on instructional program (Chapters VI and VII), there is considerable disagreement on how this purpose is to be achieved. However, there is almost unanimity among the programs studied, the panel of experts, and the literature on pre-school enrichment that this is one of, if not the major purpose of the program.

Stated briefly, cognitive development is the ability to cope with and profit from one's experiences. It is the ability to perceive and make judgments and decisions about events and problems, based on prior knowledge and probable outcomes. Thus, it is the mechanism by

2. Walter L. Hodges and Boyd R. McCandless, "Shall Pre-Schoolers Read or Play?", University Schools Clinic Complex, Indiana University, Mimeo. p. 4.

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which learning and experiences are translated into useful strategies by the individual.

Deutsch emphasizes the importance of cognitive development in the following statement:

"The child who comes to school with few kinds of intellectual cognitive structures that the school demands will be basically the most susceptible to the process of failure and will be the least likely to start communicating with the teacher."³

The implications of this statement, and the need for development of an adequate cognitive style in the pre-school, are twofold. First, the child is more likely to fail at the school task, simply because he lacks the skills required for making abstract conclusions required early in the school program. Secondly, he is less likely to be able to cope with this failure because his experiences and attitudes have not equipped him with the strategies for evaluating the reasons for his failure and to develop methods of avoiding further failure.

Items seventeen, eighteen, and nineteen may be considered together because of the similarity in the responses of the interviewees and the ratings of the panel, and also because of the similarity of their positions in the overall purposes of the pre-school program.

ITEM 17: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO IMPROVE THE LANGUAGE DEVELOPMENT OF THE CHILD.

ITEM 18: IT IS THE PURPOSE OF THE COMPANSATORY PRE-SCHOOL PROGRAM TO IMPROVE THE AUDITORY AND VISUAL DISCRIMINATION OF THE CHILD.

ITEM 19: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO ENRICH THE EXPERIENTIAL BACKGROUND OF THE CHILD.

3. Martin Deutsch, "Early Social Environment", in Daniel Schreiber, (ed), The School Dropout, (Washington, D. C., National Education Association, 1964) p. 96.

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In all three cases, eleven of the interviewees indicated that these were purposes of the programs. Also in all three cases the ones who indicated these were not purposes of the programs felt that they would be desirable outcomes of the program or that these actually represented goals and methods by which the purposes of the program are achieved.

On all three of these items, seven of the panel members rated the items "Agree" and the remaining one rated them "Sometimes Agree".

The importance of the language development, particularly as it relates to the school task, is summed up by the following statement found in Compensatory Education for Cultural Deprivation:

"As a child develops more complex language, he becomes more able to perceive aspects of his environment, to abstract such aspects and to fix them in his memory, and to gain considerable control over his environment through the use of language. The frequent use of language in relation to his environment and the people in it enables the child to use words and language as tools of thought. Furthermore, the child becomes able to use language to express his emotions, intentions, and desires. He is able to consider alternatives with regard to his emotions and to develop ways of delaying the gratification of his desires. Finally, the child develops his ability to compare, differentiate, and abstract aspects of his environment as well as his own thoughts and emotions."⁴

Thus, language must be considered an important part in the achievement of the overall purpose of the pre-school program for culturally deprived children. Its importance to the processes of thought and analysis, to the cognitive development, and to the future success in school, make it among the main purposes of the pre-school program.

4. Benjamin Bloom, Allison Davis, and Robert Hess, Compensatory Education For Cultural Deprivation, (Chicago: Holt, Rinehart & Winston, 1965) p. 14.

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Likewise, the importance of perceptual discrimination is best illustrated by a passage from the same book as cited above:

"Beginning very early, the child comes to perceive many aspects in the world about him. . . . Perceptual development is stimulated by environments which are rich in the range of experience available At the beginning of the first grade there is a difference between culturally deprived and culturally advantaged children in the amount and variety of experiences they have had and in their perceptual development. Although differences in perceptual development are less evident by age nine, it is likely that the differences present at age six make for differences in school learning in the first few grades." (Italics mine)⁵

Thus, it is illustrated that the perceptual discrimination, particularly auditory and visual discrimination which play such an important part in the learning to read, is a handicap facing the culturally deprived child in the school task. As such, this also must be considered an important purpose in the pre-school program.

In the case of enriching the experiential background, the support in the literature is extensive. Both the lack of quantity and variety, and the lack of quality and reinforcement enter into the problem. The simplest, and most often cited, statement on the place of experience in learning is that of Piaget.

"The more new things a child has seen and the more he has heard, the more things he is interested in seeing and hearing. Moreover, the more variation in reality with which he has to cope, the greater his capacity for coping."⁶

Thus, the lower class child, who has had limited experiences, and whose experiences have to a large extent been poorly reinforced, not only has limited motivation but also has limited ability to assimilate those situations which he must face.

5. Ibid. p. 13

6. Jean Piaget, The Origins of Intelligence, (Margaret Cook, Trans.) (New York: International Universities Press, 1952, Originally published in 1936) p. 276.

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An important aspect of these three items, language development, perceptual discrimination, and experiential background, is their interdependence and their effect on cognitive development. This may account for the responses of the interviewees who felt that these items represented goals and methods, rather than purposes. Language development, after the initial imitative stage, comes largely from experiences and the manner of perceiving those experiences. Likewise, the interpretation of experiences will depend to a large extent on the child's ability to make perceptual discriminations and to translate them into thoughts through language. Finally, perceptual discrimination will depend on the variety and quality of the experiences and the language development with which to interpret the experiences.

Thus, these three items, in concert, should be considered purposes, or perhaps, a purpose, of the compensatory pre-school program. First, because the research has most clearly defined these as deficient areas in the culturally disadvantaged child, and secondly, because it appears that from the development of these, cognitive development takes place.

DEVELOPMENT OF ATTITUDES

The second major area of purposes was that of the development of attitudes. There were four items in this area, which were as follows:

Item 10: It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward school.

Item 11: It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward learning.

Item 12: It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward himself.

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Item 13: It is the purpose of the compensatory pre-school program to develop in the child a positive attitude about his family and environment.

Of these four items, two were indicated as purposes by eleven of the programs visited. These were item 11 and item 13. Item 10 was considered a purpose of twelve of the programs and item 12 was considered a purpose of all fourteen of the programs.

From the panel responses, item thirteen received a derived weight of twenty-one with six of the members rating it "Agree" and the remaining two rating it "Sometimes Agree". Items ten and eleven received derived weights of twenty-two and one-half, with seven of the panel members rating them "Agree" and one rating them "Sometimes Agree". Item twelve received responses of "Agree" from all of the panel, giving it a derived weight of twenty-four. These items are presented in rank order according to the responses of the panel.

ITEM 12: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL TO DEVELOP IN THE CHILD A POSITIVE ATTITUDE ABOUT HIMSELF.

This was the single item of the statements on purposes which received unanimous agreement from both the programs visited and the panel of experts. All programs visited indicated that this was an important purpose of the program. Likewise, all members of the panel rated this item "Agree". This high rating of items dealing with self-concept hold throughout the study. It is also very evident from the literature that self-concept is a major problem of the lower class child. Deutsch points out the effects of this in the following comment:

"Frequently the parents . . . have not been able to reinforce the child in an appropriate way so that he will develop a constructive relationship to his own intellectual

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and psychomotor behavior, where he will set goals, work toward them, and be disappointed when he fails, to achieve concrete rewards when he is successful."⁷

White points out that a feeling of effectiveness is necessary to the "effectance motivation" which permits investigation and interaction with the environment.⁸

The lower class child typically has a poor ego development due to lack of reinforcement by the home and culture. This, together with a poverty of skills, makes the probability of success in the school task somewhat less.

The provisions for the development of a positive attitude about himself for the culturally deprived child, must be considered a major purpose, based on the findings of the study and the literature. There is some indication that it may be a prerequisite to success in the other purposes or, at least, the lack of such development may well limit success in the other purposes.

Items ten and eleven will be considered together because of their close relationship and the similarity of the responses of the interviewees and the panel.

ITEM 10: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO DEVELOP IN THE CHILD A POSITIVE ATTITUDE TOWARD SCHOOL.

ITEM 11: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO DEVELOP IN THE CHILD A POSITIVE ATTITUDE TOWARD LEARNING.

On these items, twelve and eleven of the interviewees respectively, stated them to be purposes of the pre-school programs. The

7. Deutsch, Op. Cit. p. 193.

8. R. White, "Motivation Reconsidered: The Concept of Competence", Psychological Review, June 1959, p. 330

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dissenters indicated that, while these were not purposes of the program, they might well be results of the program. However, these felt that the development of positive attitudes toward school and learning would tend to come from successes in these tasks and, as such, would result from the achievement of the other purposes.

On both of these items, seven of the panel members rated them "Agree" and one rated them "Sometimes Agree". As was pointed out before, it is felt that the one "Sometimes Agree" probably comes from the feeling that purposes need to be developed on the basis of needs in the individual programs.

It can be concluded that the developing of positive attitudes toward the school and learning are generally purposes of the compensatory pre-school program. This is largely based on the need for fulfillment of the statement in the chapter on philosophy (Chapter IV, p. 59) which states: "Education which a child receives will depend largely upon his ability to relate, and the manner in which he relates, to the school, his neighborhood and community." Lacking a positive attitude toward the school and learning such a relationship is difficult if not impossible.

ITEM 13: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO DEVELOP IN THE CHILD A POSITIVE ATTITUDE ABOUT HIS FAMILY AND ENVIRONMENT.

On this item, eleven of the interviewees indicated that this was a purpose in the program. Of the three who indicated that this was not a purpose of the program, two felt that this was already present, that in the pre-school child the relationship between child and home was strong and positive. The other dissenter felt that the purpose

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From the ratings of the panel, this item received a derived weight of twenty-one, with six panel members indicating "Agree" and the two remaining members rating it "Sometimes Agree". In the case of one of the members who rated the item "Sometimes Agree" the comment was added, "Sometimes as he grows older, the opposite is true." This is interpreted to mean that as the child grows older the attitude about home and environment may be more demoralizing than helpful.

The attitudes which a child develops about the external environment will be greatly influenced by the attitudes and values he gains from the home. The implications of this item are that the school must work with the home to develop home-school relationships which will strengthen and enhance the child's development. To aid the child in his attitude about home and environment, the school must assume a positive attitude on its own part, seeking to aid the home and community in accepting their role in the total education of the child.

Home-School Relations

ITEM 14: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO ESTABLISH EARLY THE HOME-SCHOOL RELATIONSHIP.

Of the fourteen programs studied, this item was considered by nine to be a purpose of the program. The interviewees indicating this was not a purpose of the program all felt that it would be desirable but most felt that it was not essential to the program and is often impossible.

The panel gave this item a derived weight of twenty-one, with

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six rating it "Agree" and two rating it "Sometimes Agree". One of the panel members who rated the item "Sometimes Agree" added the comment, "This, in our experience, is often impossible, although theoretically desirable."

The general reaction was that ordinarily some home-school contact for the purpose of the establishment of a sound home-school relationship was a vital part of the pre-school program. Its importance is twofold. First, as pointed out in the preceding section, the child's attitude about school will be greatly influenced by the attitude of the home. Since many times the parents themselves, and often older siblings, have had unfavorable experiences with the schools, the expectations from the school are often low, and negative. While it is generally true, as pointed out by the research, the educational aspirations are generally high with the lower class parents, their expectation of the school's ability to provide such education for their children is typically low.⁹

The second factor implying the need for an early home-school relationship is that of helping the parents to know and understand the needs of their children. The lack of intellectual development in the lower class home is seldom the result of neglect as much as a result of not knowing and understanding the needs of the child. If there is to be any hope of permanently ameliorating the problem of the culturally deprived pre-school child, it will have to involve the help and cooperation of the home.

9. Richard A. Cloward and James A. Jones, "Social Class: Educational Attitudes and Participation" in A. H. Rassow, (ed), Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University, 1963) pp. 190-215.

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Discovering Needs in the Elementary Program

ITEM 9: IT IS THE PURPOSE OF THE COMPENSATORY PRE-SCHOOL PROGRAM TO HELP IN THE DISCOVERY OF NEEDED EMPHASES IN THE ELEMENTARY SCHOOL PROGRAM FOR CULTURALLY DEPRIVED CHILDREN.

On this item the interviewees split evenly, seven and seven, between considering and not considering this a purpose in the programs visited. Most, however, felt this would be a possible outcome. Part of the reaction was similar to that to the item on helping to prevent academic failure, in that the interviewees felt that this might lead to programs aimed at preparing the child for first grade tasks rather than ameliorating the problems of the three and four year olds. Part of the reaction was also due to the fact that some of the programs had no connection with or opportunity to interact with elementary school staffs.

The panel also split evenly on this between "Agree" and "Sometimes Agree". It is notable here that, while the reaction was not strongly favorable, there was no response of "Disagree".

The overall response would indicate that this is not a high priority purpose of the pre-school program; however, the indications are that the pre-school program offers excellent opportunities for the discovery of the needed emphases and changes in the elementary program for these children.

III. CONCLUSIONS

It can be concluded from the results of the interviews, descriptions of the programs, and the ratings of the panel, that the purposes of the pre-school program for culturally deprived children are well defined. These purposes can be categorized into three general areas,

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the development of skills, the development of attitudes, and the development of a cooperative environment of home, school, and community. Based on the results of the study--the interviews, the panel responses, and the literature--the development of a positive attitude about oneself might be considered the most important of these because of its effects on the other purposes. The second grouping includes improvement of the cognitive development, the language development, and perceptual discrimination, and enriching the experiential background. This grouping is the most obvious of the purposes, since these learning abilities are the "tools of the trade" for the school task. The third grouping, that of establishing the home-school relationship, returns to the premise that education is the joint responsibility of the home, school, and community. The development of the joint acceptance of this responsibility will influence to a large extent the development of the attitudes and the skills of the child, and will have a great effect on the success of the program.

IV. SUMMARY

In this chapter we have reviewed and discussed the results of the study as to the purposes of the compensatory pre-school program. It is from these purposes that the philosophy is made operational and that the methods and goals are determined.

The results of the study indicate a very high level of agreement as to what constitutes the purpose of the program. The following chapters will deal with the methods of directing the activities of the compensatory pre-school program to the achievement of these goals.

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While it will be found in these chapters that the agreement as to these methods is not nearly as high as the agreement in the areas of philosophy and purposes, the identification of the purposes make the other areas much more researchable. It is possible then, at least in general terms, to discuss the methods and goals of the program.

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CHAPTER VI

INSTRUCTIONAL PROGRAM IN THE COMPENSATORY PRE-SCHOOL PROGRAM

I. INTRODUCTION

In designing an educational program, it is necessary first to establish the philosophy and purpose on which the program is to be based. Once these are established, then the goals and methods by which the philosophy is to be fulfilled and the purposes attained, may be established. In this chapter, one phase of the goals and methods for the attainment of the philosophy and purposes presented in Chapters IV and V is discussed. This phase is the instructional program itself.

The items presented in this chapter are statements of instructional principles rather than actual practices. In the discussion of these principles there will be some practices used in the programs studied, but it is emphasized that these are for illustrative purposes only. The principles are the prime consideration, and knowing the principles, the alert and well-prepared staff will devise practices which will meet the needs of individual programs and individual children.

These principles fall into two types; (1) goals of instructional program, and (2) methods in the instructional program. The principles presented also can be categorized into seven major categories; (1) self concept development, (2) language development, (3) perceptual discrimination, (4) experiential enrichment, (5) concept development, (6) identification with school and community, and (7) development of values.

Of the item found on the rating form, seven deal with goals in

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the instructional program. The term goals, as used here, is to identify specific objectives of the instructional program, as contrasted with the term purposes as used to identify the overall objectives of the total pre-school program. Goals of the instructional program, then differ from the purposes of the pre-school program in that the purposes are the operational statements of the philosophy, or the behaviors which the program is designed to produce. Goals, on the other hand, are the objectives of a particular phase of the program, which in combination direct the program to the achievement of the purposes.

The seven statements of goals each represent one of the categories listed above. The remaining fifteen items from the rating sheet can roughly be assigned as contributing primarily to one of these categories. In addition to these fifteen items, two are presented in the discussion of the instructional program which appeared in the section on organization in the rating form. These two items are: item 29 which states, "The pre-school classroom should be spacious and arranged so as to present a pattern of order and simplicity", and item 30 which states, "The pre-school classroom should provide a locker, drawer, or cubby hole which will be for the child's personal use." These items were assigned to the categories of perceptual discrimination and self concept respectively.

In the presentation of the findings of the study, the results will be discussed by these seven categories. However, it is important to bear in mind that the categorization of the items is not meant to be exclusive, as many of the items will contribute much to more than one of the goals. Thus, the instructional program may be discussed for

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II. PRESENTATION OF THE DATA

The tabulation of results concerning goals in the instructional program which were found in the interviews are presented in Table 5 on page 96. This table presents both what the interviewees indicated was present practice in the programs and also what they considered would be included in an optimum program. No table presenting methods is included since there was such a wide variety of methods that the time and space required is prohibitive and it would not substantially add to the study. Rather, typical methods and reactions to these will be presented in the discussion of the findings.

The tabulation of the results of the panel responses in the area of instructional goals is presented in Table 6 on pages 97 and 98. Table 6 presents these items in rank order according to derived weight. The results of items dealing with methods are presented in tables at the beginning of each section in the discussion dealing with the separate categories of goals.

Of particular importance in the results of the panel is the fact that of the seven items listing the goals of the instructional program, all but one achieved a derived weight of twenty-one or more, and all seven items at least five of the panel members agreed on a single response. In contrast to this, of the seventeen items dealing with methods, only three received derived weights of twenty-one or more and

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TABLE 5

INSTRUCTIONAL GOALS - RESULTS FROM THE INTERVIEWS

Item from Interview Form ^a	Is this a Goal of the present program? ^b		Should this be a goal of the optimum program?	
	Programs Indicating Yes	Programs Indicating No	Programs Indicating Yes	Programs Indicating No
6. Does your program provide a special emphasis of self concept development?	12	1	13	1
3. Does your program provide a special emphasis on language development?	11	2	12	2
4. Does your program provide a special emphasis on concept development?	11	2	13	1
5. Does your program provide a special emphasis on perceptual development?	11	2	12	2
8. Does your program provide a special emphasis on value development?	11	2 ^c	12	2
7. Does your program provide a special emphasis on enrichment of experiential background?	9	4 ^c	11	3
9. Does your program provide a special emphasis on identification with the school?	9	4	12	2
10. Does your program provide a special emphasis on identification with neighborhood?	8	5	9	5
11. Does your program provide a special emphasis on cognitive development?	8	5 ^c	10	4

a. Items are presented in rank order according to "Yes" responses for present program. Numbers refer to item number on interview form.

b. Total in this column is only thirteen since one program visited does not operate a program of their own.

c. Some felt these would be desired outcomes of the program but not specifically goals of the instructional program.

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Item from Rating

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TABLE 6

INSTRUCTIONAL GOALS - RATINGS OF PANEL

Item from Rating Form ^a	Responses from Panel				Derived Weight ^b	Per Cent of Total Possible Derived Weight
	Always Nec.	High Priority	Low Priority	Never Nec.		
36. The compensatory pre-school program should give special emphasis to the development of a positive self concept.	7	1	0	0	23	95.83%
32. The compensatory pre-school program should give special emphasis to language development.	6	2	0	0	22	91.67%
33. The compensatory pre-school program should give special emphasis to concept development.	6	2	0	0	22	91.67%
34. The compensatory pre-school program should give special emphasis to auditory and visual discrimination.	6	2	0	0	22	91.67%
35. The compensatory pre-school program should give special emphasis to broadening and enriching the experiential background of the child.	6	2	0	0	22	91.67%
48. The program should provide opportunity for developing concepts of social acceptability of personal actions.	6	2	0	0	22	91.67%

Item from Rating Form

9. The program should provide opportunities for the child to make a positive identification with the school.

10. The compensatory school program should give special emphasis to the development of values.

a. Items presented in rating form.

b. Derived from "necessary", three for "never necessary".

c. Only seven

TABLE 6 (Continued)

Item from Rating Form ^a	Responses from Panel				Derived Weight ^b	Per Cent of Total Possible Derived Weight
	Always Nec.	High Pri- ority	Low Pri- ority	Never Nec.		
52. The program should provide opportunity for the child to make a positive identification with the school	5	3	0	0	21	87.50%
37. The compensatory pre-school program should give special emphasis to the development of values.	1	6	0	0	15 ^c	62.50%

a. Items presented in rank order. Numbers refer to numbers on rating form.

b. Derived weights are calculated on the basis of five for "always necessary", three for "high priority", one for "low priority", and zero for "never necessary".

c. Only seven of the eight panel members responded to this item.

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only five had as many as five of the panel members agreeing on a single response. Also, only six of the items dealing with methods received ratings of "low priority" from any of the panel and none received ratings of "never necessary".

The conclusion which can be drawn from these results is that the definition of the goals of the instructional program is well agreed upon. However, while the value of the various principles of methods are recognized, the agreement on their relative priority is somewhat less than that of the goals. Thus, it may be assumed that, while the goals are fairly definite, the methods of attaining these goals are only recommended and will depend largely upon the needs of the child and the facilities and opportunities available to the program.

It must be stresses in the presentation of the principles in the various categories, that these are greatly overlapping and may apply to more than a single goal. Most of the principles of methods presented will apply to several and, in some cases, all of the goals of the instructional program. The categorization of these principles under the goals is based on the goal to which the principle seems most applicable and is by no means exclusive.

GOAL: ITEM 36: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO THE DEVELOPMENT OF A POSITIVE SELF CONCEPT.

Twelve of the programs visited indicated that this would be considered a goal in their instructional program. Thirteen indicated this would be a goal in the optimum program. The difference here is the result of the program at the Urban Child Center, which has no presently operating pre-school program. It is included in the results of what is considered optimum but not in what is present practice.

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The one dissenting response is based on the idea that the development of self concept is a result of the total program and the manner of teacher-child relations and child-program relationship and not the goal of particular instructional methods or combination of methods.

As to the specific approaches to this improvement of self concept, they were built primarily on aiding the child to identify himself, to relate to others, to see himself as an individual with some responsibility for his own actions, providing a warm accepting atmosphere, and providing opportunity of successful experiences and proper reinforcement.

The results of the ratings of the panel on the items dealing with self concept are presented in Table 7 on page 101. The rating of Item thirty-six, which states that the program should provide a special emphasis on the development of self concept, was typical of almost all items dealing with self concept. This item received a derived weight of twenty-three, the highest in the section on instructional program. This again, emphasizes the importance placed on the development of self concept in the pre-school program for culturally deprived children.

Under the general area of self concept and self identification, there are four items dealing with methods of achieving this goal. These four items appear in rank order in Table 7 on the following page.

ITEM 47: The program should provide opportunity for the development of self identification and a feeling of self worth.

Item from Rating Sheet

Goal: Item 36. The pre-school program special emphasis the development of a positive

Methods:

Item 47: The program provides opportunity for self identification of self worth.

Item 48: The program provides opportunity for development of social acceptable actions.

Item 49: The program provides opportunity for orientation by the child adults.

Item 30: The program should provide a lobby hole which will be child's use.

a. Presented

b. This item is rating sheet.

TABLE 7

DEVELOPMENT OF SELF CONCEPT IN THE INSTRUCTIONAL PROGRAM

Item from Rating Sheet ^a	Panel Responses				
	Always Necessary	High Priority	Low Priority	Never Necessary	Derived Weight
Goal: Item 36. The compensatory pre-school program should give special emphasis to the development of a positive self concept.	7	1	0	0	23
Methods:					
Item 47: The program should provide opportunity for developing self identification and a feeling of self worth.	6	2	0	0	22
Item 48: The program should provide opportunity for developing concepts of social acceptability of personal actions.	6	2	0	0	22
Item 40: The program should provide opportunity for one to one interaction by the child with significant adults.	4	4	0	0	20
Item 30: The pre-school classroom should provide a locker, drawer, or cubby hole which will be for the child's use.	1	6	1	0	16

a. Presented in rank order according to derived weight.

b. This item was originally in the section on Organization on the rating sheet.

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ITEM 48: The program should provide opportunity for developing concepts of social acceptability of personal actions.

The two items both received derived weights of twenty-two, which placed them highest in the items dealing with methods. Six of the panel rated these items as "Always necessary" and the other two rated them "High priority".

The first of these two items, dealing with the provision of opportunities for developing self identification and feelings of self worth, were approached in many different ways in the existing programs. Particularly common were the provision of full length mirrors to allow the child to see himself as others see him, and the use of different colors and shades of dolls, to allow the child to identify in a positive manner his race and culture. A device that was used in some programs was taking pictures of the children as individuals and in class groups. This has the effect of placing some special importance on the individual child and helps with his ability to identify himself as an individual.

A rather significant point, found both in practice and in the literature, is the use of proper names in the classroom. Children are encouraged to call the others by their first names and to call the teachers either as Miss Smith (or Mrs. Smith) or, in some cases, by their given names. The purpose of this is to help the child recognize that his name is a mark of his individuality. It also is helpful in developing the concept that other things have names which is an important step in the language development.

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Particularly important in this area also was the warm accepting attitude of the staff. In the classes observed, the general pattern was for the teacher and teacher aide to work in a quiet, friendly manner with small groups or individuals. In only one instance in these observations were the children all in a single group for one activity, and in this case the activity was a music activity, directed by a teacher who came in and had limited time with the class.¹

The apparent reasons for the small group and individual approach to the program are that it provides for closer contacts between the teacher and the child and gives the child at least limited opportunity for selection of activities. On the latter of these, many interviewees felt that the opportunity for selection was very important but indicated that the teachers must be aware of such selections and must direct them to some extent to insure that the child samples a variety of experiences through the course of time.

The second of the two items presented here was the opportunity for the child to develop a concept of the social acceptability of his personal actions. In the programs this was interpreted by the friendly and quiet, but firm explanations of why certain things are acceptable and certain things are not, and the positive reinforcement of things that were done right. Also, the assignment of certain responsibilities such as feeding the fish, picking up the toys, and other small chores which contributed to the general welfare of the class, were useful to aid the development of concepts of personal responsibility. Again, it

1. Actual classes were not observed in all programs visited due to pressures of time. It is assumed that total class activities are used to some extent in most classes but that these total class activities are fairly limited.

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ITEM 40: The program should provide for the one-to-one interaction by the child with significant adults.

This item received a derived weight of twenty, with the panel being split four and four between "Always necessary" and "High priority". Based on the ratings of the panel, this item would probably be considered as high in the "High priority" bracket. However, based on actual practice in the programs studied, this item would definitely be placed in the "Always necessary" category. There is some support for this conclusion in the pattern of the panels' ratings.

Of the groups referred to as "theoreticians", only one rated this item as "Always necessary". In this case the one rating the item as "Always necessary" is the only one of the "theoretician" group who is currently involved with an operating program. On the other hand, of the group referred to as "practitioners", only one rated this item as "High priority", and the others all rated it "Always necessary". In the case of the one "practitioner" who rated this "High priority", this was Doctor Marburger, who, as Assistant Superintendent for Special Projects in Detroit, is the farthest removed in the program structure from the actual classroom operation of any of the "practitioners".

The implication here is that those who are closest to the actual classroom operation tend to rate the necessity of one-to-one interaction higher than those who are farther removed from it. This is not in any way meant to discredit the ratings of the other panel member, who did,

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ITEM 30: The pre-school classroom should provide a locker, drawer, or cubby hole which will be for the child's personal use.

This item was originally placed in the section on Organization in the rating form. However, it was included in this section since the primary purpose of the principles is the enhancement of the self concept and self identification.

Six of the panel rated this item as "High priority", one rated it "Low priority", and one rated it "Always necessary", giving it a derived weight of sixteen. While the consensus of the panel and of the programs visited put this in an "if possible" category, the provision of such a space can be handled with relative ease. Actually, most of the programs visited did make this provision in one way or another. The provision of even a shoe box with an assigned space on the shelf does much for establishing the idea that "this is mine". This is of benefit, not only to the idea of self identification and self concept, but aids in the development of the perception and language, since such spaces must have some type of labeling.

The idea of the development of the self concept and the methods of achieving them rank high in the accomplishment of the overall purposes of the program. In general it is felt that these principles should be incorporated into the planning of the pre-school program.

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GOAL: ITEM 32: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO LANGUAGE DEVELOPMENT.

Of the programs studied, eleven indicated that this was a special emphasis in the instructional program and twelve felt that it should be a special emphasis in the optimum program. The difference between the two responses resulted from the inclusion of the response of the Urban Child Center in the latter. The two negative responses were due to these interviewees indicating that the language development would be the result of the total program, rather than a specific goal of the instructional program.

In the ratings of the panel, six of the members rated this as "Always necessary" and the remaining two rated it as "High priority", giving it a derived weight of twenty-two. Thus, this goal can be considered substantially in the "Always necessary" category.

Under the goal of language development are three items. These are presented in rank order in Table 8 on page 107.

ITEM 41: The program should provide opportunity for developing the concept of labeling.

ITEM 42: The program should provide opportunity for developing the concepts of categorization and relationships.

Of these two items, Item 42 on categorization and relationships had the highest derived weight, twenty-one. However, from a developmental standpoint, the concept of labeling precedes that of categorization and relationships. The item on labeling had a derived weight of eighteen but this was based on only seven responses as Doctor McCandless of Indiana University did not respond. In explaining his lack of response, he wrote, "definition of the term not clear". Since the program at Indiana

Item from Rating

Goal: Item 32: The school program should emphasize to language

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Item 42: The program opportunity the concentration

Item 39: The program opportunity activities support feedback

a. Items are

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TABLE 8
LANGUAGE DEVELOPMENT IN THE INSTRUCTIONAL PROGRAM

Item from Rating Form ^a	Panel Responses				
	Always Necessary	High Priority	Low Priority	Never Necessary	Derived Weight
Goal: Item 32: The compensatory pre-school program should give special emphasis to language development.	6	2	0	0	22
Methods:					
Item 42: The program should provide opportunity for developing the concept of categorization and relationships.	5	3	0	0	21
Item 42: The program should provide opportunity for developing the concept of labeling.	4	3	0	0	18 ^b
Item 39: The program should provide opportunity for expressive activities by the child with supportive and corrective feedback.	3	4	1	0	18

a. Items are presented in rank order according to derived weight.

b. Item 41 received only seven responses from the panel. This derived weight is based on those seven responses.

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University was one of the programs included in the study, it can be assumed from what was observed and the interview with Doctor McCandless, as well as his writings, that he probably would have rated this item as "Always necessary" or "High Priority" had the meaning of the term been clear. If this had been the case, the derived weight of this item would have been twenty or twenty-one.

For these reasons, we will consider the concept of labeling first. This principle refers to the developing of the concept that things have names, and later that actions and ideas have names. In the classroom the children are encouraged to call items by their correct names rather than "that" or "it". They are also encouraged as the program goes on to use more and more definitive names, such as the "red ball" or the "dump truck".

It is in the area of labeling and later categorization and relationships, that the closest activity to "formal" instruction takes place in most programs. Activities of labeling, such as games of naming items in the room or animals in a picture are used for this purpose. The use on field trips of such naming activities is also recommended.

The second of these items is that of categorization and relationships. From the results of the panel, this item had a derived weight of twenty-one. This principle is also found in the practices of practically all of the programs to some extent. It is the development of the concept that certain things go together, either because of a common property or function, such as toys are playthings, and clothes are to wear, or because they are related through a contribution to a common function, such as roads, cars and drivers are related.

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The methods of presenting this concept are both "formal and informal". Such things as keeping certain types of toys in a given place, or keeping the books in a bookcase help to strengthen this concept. Sorting games and puzzles, or classification of animals in pictures as "farm animals" or "pets" are some of the more formal approaches to this concept. More sophisticated concepts of categorization and relationships are presented through the observation of weather and the clothing that is worn, or a trip to the farm, where the relationship between plants and animals and the food we eat can be illustrated.

The importance of these two concepts, labeling and categorization and relationship, is largely in the area of language development; however, they have important implications for the cognitive development also. These would have to be considered very high priority in the planning of the instructional program. It is emphasized, however, that the illustrations used above are strictly for illustrative purposes. The actual methods of attaining these principles will be determined by the needs and experiences of the children.

ITEM 39: The program should provide opportunity for expressive activities by the child with supportive and corrective feedback.

This item received a derived weight from the panel of eighteen, with three of the panel rating it "Always necessary", four rating it "High priority", and one rating it "Low priority". This is one of the few items which received a rating of "Low priority". It is assumed that the reason for this rating on this item is due to the fact that this person is oriented to a more highly structured "instructional type" of pre-school program. This rating was given by Doctor McCandless who

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directs the Indiana University program which is the only program which was considered as highly structured in the study of organization.²

Most of the interviewees and much of the literature would indicate that this item belongs in the "high priority" classification, at least. Most feel that the primary development of the language function will come through its use. John and Goldstein point this out in the following comments:

"The child, surrounded by a sea of words, sequentially and selectively acquires nouns, verbs, and phrases of his language, as well as gestures, intonations and dialects of those with whom he interacts. The rate and breadth of this complex acquisition is proportional to the scope of his verbal interactions with those charged with his care."³

This principle is put into practice by many means. The "show and tell" type of activity is very important in the compensatory pre-school. The opportunity for one-to-one interaction with adults in the program is also important. Opportunities for describing events and observations should be frequent. Any opportunity for the use of language, which will provide the child with proper reinforcement, should be taken.

GOAL : ITEM 33: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO CONCEPT DEVELOPMENT.

The results of the panel on this item shows a derived weight of twenty-two, with six members rating it "Always necessary" and two rating it "High priority".

This item was added to the rating form in place of the item on the interview form which asks, "Does this program provide a special emphasis on cognitive development?" This item was substituted here

2. See Table 25 in Chapter IX.

3. Vera John and Leo Goldstein, "The Social Context of Language Acquisition", The Merrill-Palmer Quarterly, July 1964, p. 265.

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Of the programs visited, eight indicated that cognitive development was a goal of the instructional program and ten felt it would be optimum. Four felt that it could not be considered a goal of the instructional program as it is the result of the combination of all of the goals of the program, or an overall purpose of the program. The two who felt that it should be a goal of the instructional program, but did not consider it a present goal felt that their limited facilities, time, and teaching staff prohibited giving this the emphasis it should have.

The position of cognitive development as a purpose of the program was well established in Chapter V where all programs rated it as a purpose and the panel gave it a derived weight of twenty-two and one-half.

It is notable that the concepts included in this section, in addition to those included in language development, perceptual development, and experiential background, are much the same as those included in programs stating that cognitive development is a special emphasis in their programs. These principles are also generally found in the programs which stated that cognitive development is not a specific emphasis in their programs. Thus, it is concluded, that the place of cognitive development as a goal in the program is a matter of definition, and the methods seem to be well accepted.

Under the area of concept development are two items dealing with methods. These are:

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ITEM 46: T
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ITEM 45: The program should provide for opportunity to develop concepts of time and space.

ITEM 46: The program should provide for opportunity to develop concepts of numbers and numerical values.

The results of the panels responses in these items are presented in Table 9 on page 113. The two items received the same derived weight and thus are presented in numerical order.

On both of these items the panel split four and four between "Always necessary" and "High priority". The indication is that these items are considered very important in the pre-school program and that the difference is a matter of relativity. The implication is that these should be included in the planning of the pre-school instructional program.

In the programs visited it was found that all programs introduced these concepts to varying extents. In the case of time and space, such things as observing changes of the seasons or planning for some future event helped to establish the idea of passage of time. The daily schedule, though quite flexible, was usually constant enough to help with this concept.

Such activities as putting things in boxes and on shelves, working with clay and painting, helped to develop the concept that space is limited. Field trips are useful to illustrate the connection between time and space.

Much the same is true with the concepts of numbers and numerical values. While there may be some effort toward teaching the children to count, the emphasis is primarily on presenting the concepts of differentiation of more and less, bigger and smaller, and that numbers stand for values.

Item from Rating

Goal: Item 33: 'school program should emphasize to concept

Methods:

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TABLE 9

CONCEPT DEVELOPMENT IN THE INSTRUCTIONAL PROGRAM

Item from Rating Form	Panel Responses				
	Always Necessary	High Priority	Low Priority	Never Necessary	Derived Weight
Goal: Item 33: The compensatory pre-school program should give special emphasis to concept development.	6	2	0	0	22
Methods:					
Item 45: The program should provide for opportunity to develop concepts of time and space.	4	4	0	0	20
Item 46: The program should provide for opportunity to develop concepts of numbers and numerical values.	4	4	0	0	20

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In general these concepts are presented informally in the everyday activities of the pre-school program. That is, they are introduced through the planned activities which may deal with one or more of these concepts, rather than through formal instruction. Examples of this are at snack time a youngster may count out the cookies to each child, or in looking at pictures they may be asked to identify which has more or less of something.

The importance of these concepts is not so much in the teaching of specific ideas, as in the development of abstract concepts, or the ability to translate observations into ideas.

GOAL: ITEM 34: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO AUDITORY AND VISUAL DISCRIMINATION.

This item received a derived weight from the panel of twenty-two, with six of the panelists rating it "Always necessary" and two rating it "High priority". In the programs visited, eleven responded that this was a goal of the instructional program and twelve felt that it would be included in the optimum program. The dissenting responses indicated that they felt this was more a method of achieving the cognitive development than a goal in itself.

In the actual programs much emphasis is given to perceptual discrimination, particularly auditory and visual discrimination. The reason for the stress on these two is the important role they play in the development of the general intellectual function and their relation to the school task in particular.

There are many concepts which play a part in the development of the perceptual discrimination, including all those listed in the

proceeding sections
and numbers. Also
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on the rating form
These are:

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ITEM 44: 2

The results
in Table 10 below

PERCENT

Item from Rating

Goal: Item 34:
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Methods:

Item 43: The pr
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Item 44: The pr
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preceding sections, such as labeling, relationships, time and space, and numbers. Also, perceptual discrimination contributes greatly to the development of the other concepts. However, there are two items on the rating form that deal specifically with perceptual discrimination.

These are:

ITEM 43: The program should provide opportunity for the developing of concepts of size and shape.

ITEM 44: The program should provide opportunity for the development of concepts of color.

The results of the panel responses on these items are presented in Table 10 below.

TABLE 10

PERCEPTUAL DEVELOPMENT IN THE INSTRUCTIONAL PROGRAM

Item from Rating Form	Panel Responses				
	Always Necessary	High Priority	Low Priority	Never Necessary	Derived Weight
Goal: Item 34: The compensatory pre-school program should provide a special emphasis on auditory and visual discrimination.	6	2	0	0	22
Methods:					
Item 43: The program should provide opportunity for developing concepts of size and shape.	4	4	0	0	20
Item 44: The program should provide opportunity for developing concepts of color.	4	4	0	0	20

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For the presentation of the concepts of size and shape, such things as puzzles, block play, and pegboard help the child. Comparisons such as what happens when the water from a pint bottle is poured into a quart bottle also are beneficial in developing these concepts. The object, however, is not to teach measurements themselves, but to help develop the visual discrimination and the differentiation of sizes.

The use of color in the development of visual discrimination is widely used in the programs studied. This concept is particularly beneficial because of the ~~attraction~~ that colors, particularly bright colors, have for children. In the early introduction of the color concepts, only the basic differentiations are used. Colors such as red, orange, blue, green, yellow, white, and black are used with no attempt to differentiate between shades. Some experts advise that equipment of a given shape or function be colored a single color to aid in this perceptual discrimination, but this practice was not particularly noticeable in the programs visited.

The concept of color perception is approached in most programs by making the child aware of colors as often as possible. Thus, the teacher uses color terms in descriptions and directions wherever possible. Such comments as "Mary has a new yellow dress" or "Please bring me the red ball" reinforce the idea of color. It is also present in more formal activities such as identifying colors in pictures during reading periods or the colors of the leaves and how they change color with the seasons are helpful in the developing of color concepts.

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While there is not an item on the rating form dealing with auditory discrimination, the importance of the development of this function must not be overlooked. Most programs use recorded music and stories, as well as noting the various sounds of the environment. Many programs use taped recordings to allow the child to hear his own speech and to compare it with that of the teacher and others in the program. This device has implications for the development of the language function as well as auditory discrimination.

An important part of the development of auditory discrimination is the maintenance of some order and control of extraneous noise in the classroom. While the children were not inhibited in their activity, most programs visited managed to maintain a relatively low level of noise in the classroom. This was accomplished by friendly but firm supervision of the staff, as well as by rather well defined areas and periods of play.

The importance of this is pointed out by Cynthia Deutsch in the following comments:

"In considering the slum child . . . we must conclude, at his optimum time for learning auditory discrimination . . . he is presented with a very poor situation for this learning: a very noisy environment, and one with many distractors and low signal to noise ratio."⁴

Thus it becomes important in the compensatory pre-school that the noises in the room be somewhat controlled so relevant signals will not be tuned out.

4. Cynthia Deutsch, "Auditory Discrimination and Learning: Social Factors", The Merrill-Palmer Quarterly, June 1964, p. 282

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The importance of the concepts of perceptual discrimination lies in giving the child the ability to make more refined discriminations required in the school task, such as letter shapes and word patterns, syllable and word sounds, and to be able to bring these together into ideas and concepts.

GOAL: ITEM 35: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO BROADENING AND ENRICHING THE EXPERIENTIAL BACKGROUND OF THE CHILD.

The panel's ratings on this item were six responding "Always necessary" and two responding "High priority", giving it a derived weight of twenty-two. In the programs visited, nine considered this a goal of the present instructional program and eleven felt it would be a goal in the optimal program. The negative responses were due to the interviewees feeling that this was a method in the program, rather than a goal. Some of those who said it was not a goal of the present program interpreted "enriching the experiential background" to mean field trips and felt that the program was limited in its ability to do this but felt it would be included in the optimal program.

Actually the concept of enriching the experiential background includes both in the classroom and out of the classroom activities. Under this goal are listed four items, one of which relates to in the class activities and three which relate to out of the class activities. However, all of the activities of the pre-school program are to some extent enriching the experiential background.

The items which are included under the general heading of experiential enrichment are presented in Table 11, on the following page.

Item from Rating

GOAL: ITEM 35:
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Item 51: The pr
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TABLE 11

EXPERIENTIAL ENRICHMENT IN THE INSTRUCTIONAL PROGRAM

Item from Rating Form	Panel Responses				
	Always Necessary	High Priority	Low Priority	Never Necessary	Derived Weight
GOAL: ITEM 35: The compensatory pre-school program should give special emphasis to broadening and enriching the experiential background.	6	2	0	0	22
Methods:					
Item 38: The program should provide opportunity for experimentation with the environment with supportive and corrective feedback.	4	3	1	0	19
Item 49: The program should provide opportunity for becoming acquainted with the neighborhood.	3	4	1	0	18
Item 50: The program should provide opportunity to explore other environments.	3	4	1	0	18
Item 51: The program should provide experiences common to middle class children but not common to lower class children.	3	4	1	0	18

Item 38:

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Item 38: The program should provide opportunity for experimentation with the environment with supportive and corrective feedback.

This item received a derived weight of nineteen, with four of the panel members rating it "Always necessary", three rating it "High priority" and the remaining one rating it "Low priority". The striking thing about this rating is the difference between the group referred to as "practitioners" and the group referred to as "theoreticians". Of the theoreticians, one rated the item "Always necessary", two rated it "High priority" and the fourth rated it "Low priority". Of the practitioners, three rated it "Always necessary" and one rated it "High priority". A similar split was found in item 39, which dealt with the need for expressive activity with supportive and corrective feedback. These two items were the closest of any of the items in the section on instructional program to actually prescribe practices. It may be that this is one of the reasons for the split between the "theoreticians" and the "practitioners". It may be that the "practitioners" are more concerned with, and more familiar with, the prescription of such practices.

The programs visited, did for the most part, make provisions for such experimentation with the environment in such practices as observing weather conditions, playing house, in some cases cooking and building in the classroom.

The importance of this concept is that the child has a need to be curious and to find out the "why's" and "wherefore's" of the things around him, without fear of harsh reactions from adults, but with the feeling of security that he is being supervised and will be warned away from danger.

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The classroom should provide the child with a wide variety of choices for activities and the activities should be such that the child can experience some measure of success in them. In doing this he must be reinforced in such a way that his making of choices is not inhibited but that he gains some positive experiences upon which he can begin to build strategies for making reasonable choices and judgments.

- Item 49: The program should provide opportunity for becoming acquainted with the neighborhood.
- Item 50: The program should provide opportunity to explore other environments. (i.e. the farm, "downtown", cultural attractions.)
- Item 51: The program should provide opportunity to gain experiences common to middle class children but uncommon to lower class children. (i.e. ride the train, visit the zoo, eat in a restaurant.)

Each of these items received a derived weight of eighteen, with three ratings of "Always necessary", four of "High priority", and one of "Low priority". The pattern of the responses varied slightly in that one of the members rated item 49 and 51 as "Low priority" and item 50 as "High priority". However, another of the panel members just reversed this, rating items 49 and 51 as "High priority" and item 50 as "Low priority". It is felt that probably these shifts in ratings were probably due merely to relative importance placed on the various items and that the overall ratings are a good indication of the positions of these items in the priority standing of the principles in the program.

These items all concerned themselves with the matter of introducing the children to a variety of experiences, both in and out of the classroom and aiding them to understand these experiences. From the

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results of the study, and from the literature, it can be concluded that it is not so much any particular type of experience that is needed, but the provision of a wide variety of experiences with the reinforcement which gives the experience quality.

GOAL: ITEM 52: THE PROGRAM SHOULD PROVIDE OPPORTUNITY FOR THE CHILD TO MAKE A POSITIVE IDENTIFICATION WITH THE SCHOOL.

From the ratings of the panel this item achieved a derived weight of twenty-one, with five members rating it "Always necessary" and three rating it "High priority". From the programs visited it was found that only nine considered this a part of the goals of the program and twelve considered it to be a goal of the optimum program. The difference in these two ratings is largely attributable to the fact that three of the programs had no direct connection with any schools and as such had little opportunity to establish such an identification. The dissenters felt that this identification would come from the success or failure which the child experiences in his school experience. As such, the pre-school program might contribute to a positive identification, but is not a specific emphasis of the program.

One of the chief methods for providing this identification was the location of the pre-school class in the school itself. Nine of the programs had at least some of the classes located in public elementary school buildings, although some of these same programs used other facilities out of necessity.

Another device used for developing this identification was the use of the same attendance areas which the elementary school served. Thus, the children were served by and became identified with the elementary school they would most likely attend. This also had the

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advantage of aiding the school to establish the early home-school relationship and to carry it on into the elementary school.

The positive identification with the school can be very beneficial to the child in getting a good start in school. One of the problems of the lower class child is that he enters the school with negative expectations of what school will be like. Unfortunately, all too often he finds these expectations reinforced. Thus, if the establishment of the identification can be positive both for the child and for the school, the chances of the child succeeding in school will be greatly enhanced.

GOAL: ITEM 37: THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD GIVE SPECIAL EMPHASIS TO THE DEVELOPMENT OF VALUES.

The results on this item show a relative low place in the list of goals. This is the only item among those listed as goals which failed to receive a derived weight of twenty-one or more. On this item the derived weight was fifteen, with six of the panel members rating it "High priority", and one rating it "Always necessary". One panel member did not respond, commenting that the term "values" was poorly defined. Of the programs visited, eleven felt that this was a goal of the instructional program and twelve rated it as being part of an optimum program.

The reasons for the apparent discrepancy between the results of the panel and those of the programs might be explained by two things. First, the term itself, as commented on by Doctor McCandless, is poorly defined. In the interviews, this was elaborated on and the meaning of development of values in the particular program could be defined. This opportunity was not available on the rating form. The second reason

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might be that on the rating form there was a choice of two answers, each of which would give fairly high value to the response, "Always necessary" or "High priority". The programs did not indicate that this would be on a par with items such as language development or cognitive development, but that it was a goal of the instructional program. Thus, it is very possible that the results are closer to being the same than would appear from the figures alone.

The place of value development in the pre-school program is defined by Deutsch in the following statement:

"This does not imply that the attempt should be to regulate the cultural values of people who come from different social and cultural histories and circumstances, but that the children must be helped to understand the values that motivate the school philosophy and its demands for achievement and accomplishment."⁵

The point is that the development of values in a compensatory pre-school program is to accommodate the child to the school task and not to attempt to inculcate "middle class values".

THE TEACHERS RESPONSIBILITY FOR PROGRAM PLANNING

The following two items were originally in the section of Staffing. However, because of the importance of the teachers role in the interpretation of the goals and methods of the program, they are included in this chapter. The results of the panel ratings on these two items are presented in Table 12, page 125.

Both of these items received weights of eighteen from the panel, with three ratings of "always necessary", four ratings of "high priority" and one rating of "low priority". While there was not any specific item on the interview form which paralleled these items, they were added to

5. Martin Deutsch, "Nursery Education: The Influence of Social Programming on Early Development", Journal of Nursery Education, April 1963, p. 192

TEACHER

Item from Rating

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TABLE 12

TEACHER RESPONSIBILITY FOR PROGRAM -RESULTS OF THE PANEL

Item from Rating Form	Panel Response				Derived Weight	Per Cent of Total Possible Derived Wt.
	Always Necessary	High Priority	Low Priority	Never Necessary		
Item 67: The teacher should be responsible for planning the program within the limits of the policy and curriculum guide.	3	4	1	0	18	75.0%
Item 68: The teacher should be responsible for assigning duties of the teacher aide and volunteers within the limits of the policy and prescribed roles.	3	4	1	0	18	75.0%

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III. DISCUSSION

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the rating form, since it was very obvious from the interviews and from the classes observed, that in most cases, the teachers had a great deal of freedom and responsibility for interpreting the program. Most of the programs provided some released time for program planning sessions and supervision by a helping teacher or program supervisor. However, because of the need for flexibility, the actual carrying out of the general plan was determined largely by the teacher.

The use of teacher assistants, volunteers, and auxiliary services were also largely at the discretion of the teacher. The necessity for this was to provide continuity of programs and individual attention needed for the success of the program.

Thus, the teachers role in the interpretation of goals and methods is highly important to the successful attainment of the purposes of the program. For this reason, the teacher must enjoy a good deal of freedom and a good understanding of the methods to be employed. She will also need a good understanding of child development and the individual needs of the children in the program.

III. DISCUSSION OF THE FINDINGS

The most significant conclusion that can be drawn from this part of the study is that the goals of the pre-school program for culturally deprived children are well defined and agreed upon. The basic core of these goals consist of language development, concept development, perceptual discrimination, enriching the experiential background, developing self concept, and establishing a positive child-school relationship. This core of goals has followed through the development of the study, from the findings in the literature, to the interviews, to the results

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of the panel. It would seem justified to conclude that the basic pre-school program should ultimately revolve around these six goals.

The ratings received for these listed goals of the instructional program were slightly less than similar statements of purposes for the program. The apparent reason for this fact is the relative importance which the interviewees and the panel members put on these goals as a means of achieving the purposes of the program. It seems reasonable to conclude, however, from the literature and the results of the study, that these goals in combination should provide reasonable success for the program.

In the area of principles of methods, it was found that there was a quantitative difference between the items on methods and the goals to which these items related. While all items but the one on values which dealt with goals received derived weights of twenty-one or greater, all items but the two dealing with self concept and one dealing with categorization and relationships, received derived weights between eighteen and twenty. It can be concluded that these methods are highly recommended but that the development of the methods will have to be developed around the specific needs of the program, depending to a large extent on facilities, staff, and the home, school, community relationship.

A word should be added here about the rating of the item dealing with values. In this case, the goal only achieved a rating of fifteen. While there were no items which were listed under the goal of values, one, item 48, which was listed with the items of self concept deals with values to some extent. This stated, "The program should provide opportunity for developing concepts of social responsibility for personal

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actions." This item received a rating of twenty-two. It appears that when the values to be developed are clearly defined, the concept of value development is acceptable. However, many in the interview, and to some extent in the literature, expressed some apprehension of giving the schools a "blank check" in the development of values.

Finally, it must be recognized that cognitive development is an important factor in the compensatory pre-school education program. Whether it is a goal of the instructional program or the result of the total program cannot be argued here, as there is insufficient evidence to support either view. There are two factors which are apparent. One, the genesis of cognitive development needs much further research, particularly as it relates to the culturally deprived child. Secondly, the results of the pre-school program will ultimately be evaluated, at least partially, on the basis of change in cognitive behavior regardless of its placement in the objective - goals - purpose structure. The kinds of experiences which will produce this change must be the basis for the instructional program.

The accomplishment of these goals and principles will require that the staff be well trained and enjoy considerable responsibility and freedom in the program development. It will be the responsibility of the teacher to provide the necessary experiences and emphases to meet the needs of the individual children and to guide the work of the teacher aide and other in the classroom personnel toward the accomplishment of the goals.

IV. SUMMARY

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IV. SUMMARY

In this chapter, the instructional goals and methods of the compensatory pre-school program have been examined. It can be concluded from the findings that the instructional goals should be to give emphasis to the language development, the concept development, the perceptual discrimination, the experiential background, the development of self concept, and the establishment of an identity between the child and his school. These goals will provide the direction for developing methods and practices in the program.

The general area of methods is also fairly well defined; however, the development of these methods and their application will be determined largely by the needs of the program and the children being served. As such, the program will require an alert and understanding staff who are equipped to recognize the needs of the children and the principles involved in meeting these needs.

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CHAPTER VII

STAFFING THE COMPENSATORY PRE-SCHOOL PROGRAM

I. INTRODUCTION

The interpretation of the goals and methods of the instructional program and the extent to which the program achieves its purposes and fulfills the philosophy, will depend greatly on the skills and understandings of the staff. As found in the preceding chapters, the purposes and goals of the programs are fairly clearly defined, but the methods for achieving these will depend largely on the needs of the children and the facilities and resources available. The determination of these needs and the ways in which the facilities are used will require leadership and a skilled and well trained staff.

In the ratings of the panel, four of the sixteen items on staffing the pre-school program achieved ratings of twenty-one or more. Two of these dealt with the qualifications of the teacher. One stated that the minimum staff should be a teacher and a teacher aide for a class of fifteen or fewer children. The fourth dealt with the necessity of an in-service program for the staff.

Seven other items had derived weights of seventeen or more. The remaining five all had ratings of thirteen or less.

From the interviews, a similar pattern of responses was found. All but one program employed two or more full time adults as teachers or teacher aides. In ten of the programs, at least one of these two was a fully certified or certifiable teacher. In all of the other programs, at least one of the teachers had had some college training,

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II. PRESENTATION

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Other than these qualifications, only three items on the interview form had as many as ten indicating they were present practices. These three were the qualification of interest and understanding of the problems of culturally deprived children as a criteria for selection of the staff, the provision of an in-service program, and the provision of the services of a nurse for the program.

In addition to these items, four items received ratings of ten or more of the interviewees as being optimum. These were (1) an early childhood training background for the teacher, (2) provision of pre-service programs for the staff, (3) provision that the teacher aide have some college training, and (4) provision of auxillary services for the program.

II. PRESENTATION OF THE DATA

The data collected on staff can be divided into five categories; (1) The minimum staff for the compensatory pre-school program, (2) The qualifications of the teacher, (3) The qualifications of the teacher aide, (4) the provision of auxillary services, and (5) The use of volunteers and part-time assistants. Each of these will be treated separately in this presentation.

The Minimum Staff For The Compensatory Pre-School Program

There were three items from the rating form dealing with the minimum staffing requirements in the compensatory pre-school program. The results of the interviews which deal with this area are presented in Table 13 on page 132. The results of the responses of the panel are presented in Table 14 on page 133.

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A. 10 to 12

B. 13 to 15

C. More than 15

How many Full
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A. One

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C. Three or more

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A. 5 - 1 to 7

B. 8 - 1 to 10

C. More than 10

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TABLE 13
MINIMUM STAFF - RESULTS OF THE INTERVIEWS

	PROGRAMS	
	Indicating this is present practice	Indicating this would be optimum
What is the Maximum Class Size? ^a		
.....		
A. 10 to 12	1	4
B. 13 to 15	10	9
C. More than 15	2	1
How many Full Time Teachers (including teacher aides) are Employed for One Class?		
.....		
A. One	1	
B. Two	10	12
C. Three or more	2	2 ^b
What is the Teacher-Pupil Ratio? ^a		
.....		
A. 5 - 1 to 7 - 1	10	14
B. 8 - 1 to 10 - 1	2	0
C. More than 10 - 1	1	0

a. These items appear in the section on Organization in the interview form in Appendix A.

b. In one case, this response was based on a class size of twenty.

Don From Rating

21. The maximum size for the compensatory pre-school program should not exceed fifteen children.

22. The minimum for a compensatory pre-school program should be a teacher and a teacher for each class of fifteen or more children.

23. The pupil-teacher ratio for the compensatory pre-school program should not exceed eight to one.

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TABLE 14

MINIMUM STAFF - RESULTS OF THE PANEL

Item From Rating Form ^a	Panel Responses				Derived Weight ^b	Per Cent of Total Possible Derived Weight.
	Always Necessary	High Priority	Low Priority	Never Necessary		
27. The maximum class size for the compensatory pre-school program should not exceed fifteen children. ^c	5	3	0	0	21	87.5%
53. The minimum staff for a compensatory pre-school program should be a teacher and a teacher aide for each class of fifteen or less children.	5	3	0	0	21	87.5%
28. The pupil-teacher ratio for the compensatory pre-school program should not exceed eight to one.	4	4	0	0	20	83.3%

a. Items are presented in rank order according to derived weights.

b. Derived weights are calculated on a value of three for "always necessary", a value of two for "high priority", a value of one for "low priority" and a value of zero for "never necessary".

c. Items 27 and 28 are found in the section of rating form titled "Organization". The rating form is found in Appendix C.

ITEM 27:
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ITEM 27: THE MAXIMUM CLASS SIZE FOR THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD NOT EXCEED FIFTEEN CHILDREN.

The panel ratings soon this item gave it a derived weight of twenty-one. Five of the panel rated this item as "Always necessary", while three rated it as "High priority". In the programs visited, only two had classes of larger than fifteen and thirteen of the fourteen interviewees felt that in the optimum program fifteen or less would be the limit on class size. Four of these thirteen felt that the limit should be in the ten to twelve range. The one interviewee who felt that the maximum could exceed fifteen qualified this by the provision that the staffing should be taken into account. He felt that three full-time teachers could handle twenty students as well as two could handle fifteen.

The reasons for the low limitation are to enable the program to provide for a good deal of individual and small group attention, to provide opportunities for self identification, and to allow concentration on relatively few activities. While a teacher ratio of seven or eight to one could be maintained with three or four teachers with a larger group, the proliferation of activities in such an organization would make additional distractions for the children.

In general it can be concluded that the limit of twelve to fifteen to a class approaches the optimum, since many more would add to the confusion and distractions in the classroom, while less would increase the costs of providing the service to all children who need it to the point of being prohibitive.

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ITEM 53:
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ITEM 28: The PUPIL-TEACHER RATIO FOR THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD NOT EXCEED EIGHT TO ONE.

This item received a derived weight of twenty from the panel.

The panel split four and four between "Always necessary" and "High priority". In the programs studied, only one program exceeded this ratio when calculated on students and the full-time teachers. However, in this case, which was the Albion program, the use of student teachers from Albion College reduced this ratio to below eight to one. Twelve of the fourteen felt that a student teacher ratio of from five to seven to one would be optimum.

The importance of the maintenance of a relatively low pupil-teacher ratio is apparent from the results of the study of instructional goals and methods. (Chapter VI) The type of programs and needs of the children require much individual attention and a close relationship between the child and the teachers. In order to provide this, most activities are carried on in small groups or individually.

Another consideration in the pupil-teacher ratio is the necessity of establishing close home-school relationships. The ability to do this will require considerable time on the part of the staff. Increasing the pupil-teacher ratio would not only reduce the amount of time available for such contacts, but would increase the number of contacts to be made.

ITEM 53: THE MINIMUM STAFF FOR A COMPENSATORY PRE-SCHOOL PROGRAM SHOULD BE A TEACHER AND A TEACHER AIDE FOR EACH CLASS OF FIFTEEN OR LESS.

The panel responses on this item were five ratings of "Always necessary" and three of "High priority" giving it a derived weight of twenty-one. From the interviews, it was found that only one program

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had less than two full-time staff and this one, Albion, as was pointed out in the preceding section, used student teachers on a regular basis. The one program that exceeded a class size of fifteen also used three full-time staff members.

The important point here is the requirement of at least two teachers (including teacher aides) for the class, whether it is fifteen or less. This is necessary to provide some variety of supervised activity for the child to select. With only one teacher, all children would have to participate in any given directed activity or go unsupervised. By providing at least two adults in the program, the child can be provided with opportunities to select activities and to have the close contact with the teacher needed in the program.

From the three items it can be concluded that the minimum program should provide for two teachers for a class of fifteen or less children. It is notable that from the results of the interviews this is considered the optimum, indicating that most feel a third full-time teacher would be superfluous and possibly even detrimental to the program. The reasoning here is that additional personnel might tend to fragment the program too much and make close contact and home-school contacts more difficult.

The Qualifications of the Teacher

There were three items on the rating form dealing with the qualifications of the teacher. These received derived weights of twenty, twenty-one and twenty-two. The results of the interviews dealing with this topic are found in Table 15 on page 137. The results of the ratings are found in Table 16 on page 138

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TABLE 15

QUALIFICATIONS OF THE TEACHER^a- RESULTS OF THE INTERVIEWS

	PROGRAMS	
	Indicating This is Present Practice	Indicating This would Be Optimum
How many on the teaching staff are certified or college trained to teach?		
A. None	3	1
B. One	7	9
C. Two	3	4
What is the training background of the certified teacher(s) in the program? ^b		
A. Early Childhood	2	11 ^c
B. Primary	4	2
C. Elementary	4	0
D. Secondary	2	0
What is the prime consideration in the selection of the teacher?		
A. Type of training	3	7
B. Interest and/or understanding of program and problems	10	7
Is a pre-service training program provided for the teacher?		
A. Yes	7	12
B. No	7	2

a. Teacher in this instance refers to certified or certifiable personnel or to the head teacher in the program.

b. The total in the column on present practices is ten since three programs did not have education trained teachers.

c. Six interviewees who indicated the teacher should be trained in early childhood education or primary education are included in this total but not in the total for primary, even though it was felt that primary is acceptable training.

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TABLE 16

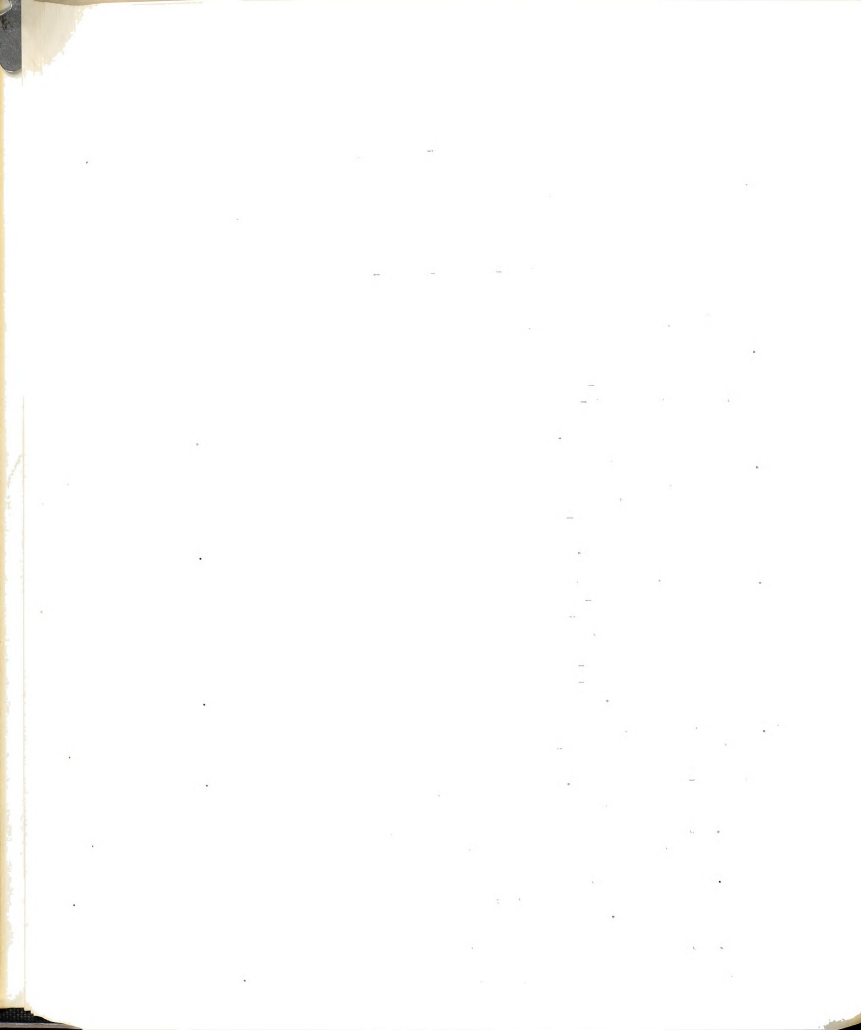
QUALIFICATION OF THE TEACHER - RESULTS OF THE PANEL

Item from Rating Form ^a	Panel Responses				Derived weight ^b	Per cent of total possible Derived weight
	Always Necessary	High Priority	Low Priority	Never Necessary		
55. The teacher should have demonstrated an interest and understanding of the problems of culturally disadvantaged children.	6	2	0	0	22	91.7%
54. The teacher should be a fully trained and certifiable teacher, preferably with training in early childhood or primary education.	5	3	0	0	21	87.5%
56. The teacher should be provided with a pre-service education program in working with culturally disadvantaged children and the culture of the neighborhood being served.	4	4	0	0	20	83.3%
61. A program of in-service education should be provided for the staff of the pre-school program. ^c	6	2	0	0	21	87.5%

a. Items are presented in rank order according to derived weight with the exception of item 61 (See footnote c)

b. Derived weight is calculated on a value of three for "Always necessary", two for "High priority", one for "Low priority" and zero for "Never necessary".

c. Item 61 is included in this table, although it deals with training of the staff rather than qualifications of the teacher, because the discussion of this item is presented at the end of this section.



For the purposes of this discussion, the term teacher is applied to the head teacher of the program, or to any fully certified or certifiable teacher, as in three of the programs two fully trained teachers were employed for each class.

ITEM 54: THE TEACHER SHOULD BE A FULLY TRAINED AND CERTIFIABLE TEACHER, PREFERABLY WITH TRAINING IN EARLY CHILDHOOD OR PRIMARY EDUCATION.

The panel's rating on this item was five responses of "Always necessary" and three of "High priority" for a derived weight of twenty-one. In the programs visited, ten had at least one of the teachers a fully trained and certifiable teacher. Thirteen of the interviewees felt that having at least one of the teachers fully trained would be optimum. One dissenter felt that the head teacher should have some college training but that educational training was not a requirement and that much educational training is not pertinent to the requirements of the pre-school program for culturally deprived children.

Also from the interviews it was found that only six drew most of their teachers from training backgrounds of early childhood or primary education but that thirteen felt that such training background would be the optimum. However, the availability of teachers with this training background is fairly limited and most have felt that teachers with other backgrounds who have a sincere interest in the program have accommodated themselves quite rapidly. The importance of having educational training for the head teacher, at least, stems from the fact that the methods and practices in the program will depend largely on the skills of the head teacher in interpreting the purposes and goals. While some of the programs studied operated with teachers of other training back-

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grounds, the consensus was that these teachers required more supervision and were less able to contribute to the program planning.

ITEM 55: THE TEACHER SHOULD HAVE DEMONSTRATED AN INTEREST AND UNDERSTANDING OF THE PROBLEMS OF CULTURALLY DEPRIVED CHILDREN.

This item had the highest rating of any item in the section on staffing, both from the panel and from the programs visited. It had a derived weight of twenty-two in the rating forms, with six rating it "Always necessary" and two rating it "High priority".

In the programs visited, this also rated the highest of all criteria for the selection of teachers. Ten of the programs rated this as the prime criteria. The other three rated the type of training as the prime criteria in the present programs but felt that interest in the program was important.

This position that the teacher must have a sincere interest in and understanding of the problems of the culturally disadvantaged children is stressed by Leonard Kornberg in the following statement:

"What I have been stressing here is that we had better become pre-occupied with the kind of teachers we are getting . . . The real issue in educating slum children . . . is whether the classroom life creates alienation of relationships. Whatever it is will depend on the kind of professional person the teacher is. It will depend on insights about these children and competencies for teaching them." (Italics mine)¹

This must be particularly true with the pre-school program, for the impressions about school and the results of the program, for good or bad, will have a great influence on their future relationships with the schools and their teachers.

1. Leonard Kornberg, "Meaningful Teachers for Alienated Children", in A. H. Passow, Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University, 1963) p. 272.

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ITEM 56: THE TEACHER SHOULD BE PROVIDED WITH A PRE-SERVICE PROGRAM IN WORKING WITH CULTURALLY DISADVANTAGED CHILDREN AND THE CULTURE OF THE NEIGHBORHOOD BEING SERVED.

The panel's rating on this item gave it a derived weight of twenty, with the panel split four and four between "Always necessary" and "High priority". The most striking thing about this rating is the difference between the "theoreticians" and the "practitioners". Three of the "theoreticians" rated this item "Always necessary" and one rated it "High priority". On the other hand, the "practitioners" rated this item exactly the opposite, with three of them rating it "High priority" and one rating it "Always necessary".

The reason for this between the two sub-groups is probably due to the "theoreticians" placing a higher emphasis on the need for such training while the "practitioners" place a higher emphasis on "getting the program going" and the economic use of funds and time.

This reasoning is supported by two findings from the study; one dealing with the item on pre-service training in the interviews and the second dealing with the item on in-service training, both in the interviews and the ratings of the panel.

Of the thirteen programs operating pre-school classes, only seven provided pre-service programs for the teachers, although twelve of the fourteen interviewees felt that such a program would be optimum. The reason for this difference was due to lack of time and funds for such a program. The two dissenting opinions felt that the only time that such a program would be included in the program is when all of the time and funds needed for servicing all the children in need of the program were available and there were still time and funds left for such a program.



The other finding which supports the suggestion that the difference between the two groups is based on the "practitioners" concern for time and money is found in the results of the ratings on the items on in-service training.

ITEM 61: A PROGRAM OF IN-SERVICE TRAINING SHOULD BE PROVIDED FOR THE STAFF OF THE PRE-SCHOOL PROGRAM.

On this item, the derived weight was twenty-two, with six of the panel rating it "Always necessary" and two rating it "High priority". On this item two of the "practitioners" upgraded their response to "Always necessary", making the results three to one for "Always necessary". The "theoreticians" remained the same on this item as on the item on pre-service training.

Of the programs visited, ten of the operating programs provided in-service training for their staff, while all of the interviewees felt that such training would be optimum. The difference here again is due to lack of funds and time for such a program.

From the two items, on providing pre-service training and providing in-service training, it can be concluded that such training programs are highly desirable and possibly essential to the successful program. Since the teachers will be the ultimate key to the success of the program, it is essential that they be prepared for the task.

The Qualifications of the Teacher Aide

The term teacher aide in this discussion is used to designate non-certified or non-certifiable teaching assistants who work with and under the supervision of the head teacher. In actual practice these positions



ranged from persons who actually assisted in the teaching tasks to clerical and housekeeping aides. However, in varying degrees, the most common duty of the teacher aide was assisting in the instructional program. The results of the interviews dealing with teacher aides are presented in Table 17 on page 144. It will be noted here that the totals for actual practices are eleven, since two of the programs did not use teacher aides in our definition of the term.

There are four items from the rating form that deal with the qualifications of teacher aides. The ratings of these items are presented in Table 18 on page 145.

ITEM 58: THE TEACHER AIDE SHOULD HAVE A SINCERE INTEREST IN THE PROBLEMS OF THE CULTURALLY DISADVANTAGED CHILD.

This item received a rating of twenty, with four of the panel rating it "Always necessary" and four rating it "High priority". In the programs studied this was the highest of any item on the qualifications of teacher aides with ten rating it as present practice and twelve rating it as optimum. This represents near unanimity on this item, since only eleven programs are under consideration as far as present practice is concerned and only twelve were counted in considering optimum programs.

The same reasoning applies here as applied to the similar item for the teacher. Since the teacher aide is working to some extent with the children, and interest in and understanding of their problems, and the methods of ameliorating these problems, is necessary. Since the teacher aide in our context is not a professionally trained person, the implications of this requirement for understanding is that training must be provided.

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TABLE 17

QUALIFICATIONS OF THE TEACHER AIDE - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this is present practice	Indicating this would be optimum
Do you use non-education trained personnel in the role of assistant teachers or teacher aides?		
A. Yes	11	12
B. No	2	2
What training are these assistant teachers or teacher aides required to have? ^a		
A. College degree	1	2
B. Some College	5	7
C. High School Graduate	5	3
What other qualifications are required of the assistant teacher or teacher aide? ^b		
A. Member of cultural group served	3	10 ^c
B. Interest in the program	10	12
C. Residence in the neighborhood	4	6 ^c
Do you provide a pre-service education program for the assistant teacher or teacher aide?	7	12

a. The totals here are eleven in present practices and twelve in optimum programs, since two programs do not use teacher aides.

b. Totals exceed number of programs since responses are overlapping.

c. Responses are qualified that these should meet other qualifications.

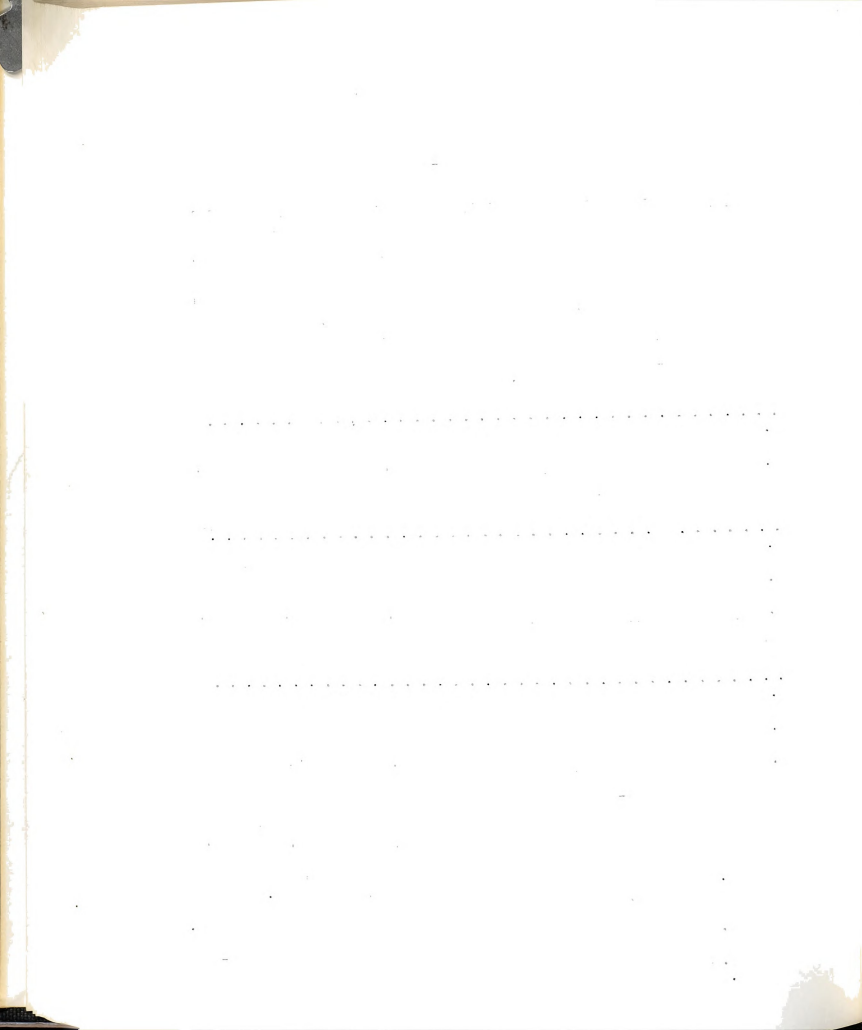


TABLE 18
 QUALIFICATIONS OF TEACHER AIDE - RESULTS OF PANEL

Item from Rating Form ^a	Panel Responses				Derived weight ^b	Per Cent of Total Possible Derived weight
	Always Necess- ary	High Prior- ity	Low Prior- ity	Never Necess- ary		
58. The teacher aide should have a sincere interest in the problems of the culturally disadvantaged child.	4	4	0	0	20	83.3%
60. The teacher aide should be provided with a pre-service program in working with culturally deprived children.	4	3	1	0	19	79.1%
57. The teacher aide should have a minimum of a high school education and preferably qualifications for college entrance.	0	5	3	0	13	54.2%
59. The teacher aide should represent the culture of the children being served.	0	3	4	0	11 ^c	45.8%

a. Items are presented in rank order according to derived weight.

b. Derived weights are calculated on values of three for "Always necessary", two for "High priority", one for "Low priority", and zero for "Never necessary".

c. This derived weight is based on only seven responses.



ITEM 60: THE TEACHER AIDE SHOULD HAVE A PRE-SERVICE PROGRAM IN WORKING WITH CULTURALLY DISADVANTAGED CHILDREN.

This item received a derived weight of nineteen, with four of the panel members rating it "Always necessary", three rating it "High priority" and one rating it "Low priority". The same pattern of responses was found here as with the item dealing with pre-service training for teachers with the exception that the "theoretician" who rated the item for teachers as "High priority" rated this as "Low priority". This change in rating probably is due to the person's conception of what the duties of the teacher aide should be and thus the type of training needed. Of the other panel members, the remaining three "theoreticians" rated this item as "Always necessary", while three of the "practitioners" rated this item as "High priority" and only one rated it as "Always necessary". This rating again is probably due primarily to the "practitioners" concern for the matters of resources and facilities.

In the programs studied, seven provided pre-service training for the teacher aide and twelve thought the pre-service program would be part of the optimum program. It is noted here that item 61, which dealt with in-service training, stated that such training should be provided for the entire staff. In the programs visited which had in-service programs this was always true for the teaching staff.

It may well be that such in-service and pre-service training programs are of more importance to the teacher aide than to the teacher, despite the lower rating from the panel. If it is the practice that the teacher aide will actually be involved in the teaching task, as is most common, the fact that they are less prepared would indicate that more



training will be required to prepare them for the responsibilities of their role.

ITEM 57: THE TEACHER AIDE SHOULD HAVE A MINIMUM OF A HIGH SCHOOL EDUCATION AND PREFERABLY THE QUALIFICATIONS FOR COLLEGE ENTRANCE.

This item received a derived weight of thirteen with five of the panel rating it "High priority" and three rating it "Low priority". Again, on this item there is a significant split between the group referred to as "theoreticians" and the group referred to as "practitioners". It is believed that this difference is due to the "practitioners" placing more emphasis on what is practical from the standpoint of funds and candidates available.

In actual practice, five of the programs required that the teacher aide have some college. One required that the teacher aide have a college degree, although not necessarily in education, and five required a high school diploma. Of the five that required the high school graduation, one required that the candidate be eligible for entrance into college and one preferred candidates with this qualification.

This item must be considered a desirable qualification but not a crucial one. Its use has the advantages of, first, in time providing a source of teachers for the program if the encouragement and provision of time and courses are made available. Secondly, it would aid in the selection of high quality personnel for the "non-professional" staff.

The provision also has some disadvantages in that it limits the number and sources of available candidates and would tend to increase the costs of the program. It would also reduce the possibility of procuring part of the staff from the culture or neighborhood being served.



The actual use of such a provision would depend on the availability of personnel, the needs and resources of the particular program, and the availability of opportunities for making use of such a qualification, such as the cooperation of a college or university.

ITEM 59: THE TEACHER AIDE SHOULD REPRESENT THE CULTURE OF THE CHILDREN BEING SERVED. (Negro aide in predominantly negro program; lower class background; speak mother tongue of foreign speaking children)

This item received a derived weight of eleven which put it in the low priority category. Three of the panel members rated it "High priority", four rated it "Low priority", and one rated it "Never necessary".

Of the programs visited, only three had a requirement that the teacher aide be a member of the culture being served. However, three others had this as a recommendation if qualified people were available and ten felt that this would be optimum if qualified people were available. The other interviewees felt that this would be of no particular value or might even be detrimental to the program.

The results of this study would not indicate that this would be a highly important point. The major consideration must always be securing qualified people for the program and to some extent this would limit the possibility of drawing people from the culture being served. It is, however, a consideration which might be beneficial to the continuing program, if a training program could be provided to equip people from the neighborhood to assume the role of teacher aide.

Provision of Auxillary Services

Two items appeared on the rating form under the general classification of auxillary services. The results from the programs studied in this area are presented in Table 19 on page 149. The results of the

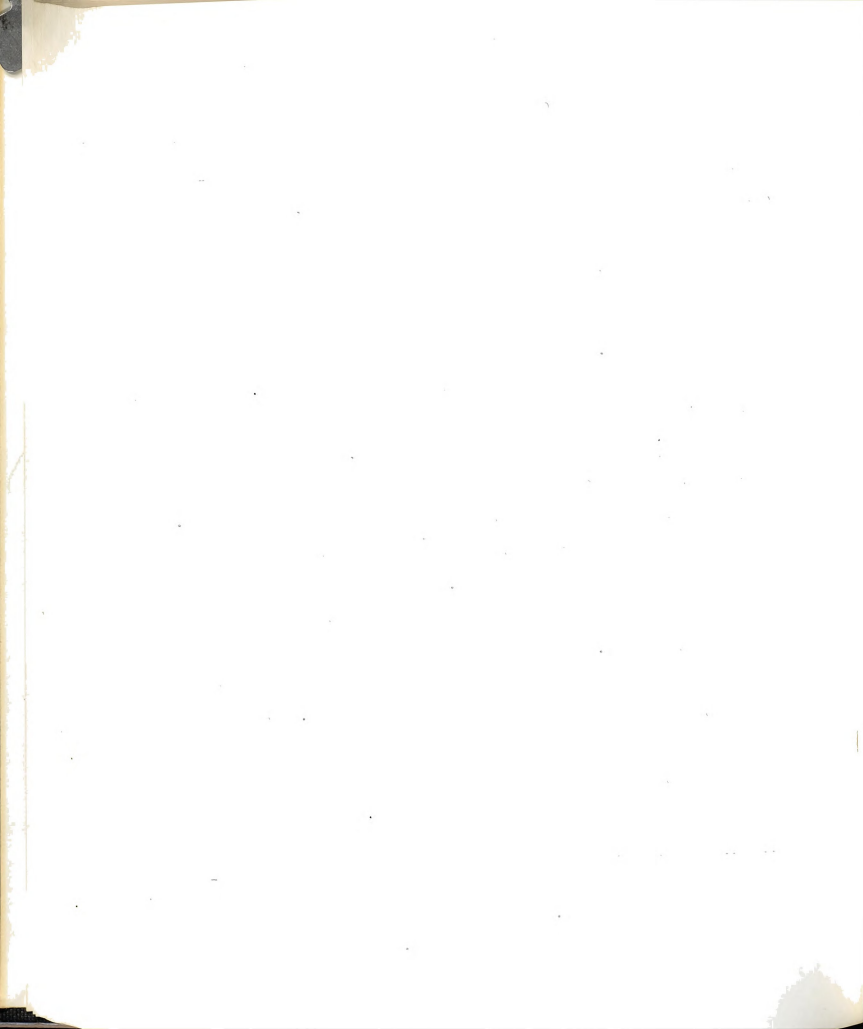


TABLE 19
PROVISION OF AUXILIARY SERVICES - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this is present practice	Indicating this would be optimum
What auxiliary services are provided for the pre-school program?		
A. Social worker	8	12
B. Home visitor	4	6
C. Diagnostician	7	12
D. Psychologist	6	12
E. Nurse	10	14
F. Dental technician	4	8
G. Medical Reference Service	4	6

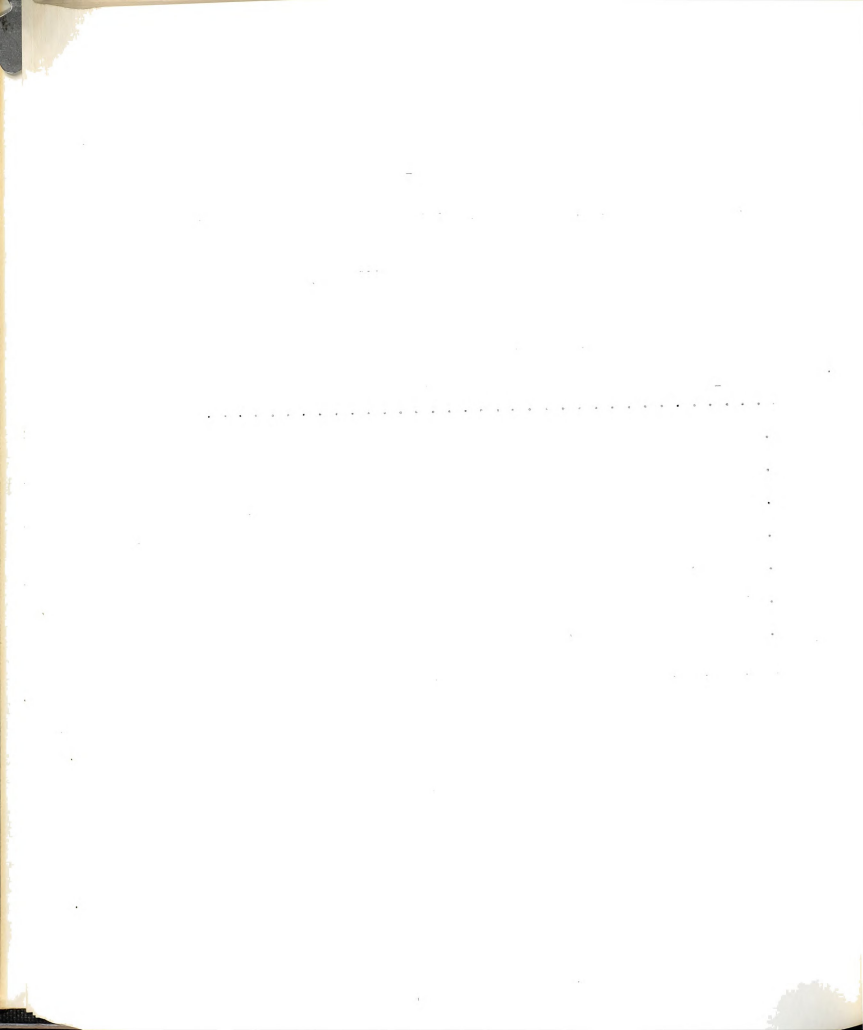


TABLE 20

PROVISION OF AUXILIARY SERVICES - RESULTS OF THE PANEL

Item from Rating Form ^a	Panel Responses				Derived weight	Per Cent of Total Possible Derived Wt.
	Always Necessary	High Priority	Low Priority	Never Necessary		
63. The staffing should provide for the services of a nurse and a dental technician augmented by reference service for medical and dental needs.	4	3	1	0	19	79.2%
62. The staffing should provide for the services of a social worker, a diagnostician, and a psychologist.	3	4	1	0	18	75.0%

a. Items are presented in rank order according to derived weight.

b. Derived weight is calculated on values of three for "Always necessary", two for "High priority", one for "Low priority", and zero for "Never necessary".



panel are found in Table 20 on page 150.

ITEM 62: THE STAFFING SHOULD PROVIDE FOR THE SERVICES OF A SOCIAL WORKER, DIAGNOSTICIAN, AND/OR A PSYCHOLOGIST.

The panel ratings on this item gave it a derived weight of eighteen. Three of the members rated this item "Always necessary", four rated it "High priority" and one rated it "Low priority". Of the programs visited, all provided some of these services when the position of home visitor is included. Only five provided all of these services specifically for the pre-school program. Of the public school programs, most had some or all of the services through regular school programs or other social agencies such as Social Welfare and Child Guidance Clinics.

It is concluded from the findings that such services can be beneficial to the program and should be provided where possible. However, such service need not be full time, and the services of personnel from other school programs and from other social agencies often have the benefit of having prior insights into family structure and problems. The use of such services, however, should be selective to insure that they are making a contribution to the purposes of the program and the role of such service personnel should be carefully defined.

ITEM 63: THE STAFFING SHOULD PROVIDE THE SERVICES OF A NURSE AND A DENTAL TECHNICIAN, AUGMENTED BY REFERENCE SERVICES FOR MEDICAL AND DENTAL NEEDS.

The responses of the panel on this item were four ratings of "Always necessary", three ratings of "High priority", and one of "Low priority". This gave the item a derived weight of nineteen. This is the same rating as above except for one member who rated this "Always necessary" while he rated the item on social and psychological services as "High priority".



In the programs studied, ten had available the services of a nurse, and four had available the services of a dental technician. These services were provided on a part-time or referral basis, and in the public school was generally provided as a regular part of the school program. In most cases, the provision of referral services for medical and dental needs was worked out through one of the existing social aid agencies.

These services are quite important to the total program as health is a basic need for the intellectual development. This is pointed out in the following comments from "Compensatory Education for Cultural Deprivation":

"However, we wish to stress that the physical needs of the children must be met and that no child should be expected to learn under conditions likely to nullify the efforts of the teacher and the school."²

Good health is necessary to the proper function in the classroom and for the effectiveness of the program. Thus, some provisions must be made for the maintenance of the health, both psychological and physical, of the child.

The Use of Volunteers and Lay Assistants

The place of volunteers and lay assistants in the program is very poorly defined. There are two items on the rating form which deal with volunteers and lay assistants. These attained derived weights of only twelve and nine, putting them both in the "Low priority" category. These ratings are presented in Table 21 on page 153.

2. Benjamin Bloom, Alison Davis, and Robert Hess, Compensatory Education for Cultural Deprivation, (Chicago: Holt, Rinehart & Winston, 1965) p. 9.



TABLE 21

USE OF VOLUNTEERS - RESULTS OF THE PANEL

Item from Rating Form ^a	Panel Responses				Derived weight ^b	Per Cent of Total Possible Derived Weight
	Always Necess- ary	High Prio- rity	Low Prio- rity	Never Necess- ary		
64. The program should provide for the services of volunteers or lay-assistants for days the class is in session.	0	4	4	0	12	50.0%
65. The lay-assistants or volunteers should be drawn from the neighborhood being served.	0	1	7	0	9	37.5%

a. Items are presented in rank order according to derived weight.

b. Derived weight is calculated on values of three for "Always necessary", two for "High priority", one for "Low priority", and zero for "Never necessary".



From the programs, the place of volunteers and lay assistants is equally unclear. Some rely heavily on the services of volunteers while others actually shun their use. When they are used, their duties range from housekeeping and clerical chores, to assisting with the teaching tasks, to acting in a "big brother" or "big sister" capacity.

ITEM 63: THE PROGRAM SHOULD PROVIDE FOR SERVICES OF VOLUNTEERS OR LAY ASSISTANTS FOR DAYS THE CLASS IS IN SESSION.

The panel ratings on this item were four ratings of "High priority", and four ratings of "Low priority". This is consistent with the results of the interviews, as seven felt that volunteers could be beneficial to the program and five of these actually used volunteers in the program. The remaining seven felt that volunteers should not be used and would be detrimental to the program. The reasoning in these cases was that the volunteers would take up teacher time and program time in greater proportion than they would contribute to the program. The feeling was also expressed that volunteers were often undependable or were meddlesome and sometimes damaged the image of the program with the home.

Four of the interviewees who favored the use of volunteers warned that their role must be clearly defined and that they must work under the supervision of the teacher or program supervisor. The feeling was that the place of volunteer workers or lay-assistants must be defined in the original planning and must grow out of a need of the program, rather than a need of the volunteers.

ITEM 65: THE LAY ASSISTANTS OR VOLUNTEERS SHOULD BE DRAWN FROM THE NEIGHBORHOOD BEING SERVED.

The panels rating on this item gave it a derived weight of nine, with only one person rating it "High priority" and seven rating it "Low



priority". In actual practice, three of the five programs used volunteers drawn from the neighborhood being served. One other program employed mothers whose children were in the program on a regular paid basis. This was actually considered a part of the parent education program rather than a means of staffing the program.

The use of volunteers and their selection will depend largely on the definition of the role they are to play in the program. While the ratings were not high on either of these items, and the use in the programs was not consistent, the consideration of how these people, particularly people from the area being served, can serve the program should be taken into account in the planning. If it is possible for them to make a contribution to the program, the effects in terms of home-school relationships and community-school relationships may well be worth the time and effort in planning their role.

III. DISCUSSION OF THE FINDINGS

From the results of the study, two things are very clear. First, the staff of the compensatory pre-school program must have a sincere interest in and understanding of the needs and problems of the culturally deprived pre-school child. Secondly, the staff must be well trained for the task of attacking these problems.

In the final analysis, the interpretation of the goals and methods of the program will rest with the teaching staff. The success of the program will depend largely on their skills and abilities in making these interpretations. In order to be reasonably assured that the staff possesses these skills and understandings, a program of both pre-service and in-service training should be provided.



The staffing should provide for two teachers (or a teacher and teacher aide) for a class of twelve to fifteen children. This is needed to assure maximum individual attention and a variety of activities and experiences in an orderly atmosphere. Additional staff might be desirable on a part-time basis, but if they are used, their roles should be clearly defined to fit the needs of the program.

In staffing the pre-school program, some consideration might be given to the ways in which members of the community being served can contribute to the program. While the needs of the children must be the first consideration, many times the use of mothers or other interested persons from the community can be a contribution to the program, and will do much in promoting and disseminating the purposes and goals of the program.

The program should also include staff services for meeting the emotional, psychological, and physical needs of the child, although the handling of this might well be through regular school services or through other social agencies. However, in the planning of the pre-school program, the provision of such services should be made.

A final word should be added about the type of training to be provided for the staff of the pre-school program. The primary consideration should be on the identification of the problems of the culturally deprived child and in learning about the culture of the area being served. While there are some who would advocate specific methods, such as the Montessori Method, most of the interviewees felt that a sound program, based on knowledge of child development and the problems of the children should be the basis for program development. It is important that the program be developed around the needs of individual children who happen to be



culturally disadvantaged, rather than a class of children. The difference is that the development must be on the basis of diagnosing and treating individual needs rather than that of a class of people or a culture. Kornberg makes this observation in the following statement:

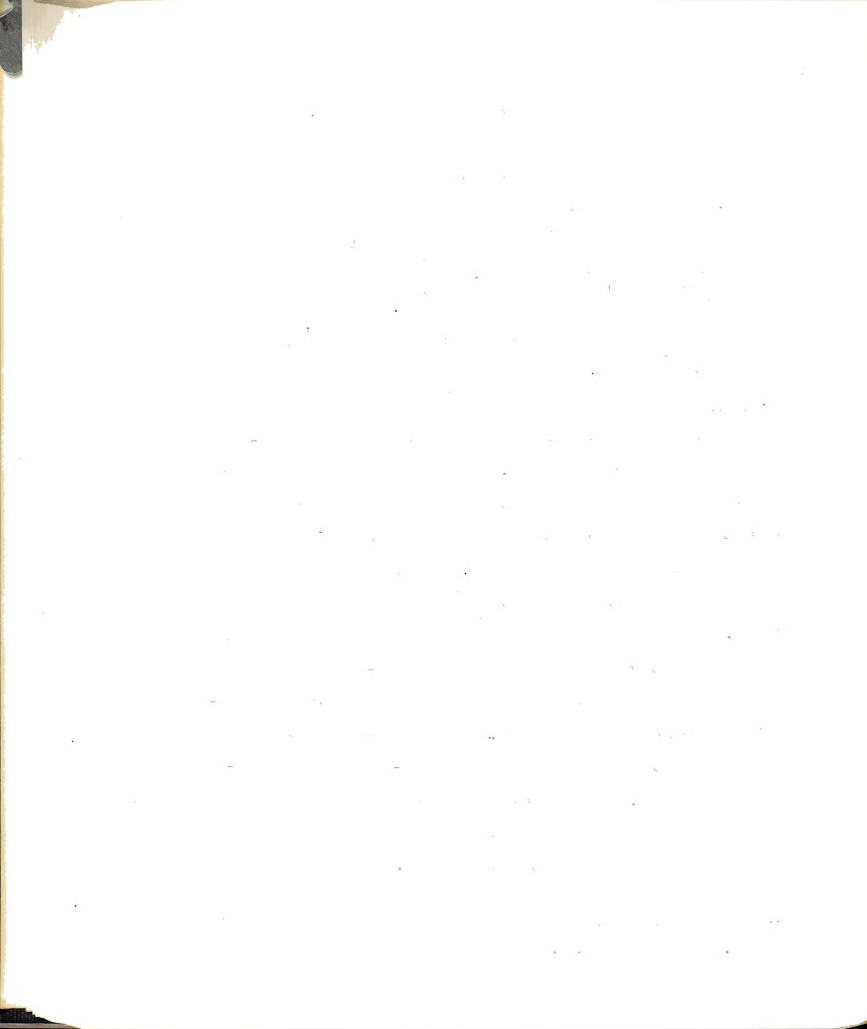
"For the individual child's needs revolve around specific families and people rather than this aggregate pattern of lower-class culture. I am not denying the insights that come from knowing about the larger social world in which the child and family live. But I think we are in danger of misusing this sociological view, to the neglect of seeing the child's struggle to simply grow up, to cope with more than a particular culture or culture conflict."³

IV. SUMMARY

In this chapter the staffing needs of the compensatory pre-school program have been discussed. The most important finding is that the staff should possess a deep interest in the needs and problems of the culturally deprived child, and should possess the training and skills to meet these needs and problems. The staff roles should be well defined and based on the needs of the children and the purposes of the program.

The importance of the staff in the total pre-school program is in the interpretation of the goals and methods of the instructional program into practices in the classroom. However, another important role of the staff is that of establishing a good home-school and community-school relationship. Their effectiveness in this area will have a good deal of influence on the final results of the program in terms of successes and behavior changes on the part of the children.

3. Kornberg, Op Cit. p. 273



CHAPTER VIII

HOME-SCHOOL RELATIONS IN THE COMPENSATORY PRE-SCHOOL PROGRAM

I. INTRODUCTION

Of particular importance to the education of the culturally deprived children is the nature of the home-school relationship. Very often the parents of the child, as well as older siblings, have found school to be a frustrating and defeating experience. Thus the child often faces school with built in apprehensions and expectations of failure.

In this chapter the nature of the home-school relationship in the compensatory pre-school program is discussed. Two things are apparent in the findings. One, a relatively high priority is placed on the home-school relationship by most of the people who participated in the study. However, in the ratings of the panel, the "practitioners" consistently rated the items dealing with home-school relations higher than did the group of "theoreticians". On every item in the section, the derived weights from the ratings of the "practitioners" was higher than that of the "theoreticians". In eight of the twelve items, the difference was three or more.

Also, on ten of the items, from one to three of the panel members rated the items "Low priority", but only one of these ratings were from members of the "practitioners" group. In eight of the items, three or four of the panel members rated the items "Always necessary" but in no case did more than one of the "theoreticians" rate an item as "Always necessary". The indication is that the "practitioner" group considered the home-school relationship of more importance than did the "theoreticians".



It is felt that the reason for this difference is the closer contact of the "practitioners" with the home. In the programs visited, all but four had some described home-school program. The two that did not were both experimental programs at universities.

The lesser concern for the home-school contact on the part of the "theoreticians" is probably due to a narrower definition of the pre-school programs necessitated by the in-depth types of research being carried on.

II. PRESENTATION OF THE DATA

The home-school relationship falls roughly into two categories, that of establishing a positive and cooperative relationship between the home and the school, and that of providing leadership and education for the parents to assume their role in the education of the children. These two are very much interdependent since the success of the parent education programs will depend on the existence of a good home-school relationship. On the other hand, the parent education program will do a great deal to strengthen the parent-school relationship and the promotion of a cooperative approach to the education of the child.

In this presentation, these two categories will be treated separately for purposes of clarity.

The Home-School Relationship

In this section there are five items which deal with the home-school relationship. These items were derived from four items from the interview form. The results of the interviews are presented in Table 22 on pages 160 and 161. The results of the ratings of the panel are found in Table 23 on page 162.



TABLE 22

HOME-SCHOOL RELATIONS - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this is Present Practice	Indicating this would be optimum
Does the program have a defined approach to home-school relations?	10	13
Does the teacher and/or teacher aide have released time for home visitations?		
.....		
A. No released time	3	2
B. One day per week	7	9
C. One-half day per week	1	1
D. Two days per month	1	1
E. One-half of each day	1	1
Do the parents participate in the planning of the program?		
.....		
A. Not at all	5	3
B. Very little	3	3
C. Some	4	6
D. Very much	1	2

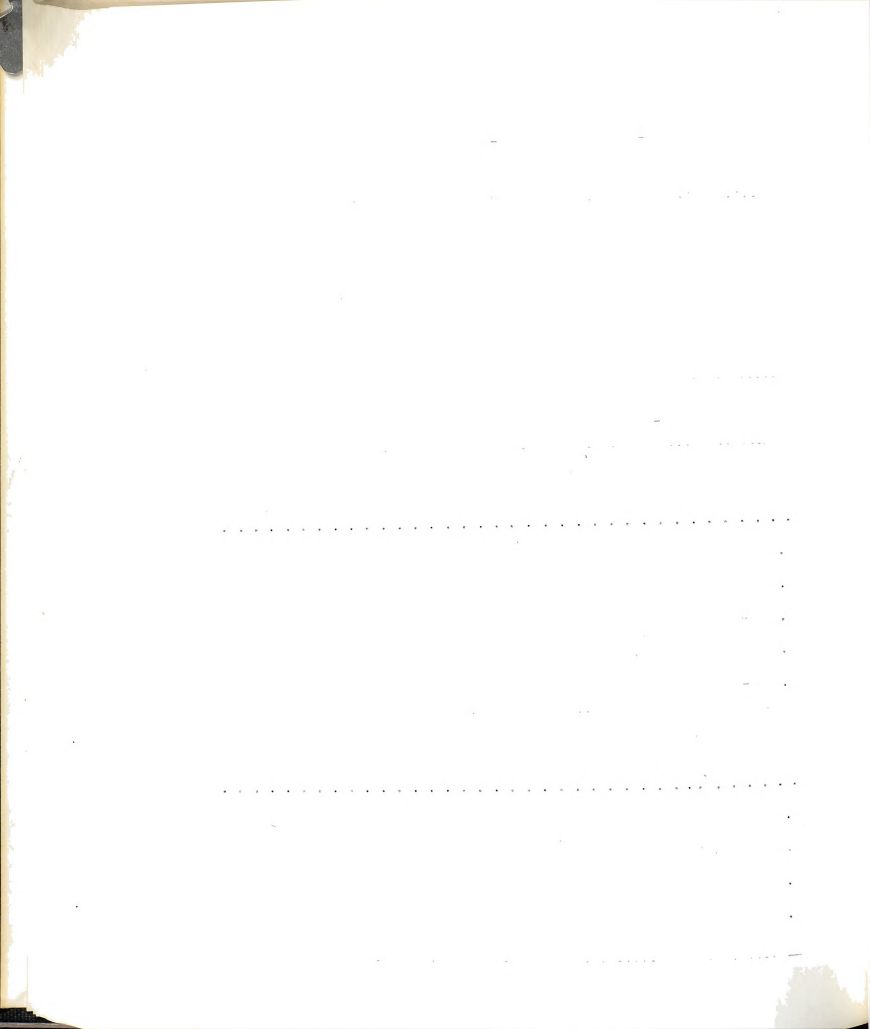


TABLE 22 (Continued)

	Programs	
	Indicating this is Present Practice	Indicating this would be optimum
Is participation in the program on the part of the parent a requirement for enrolling the child in the pre-school program?		
A. No	6	6
B. Yes	7	7
(1) In the parent education program	4 ^a	4 ^a
(2) In-service to the pre-school program	5 ^a	5 ^a

a. These totals equal more than the total requiring participation because of overlapping requirements in two of the programs.

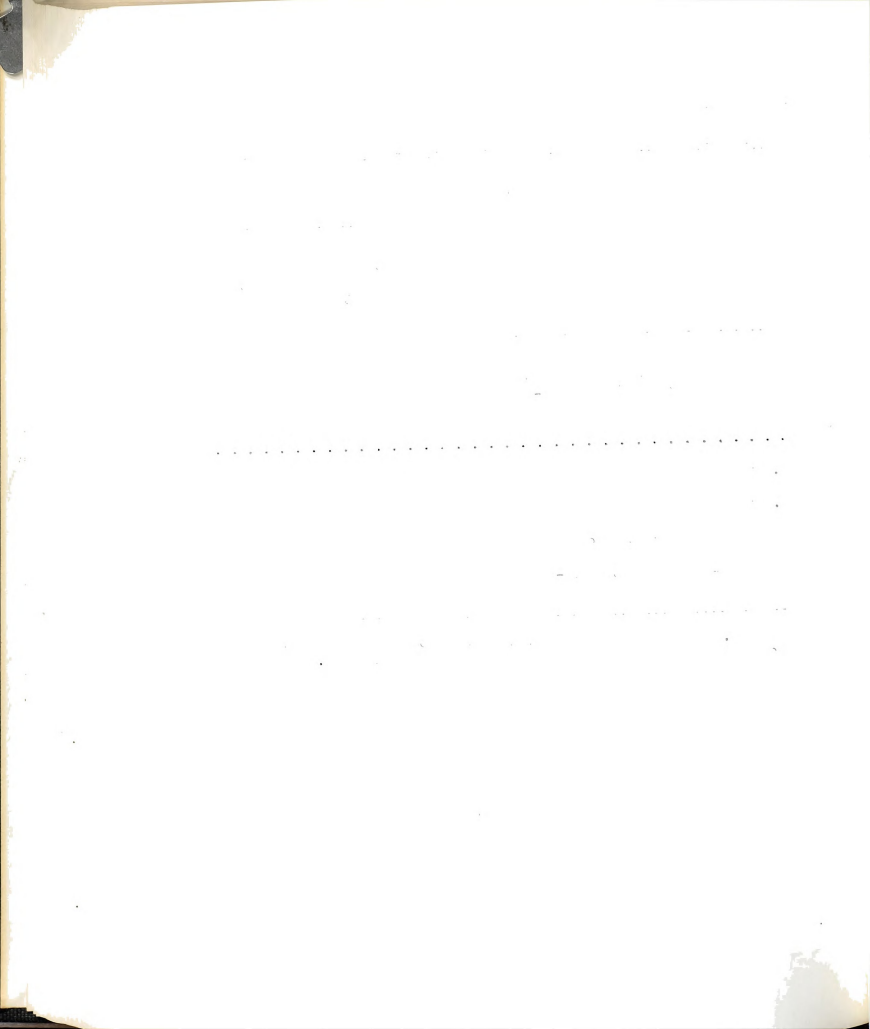


TABLE 23

Item from Rating Form ^a	Panel Responses				Derived Weight ^b	Per Cent of Total Possible Derived Wt.
	Always Necessary	High Priority	Low Priority	Never Necessary		
69. The establishment of good home-school relations is essential to the success of the pre-school program.	4	3	1	0	19	79.2%
71. The program should provide opportunity for the parents to participate in the program.	3	4	1	0	18	75.0%
79. The parent participation program should provide for continued person-to-person contacts between home and school.	3	4	1	0	18	75.0%
70. The program should provide released time for the teacher and the teacher aide to make home visits.	1	6	1	0	16	66.7%
80. Participation in the home-school program should be a prerequisite for enrollment of the child in the pre-school program.	2	3	1	2	13	54.2%

a. Items are presented in rank order according to derived weights.

b. Derived weights are calculated on a basis of three for "Always necessary", two for "High priority", one for "Low priority", and zero for "Never necessary".



ITEM 69: THE ESTABLISHMENT OF GOOD HOME-SCHOOL RELATIONS IS ESSENTIAL TO THE SUCCESS OF THE COMPENSATORY PRE-SCHOOL PROGRAM.

The panel ratings on this item were four "Always necessary", three "High priority", and one "Low priority" for a derived weight of nineteen. On this item three of the "practitioners" rated the item "Always necessary" and one rated it "High priority", while only one of the "theoreticians" rated the item "Always necessary", two rated it "High priority" and one rated it "Low priority". The one rating of "Low priority" was from Doctor McCandless of Indiana University who added the comment, "This is often impossible."

The ratings of this item are explanatory of the differences in the ratings between the sub-groups in the other items, since the importance placed on the establishment of the home-school contact will obviously determine the emphasis placed on the various methods of achieving this relationship.

Of the programs visited, ten had a defined program for the establishment of the home-school relationship and thirteen thought that this would be desirable in the optimum program. The lone dissenter felt that the program should devote its full time and energies to the work with the children and unless the optimum program were considered unlimited time and staff, the home-school relationship would best be developed through the success of the children.

The importance of the home-school relationship is twofold. First, the home-school relationship will greatly effect the school-child relationship, which as established in the chapters on philosophy and purpose, will greatly influence the program's success.



Secondly, the determination of the needs of the child, his background, and ways of approaching his problems will be greatly enhanced by the cooperation of the parents. While such determination may be possible without such cooperation, the savings in time and energy, and the possibilities for evaluation of the effect of the program on the child, will make the home-school contact beneficial to the child and the program.

ITEM 79: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE FOR CONTINUED PERSON-TO-PERSON CONTACT BETWEEN THE HOME AND THE SCHOOL.

This item received a derived weight of eighteen from the panel, with three panel members rating it "Always necessary", four rating it "High priority", and one rating it "Low priority". There was no parallel item on the interview form; however, most programs did indicate a good deal of one-to-one contact between parents and teachers.

The establishment of good home-school relations will have to be built on a personal contact to a large extent in the programs for culturally deprived children. Fusco points out that such contacts cannot be made through the channels and techniques used with middle class parents, such as notes, home and invitations to attend PTA, will not be sufficient for the lower class parent.¹

The confidence which the parents have in the pre-school program can be greatly effected by these person-to-person contacts. Also, interpreting the needs of the child to the parents and discovering the parents' perceptions of the child and their role with the child can best be handled on this personal basis.

1. Gene Fusco, The Home-School Partnership in Depressed Urban Neighborhoods, (Washington, D. C.: Department of Health, Education and Welfare, 1965) p. 8.



ITEM 66: BOTH THE TEACHER AND THE TEACHER AIDE SHOULD PARTICIPATE IN THE HOME-SCHOOL CONTACTS.

The ratings of the panel on this item were two of "Always necessary", five of "High priority", and one of "Low priority". In the programs visited, eight of the ten programs which had defined home-school programs, used the teacher aide in home visits and parent education program. In the others, the organization of the program or the job description prevented this use.

In general, where the teacher aide is involved in the actual teaching tasks, it was felt that the teacher aide's participation in such programs was highly desirable. Since the child is in contact with both the teacher and the teacher aide, both need to develop insights into the child's background and both will have insights to contribute. This also, from the standpoint of time, allows more opportunity for developing the home-school relationship.

There is an element of danger in the home-school program which will require the careful planning of the teachers and the supervisory staff. The parents of lower class children are often defensive and threatened by the school's authority. The teacher and the teacher aide should be well informed and trained in the purposes and methods of such visits and parent-teacher interviews. Unless the purposes of such contacts are well defined, there is the danger of creating a feeling of intrusion on the part of the parents which can seriously damage the total program.

ITEM 70: THE PROGRAM SHOULD PROVIDE RELEASED TIME FOR THE TEACHER AND TEACHER AIDE TO MAKE HOME VISITS.

The derived weight on this item was sixteen, with one rating it "Always necessary", six rating it "High priority", and one rating it



"Low priority". In the programs visited, seven provided one day per week released time for either one or both of the teachers, one provided one-half day per week, one provided two days per month, and one provided half of each day. In the latter case, four teachers were used for two classes of twelve each, providing a home visit to each home about once a week.

The provision in the schedule for an established released period for home visits has two advantages. First, the provision of such released time insures that such visits will be made, while if this is left for after school hours or on a "catch as catch can" basis, the visits are likely to be infrequent and poorly planned. The second advantage is that when a regular time for the home visit is scheduled well in advance, the parents can plan for it as well as the teacher. Thus, the visit is more likely to be fruitful and non-threatening.

ITEM 71: THE PROGRAM SHOULD PROVIDE OPPORTUNITY FOR THE PARENTS TO PARTICIPATE IN THE PROGRAM.

On this item, the ratings of the panel gave it a derived weight of eighteen with three rating it "Always necessary", four rating it "High priority", and one rating it "Low priority". Of the programs studied, nine provided some opportunity for the parents to participate in the program. These fall into many different categories including participation in field trips, helping with clerical and housekeeping chores, sharing in the teaching tasks, and helping with the program planning.

The purpose of this provision is to help the parents identify with the program and to make a contribution to it. This can do much to aid the total home-school relationship and to develop the self-esteem of the parents. It also gives the parents an opportunity to observe their children in a different environment and without the other distractions



found in the home. This can be helpful in establishing the parent-child relationship.

ITEM 80: PARTICIPATION IN THE HOME-SCHOOL PROGRAM SHOULD BE A PREREQUISITE FOR ENROLMENT OF THE CHILD IN THE PROGRAM.

This item had a derived weight of thirteen with two ratings of "Always necessary", three of "High priority", one of "Low priority", and two of "Never necessary". The most important consideration of these ratings is the wide range of responses. This is the only item on the entire rating form that received four different responses from the panel, and these responses were fairly evenly distributed.

This pattern was true also in the programs visited. Seven of the programs included a requirement of some type of participation on the part of the parents. Such participation ranged from the requirement that the parents attend a certain number of meetings to the requirement that the children be escorted to school.

Five of the interviewees felt that such a requirement would be detrimental to the program, in that; (1) it starts the parent participation on a negative note because of the compulsory nature, and thus makes the establishment of a positive relationship more difficult, (2) it tends to eliminate many of the children most in need of the program since the parents most likely to agree to such a condition are the ones most likely to be furnishing more in the way of home life.

In general, such a requirement seems to depend on the specific needs and problems of the program. However, based on the need for a positive home-school relationship, such a requirement should be used sparingly and only for helping the parent to define his own responsibility.



The importance of the home-school relationship is emphasized in the following comments of A. H. Passow:

"School systems have found parents of depressed areas indifferent and apathetic rather than hostile to education. Frequently, such parents are uncomfortable in the presence of a teacher or person of authority. Many would be glad to have their children achieve, but . . . they know little about the whole process or how they can assist."²

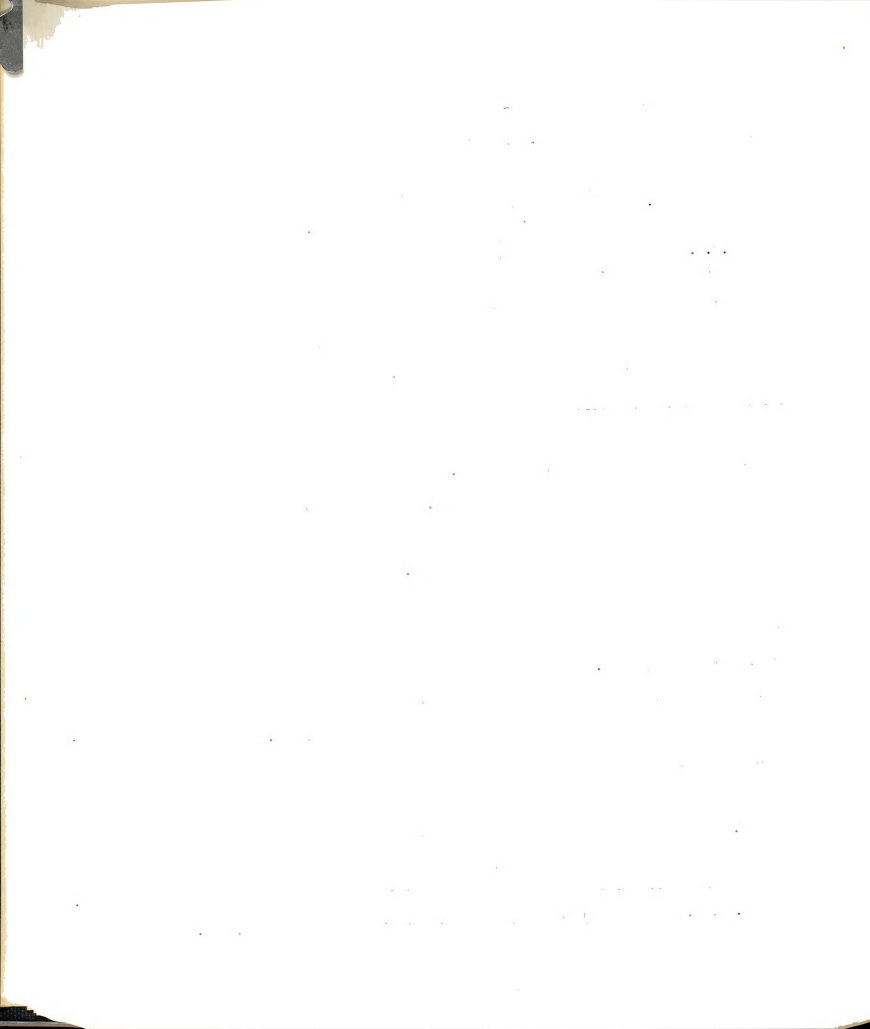
It is the responsibility of the schools to bring these people into their confidence and to provide them with the understandings necessary for assisting their children in school.

The Parent Education Program

There are seven items on the rating form dealing with the parent education or parent participation program. These seven items were drawn from eight items on the interview form. One item on the interview form asked whether there was a parent education program, which is an assumption in the statements on the rating form.

One other item which appears on the interview form which was not included in the rating form was the question of who participated in the parent education program. It was found in the practicing programs that for the most part, the realities of the lower class life and family structure made parent programs almost exclusively for the mothers: First, the fact that many of these homes are "father absent" homes or have "serial fathers" who are not particularly interested in the children. Secondly, when the father is present and interested in the children, economic pressures such as the need for "moonlighting" or

2. A. H. Passow, Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University, 1963) p. 349.



working "swing shifts" prohibit or discourage the fathers from participation. This was not universally true, however, as two programs had parent activities which included the fathers or the entire family. While the interviewees from these programs felt the programs for fathers were very useful and quite well received, they did not gain the high level of participation that most of the programs for mothers received.

The results of the interviews on parent education or participation programs are presented in Table 24 on pages 170 and 171. The results from the panel are presented in Table 25 on pages 172 and 173. All of these items on the rating form dealing with parent participation had derived weights of from fifteen to twenty, placing them in the "High priority" category.

The importance of the parent education program has several facets. One, it presents a regular and purposeful opportunity for the strengthening of the home-school relationship. Two, it aids the parent and the school in discovering the needs and problems of the child, thus affording a cooperative approach to better meeting the child's needs. Third, it can afford the parents an opportunity to make a real contribution to the program, thus enhancing their own ego structure which so greatly influences the ego development of the child. Fourth, the program can help prepare the parents for taking care of the physical and intellectual needs of the child, thus making the education of the child a truly cooperative enterprise.

ITEM 72: THE PARENT PARTICIPATION PROGRAM SHOULD BE BASED ON THE EXPRESSED NEEDS OF THE PARENTS.

This item achieved a derived weight of nineteen from the panel with four rating it "Always necessary", three rating it "High priority"



TABLE 24

PARENT PARTICIPATION PROGRAMS - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this is Present Practices	Indicating this would be optimum
Do you have a parent education or parent participation program?		
A. Yes	9	11
B. No	4	3
Is the parent participation program based on the expressed needs of the parents? ^a	9 ^b	11
Does the parent participation program aid the parent in meeting the physical needs of the child?	9	10
Does the parent participation program aid the parents in meeting the intellectual and emotional needs of the child?	9	11
Does the parent participation program aid the parent in understanding his own iden- tity and his relationship to the child?	8	9
Does the parent participation program aid the parent to make a positive identifica- tion with the school?	9	11

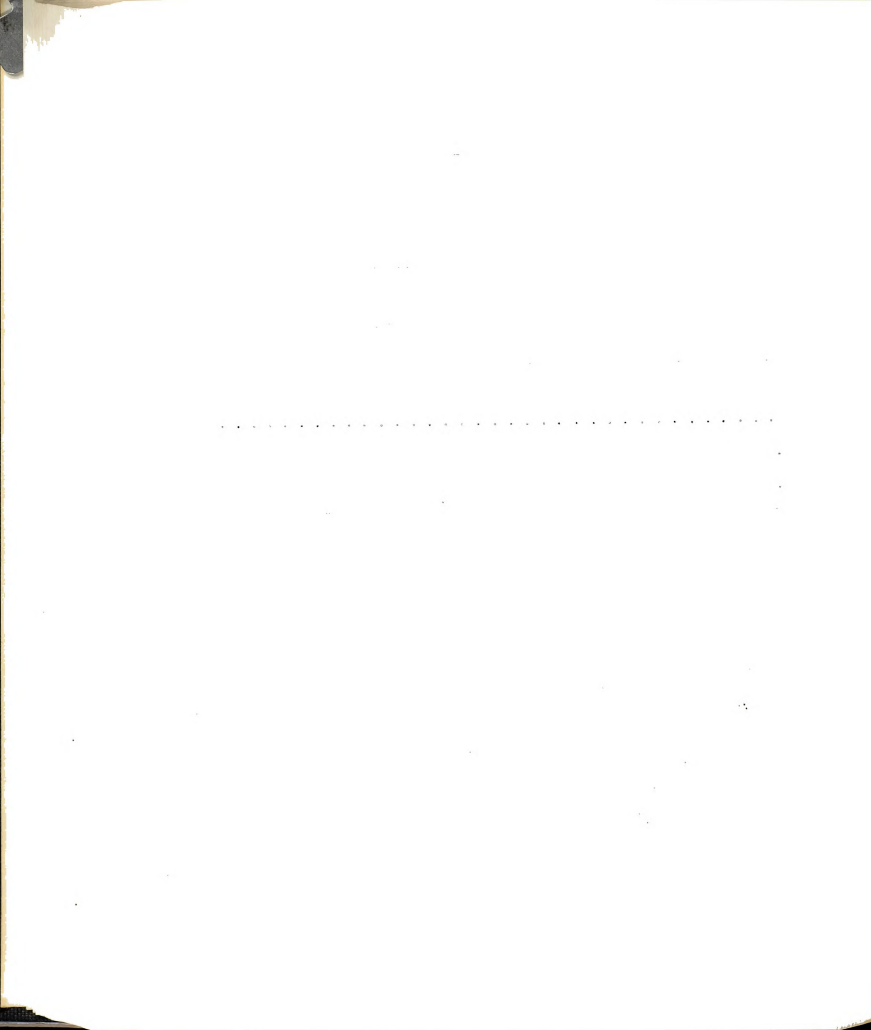


TABLE 24 (Continued)

	Programs	
	Indicating this is present practice	Indicating this would be optimum
Does the parent participation program meet on a regular and frequent basis?	8	10
Who does the parent participation pro- gram involve?		
.....
A. Mothers only	7	5
B. Mothers and Fathers	1	5
C. Entire Family	1 ^c	1

a. This was interpreted to mean perceived needs in most programs.

b. All indicated some dependence on parents needs but this varied greatly.

c. This program had several activities which included parts or all of the family.

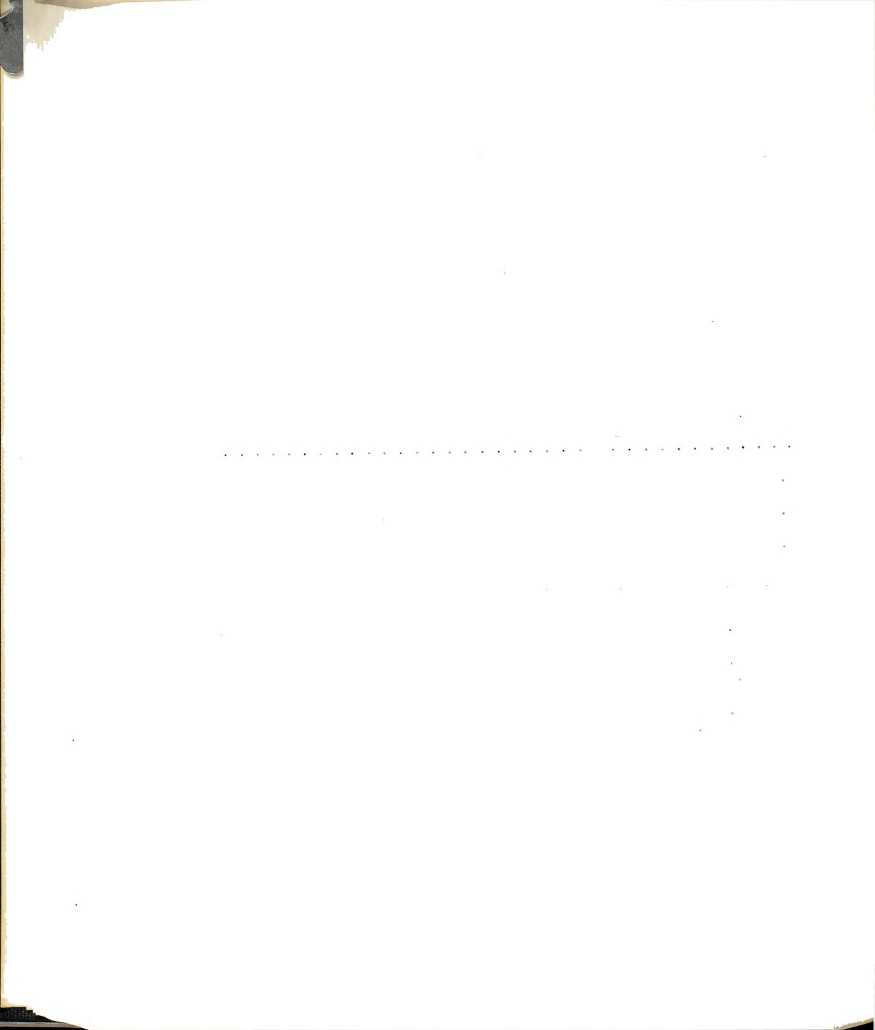


TABLE 25

PARENT PARTICIPATION PROGRAMS - RESULTS FROM THE PANEL

Item from Rating Form ^a	Panel Responses				Derived Weight ^b	Per Cent of Total Possible Derived Weight.
	Always Necess-ary	High Prio-ri-ty	Low Prio-ri-ty	Never Necess-ary		
72. The parent participation program should be based on the expressed needs of the parents.	4	3	1	0	19	79.2%
73. The parent participation program should provide opportunities for the parents to gain some understanding about the physical needs of the child.	3	5	0	0	19	79.2%
74. The parent participation programs should provide opportunity for the parents to gain some understanding of the intellectual and emotional needs of the child.	3	5	0	0	19	79.2%
77. The parent participation program should be directed by the teacher with the involvement of the entire staff.	4	2	2	0	18	75.0%
76. The parent participation program should provide opportunities for the parents to make a positive identification with the school.	4	1	3	0	17	70.8%

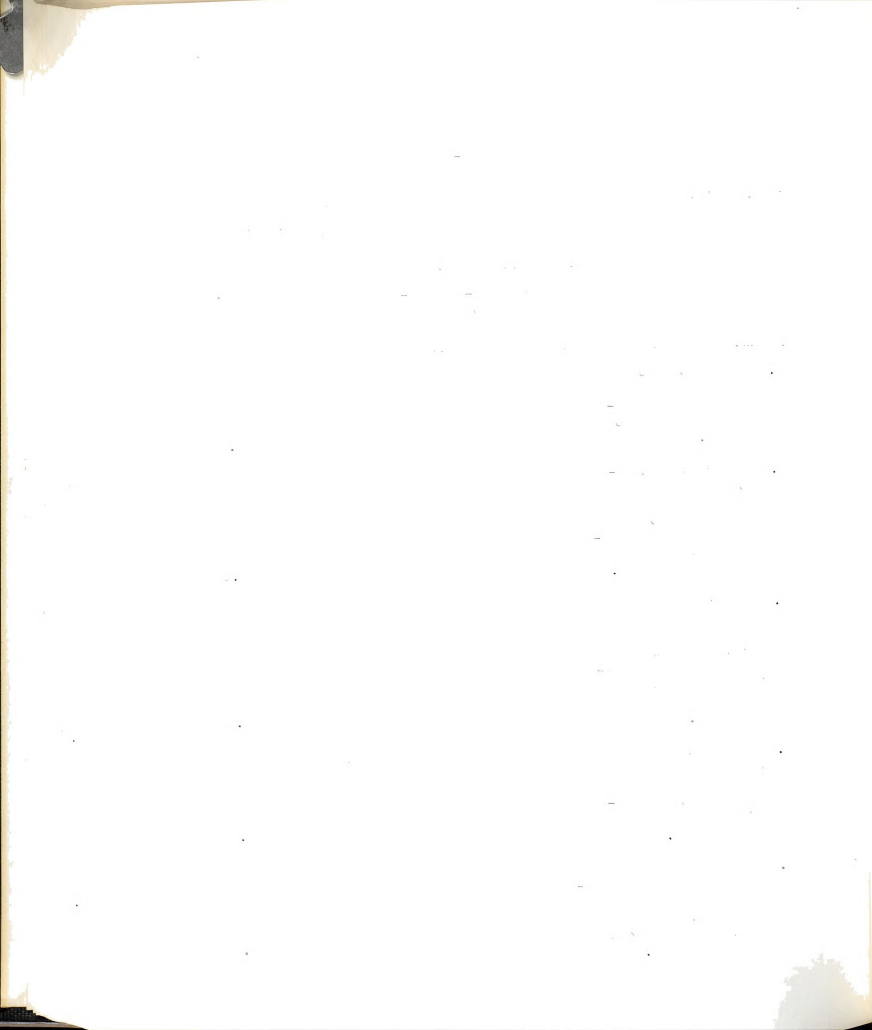


TABLE 25 (Continued)

Item from Rating Form	Panel Responses				Derived Weight ^b	Per Cent of Total Possible Derived Weight.
	Always necessary	High Priority	Low Priority	Never Necessary		
75. The parent participation program should provide opportunity for the parents to understand their own identity and their relationship to the child.	2	4	2	0	16	66.7%
78. The parent participation program should provide for meetings on a regular and frequent basis.	2	3	3	0	15	62.5%

a. Items are presented in rank order according to derived weight.

b. Derived weights are based on values of three for "Always necessary", two for "high priority", one for "low priority", and zero for "never necessary".



and one rating it "Low priority". The one "Low priority" rating was apparently based on some doubt in the mind of the panel member as to the use of the term "expressed needs", since he bracketed this term with question marks. This panel member was Dr. Passow and his comments cited on page 168 would indicate a somewhat higher rating if it were not for this doubt.³ Two other panel members added comments indicating that the parents will need leadership in the perception and expression of these needs.

Of the programs studied, nine carried on parent education or parent participation programs. All nine of these indicated that the programs were based to some extent on determining the needs and desires of the parents. Here again, most indicated that considerable tactful leadership was required in helping the parents to recognize their needs and to express their desires. However, these interviewees indicated that once the program was well established this problem was greatly reduced.

The reason for the emphasis on the program meeting the needs of the parents is based on the fact that, if the program is really going to aid the parents, it must enhance their own self image and preserve their dignity. As adults, it is important that the program meet some need for the parents or participation will cease, mentally if not physically.

From the programs visited it was found that most parent participation was activity oriented rather than instruction oriented. Such things as group discussions, preparing breakfast or lunch for the children, sewing centers, and family social functions were parts of many programs.

3. Passow, Loc. Cit.



The apparent reason for these types of activities was that these activities appealed to the parents and brought better participation than lectures and instruction.

ITEM 73: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE OPPORTUNITIES FOR THE PARENTS TO GAIN AN UNDERSTANDING ABOUT THE PHYSICAL NEEDS OF THE CHILD.

ITEM 74: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE OPPORTUNITIES FOR THE PARENTS TO GAIN AN UNDERSTANDING ABOUT THE INTELLECTUAL AND EMOTIONAL NEEDS OF THE CHILD.

These two items deal with the content of the program. They each received derived weights of nineteen. Both received three ratings of "Always necessary" and five of "High priority". All of the programs which had parent education programs indicated that both of these were goals although the actual activities, at least in the early stages, tended to lean heavily toward the meeting of physical needs. The reason for this is that these parents are more likely to be concerned with and aware of the immediate physical needs such as food preparation and providing proper clothing. This attention to these needs helps to establish a good rapport with the parents and provides an entree into the recognition of the more subtle needs of the physical and emotional functions.

ITEM 75: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE OPPORTUNITIES FOR THE PARENTS TO UNDERSTAND THEIR OWN IDENTITY AND THEIR RELATIONSHIP TO THE CHILD.

This item received a derived weight of sixteen with two ratings of "Always necessary", four ratings of "High priority", and two ratings of "Low priority". The range of responses here is probably due to the interpretation of the statement rather than the amount of disagreement with the principle. This reasoning is supported by the findings from the nine



programs visited. Eight of the nine programs which had parent participation programs felt this was one of the important goals of the program. However, it was not a matter of specific content in the program but developed from the total results and activities. The ninth felt that this would be a desirable goal but it would be presumptuous to consider that in the relatively short time allotted to parent education programs any great effect would be made in this direction. This person also thought that this identity and relationship might spring from the total pre-school program, including the parent education aspect.

The importance of this as a goal in the parent program is very high. Hess suggests that the parent-child relationship is the basis for the cognitive development.⁴ Others such as Hunt, Deutsch and Strodtbeck emphasize the parent-child relationship as being highly influential in the learning capacities of the child. Thus, if the parent program is to contribute to the child's future school success and social adjustment, the improving of the parent-child relationship must be one of its important functions.

ITEM 76: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE OPPORTUNITIES FOR THE PARENT TO MAKE A POSITIVE IDENTIFICATION WITH THE SCHOOL.

This item received a derived weight of seventeen. Four of the panel members rated it "Always necessary", one rated it "High priority", and three rated it "Low priority". An important factor in this rating was the very definite split between the group of "theoreticians" and the group of "practitioners". All three of the "low priority" ratings were

4. Robert Hess et al, "Early Experience and The Socialization of Cognitive Modes", (Chicago: Urban Child Center, University of Chicago, 1965) Mimeo. p. 2.



from the "theoreticians" group with the one remaining of the group rating the item "Always necessary". This one who rated the item "Always necessary" was Dr. Gene Fusco, U. S. Office of Education Specialist in School-Community Relations.

Three "practitioners" rated the item "Always necessary" and one rated it "High priority".

The conclusion that can be drawn from this split is that the "practitioners" are more aware of the need for a positive identification with the school, due to a closer contact with the problem. Such identification with the school must be built up with the culturally disadvantaged as an alienation has been built up over a period of time.

All nine of the programs having parent programs indicated that this was a goal of the program. The establishment of such an identification would be a great help to the cooperative approach of parents and the schools in providing for the child's education, and therefore is considered to be highly important by the pre-school programs operated by the public schools.

Many of the interviewees, and to some extent the literature, indicated that there is a need to develop in the lower class parents a feeling of "belongingness" and pride in the schools as is found in the middle class parents. Doing this will require some changes in attitudes on the part of the schools, and much change in programs.

Cloward and Jones make the following statement about the matter of parent-school identification:

"This suggests that efforts to involve the lower-class people in educational matters are quite likely to be rewarded by increased interest in the academic achievement



of their children. Participation also tends to result in more critical attitudes toward the schools as an institution. These generally more negative attitudes, we noted, can be employed by school administrators as a basis for bringing about needed improvements in school facilities and programs."⁵

Thus, the involvement of the parents, and the establishment of real concerns on their part about what is going on in "their" school, can have definite effects on the total school program.

ITEM 77: THE PARENT PARTICIPATION PROGRAM SHOULD BE DIRECTED BY THE TEACHER WITH THE INVOLVEMENT AND AID OF THE ENTIRE STAFF.

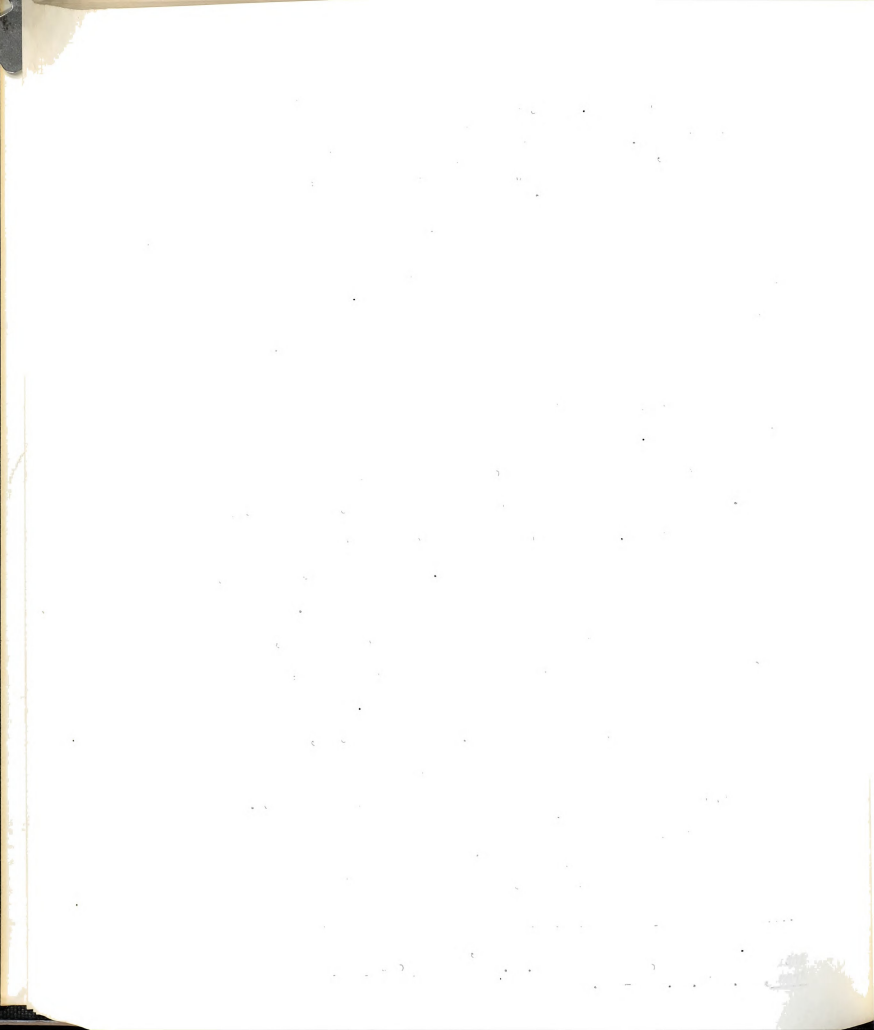
This item had four ratings of "Always necessary" and two ratings of "High priority", and two ratings of "Low priority" for a derived weight of eighteen.

In actual practice, this direction of the parent program varied greatly. Parent direction, headed by a steering committee of parents, was used in two cases. In four cases, the teacher directed the program for the parents of the children in her class. In the other three cases, the program was directed by some person in a supervisory role. The common element in all of these was the inclusion of the teachers, and in many cases the whole staff directly connected with the program, as participant leaders, rather than as teachers or directors. This was rated as highly important to the parent program. It was felt that, while the teachers and other staff might serve as consultants and leaders, they should participate in the program on an equal basis with the parents.

ITEM 78: THE PARENT PARTICIPATION PROGRAM SHOULD PROVIDE FOR MEETINGS ON A REGULAR AND FREQUENT BASIS.

This was an organizational item, and as such rated fairly low,

5. Richard Cloward and James Jones, "Social Class: Educational Attitudes and Participation", in A. H. Passow, Education in Depressed Areas, Op. Cit. p. 215-216.



as compared with other items in the rating form. It had a derived weight of fifteen from the panel. The range of responses is significant, with two rating it "Always necessary", three rating it "High priority" and three rating it "Low priority".

A similar range was found in the programs studied. Most programs had parent meetings on a fairly regular basis but the frequency ranged from once a week to once a month. Actually, even the regularity was varied somewhat, in that some provided a variety of activities, some of which were open daily or several times a week, while others provided for only the regularly scheduled meetings.

The only conclusion that can be drawn from the findings on this item is that the organization of the parent program will be determined by the needs of the parents and the facilities available for meeting these needs. Such things will best be worked out on a program level, through the cooperative planning of the school and the parents.

While no item dealing with the parent participation aspect of the home-school relationship reached a consensus of "Always necessary" from the panel, it is notable that all but two had at least six of the panel rating them "High priority" or "Always necessary". In the programs studied, all items had at least ten of the interviewees rating them as optimum. It can be concluded, therefore, that some type of parent participation program would be highly desirable and that the purpose of such a program would be to aid the parents in meeting their role with the child and to provide a cooperative effort between the parents and the school to the benefit of the child.



The actual planning of this program would depend on the needs of the parents and the facilities available, but such planning should include the parents. Leadership for this planning will have to be provided by the school, at least in the initial phases, but such leadership should be toward helping the parents to assume as much of the responsibility as possible.

III. DISCUSSION OF THE FINDINGS

The development of home-school relations generally rated very high in the overall results of the study. The importance of the development of such relationships tended to be rated higher by the programs studied and by the "practitioners" on the panel than by the "theoreticians". It was felt that this difference was due primarily to the "theoreticians" somewhat narrower concern for programs for children, while the people involved with actual public school programs tend to take a wider view of the functions of the program.

The home-school relationship in the pre-school program tended to fall basically into two categories, although they were somewhat overlapping. The first of these is the person-to-person contact between teachers and parents. The purpose of this facet of the relationship is to gain deeper insights into the nature of the needs and problems of individual children and to provide the teachers and the parents with strategies to meet these needs. This person-to-person contact also helps the parents to establish an identification with the school and to make the school-home relationship more free and open.

It is important that the home-school relationship be built on an attitude of sharing the responsibility for the education of the child,



rather than a directive approach on the part of the school. It means that a rapport must be developed on the basis of friendly concern and interest in the child and the parents. To accomplish this some training and guidance for the school personnel involved is indicated.

The second facet of the home-school relationship is the parent education or parent participation program. The purpose of this program is to help the parents to discover the needs of the child and to provide opportunity for them to prepare themselves to meet these needs. Important in this program is its development on the basis of perceived needs of the parents.

It was found in most programs, that the provision of opportunities for self-improvement and learning about the needs of children was well received and had good participation when placed on a basis which maintained the dignity and self concept of the parent. While a good deal of leadership was needed in the initial stages of the program, and continued participation and cooperation was needed to sustain it, many programs found that with these ingredients, the parents assumed more and more of the responsibility as time went on.

The importance of the parent program as part of the total pre-school program lies in enhancing the parent-child relationship. To a large extent, the child's attitude about school is reflective of attitudes held in the home. While the school can do much for improving the skills of the child, and to some extent can help in the development of attitudes, the permanence of these skills and attitudes will be greatly influenced by the attitudes in the home and the relationships which exist between the home and school.



IV. SUMMARY

In this chapter development of the home-school relationship in the compensatory pre-school program has been discussed. It was found that, while there was some disagreement as to the priority of home-school program, in general it was considered very desirable. The planning for the establishment of the home-school contacts is probably best developed by the individual programs based on the needs and facilities available. However, such planning should include the parents and should be based on their perceived needs and desires.

The importance of the home-school program lies in the need for the school and the home to cooperatively accept the responsibility for the education of the child. Such an approach is one of the highly rated items in the philosophy of the program as presented in Chapter IV.



CHAPTER IX

ORGANIZATION FOR INSTRUCTION

I. INTRODUCTION

An important step in the implementation of the philosophy and purposes of the compensatory pre-school program is the plan of organization. While the aim of the study itself is the discussion of the organizational and administrative guidelines, this chapter deals with the organizational problems which have a strong bearing on the program, but do not fit in any of the other areas. These two problems are (1) the selection and recruitment of children for the program, and (2) the physical organization of the class dealing with where, when, and how much. The discussion of these two points is particularly important, since the children in need of the program far outnumber the places available in such programs. Since some selection of the children to participate will be required, it follows that the organization of the class time should be such as to serve as many children profitably as possible.

II. SELECTION AND RECRUITMENT

In the area of selection and recruitment for the program, there are three questions to be answered; (1) From what population are the children to be selected? (2) On what criteria are these selections to be made? (3) How are the children to be brought in to the program?

Table 26 on pages 184 and 185 show the results of the interviews regarding these questions. Noteworthy in these results is the wide variety of methods and criteria for selection and recruitment. In current prac-



TABLE 26

SELECTION AND RECRUITMENT OF CHILDREN - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this is present practice	Indicating this would be optimum
At what age are children admitted to the program?		
A. Age 3 - 4 years	7	10
B. Age 4 - 5 years	6	2
C. Less than 3 years	0	2 ^a
.....
What are the criteria for eligibility to this program? ^b		
A. Area of Residence	9	11
B. I. Q.	2	3
C. Need as determined by means test.	7	5
D. Need as determined by family structure	3	5
E. Willingness on part of parents for child to participate	12	12
F. Others ^c	7	0
.....
How are children identified for selection?		
A. Referral	8	6
B. Application	5	8

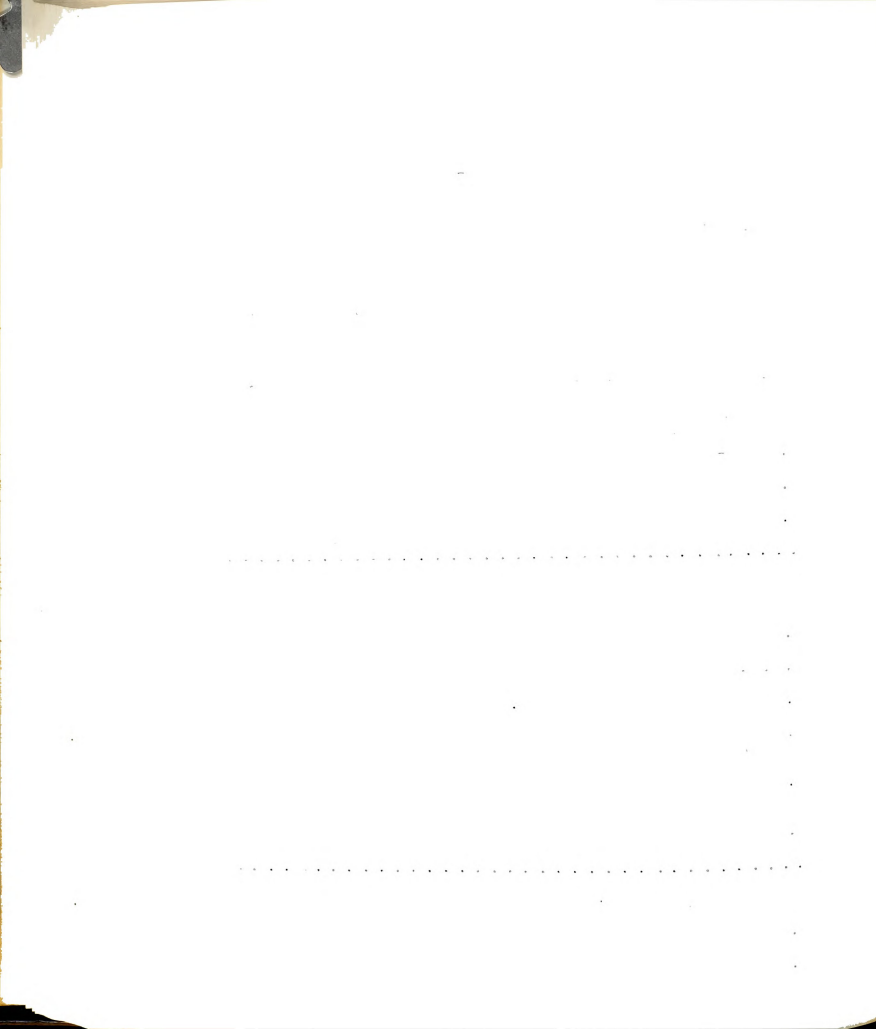


TABLE 26 (Continued)

	Programs	
	Indicating this is present practice	Indicating this would be optimum
How are children selected for participation in this program? (Provided they meet criteria for eligibility)		
A. Order of application	4	4
B. Need as determined by means test ^d	5	8
C. I. Q.	2	1
D. Others ^e	2	2

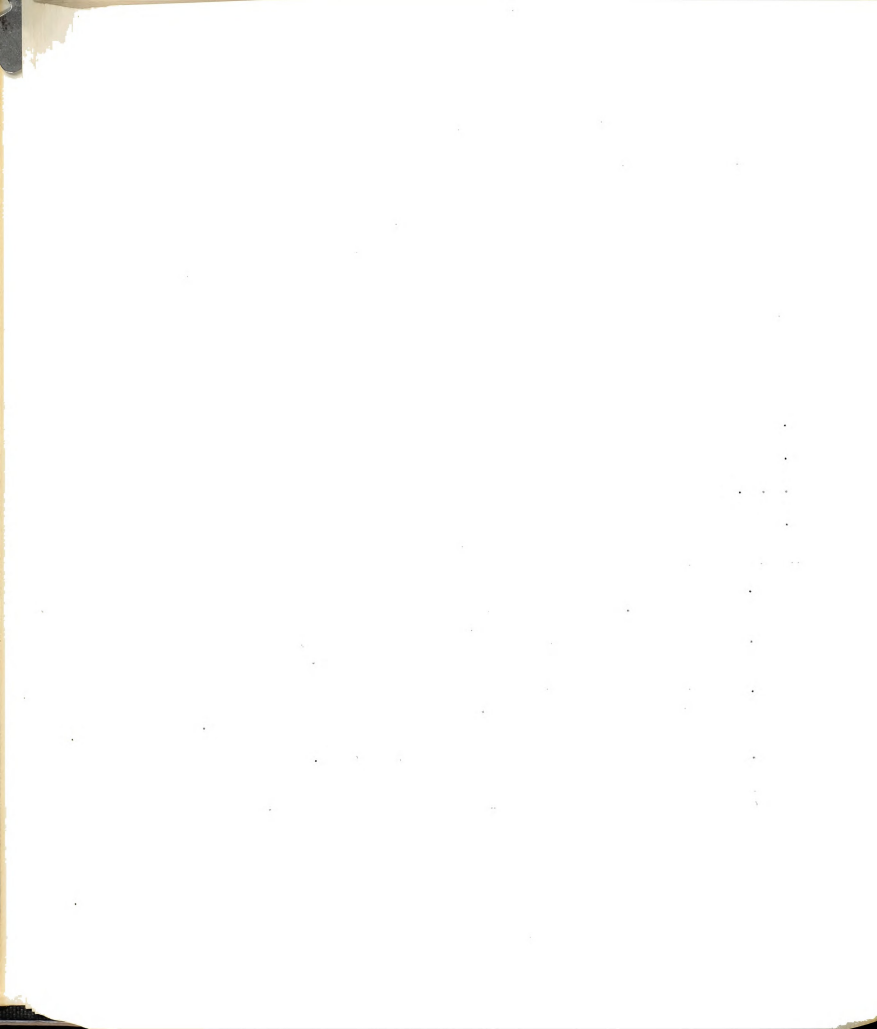
a. One of these indicated that they felt 18 months would be optimum for selected children.

b. Total here equal more than total number of programs studied since more than one criteria was established in all but four cases.

c. Other criteria were established in three of the programs based on the requirements of the research design. Examples are: Mother on ADC, Six or more siblings, Freedom from severe physical and emotional handicaps.

d. This item includes various social deprivation scales.

e. Selection was determined in these programs by design of the research. Example: Represent a cross-section of community served.



tices only two items, attendance areas and willingness on the part of the parents had a clear majority as criteria for determining eligibility. The determination of who was to be selected from the children eligible was based on several different combinations of a variety of criteria. The final decision was primarily based on some establishment of need and by the limitations of facilities available.

From the responses of the interviews and the program descriptions, these items were placed on the rating form which were intended to give a general summation of the criteria for selection and recruitment of children for the program. The item on age of entrance was left off the rating form through error; however, the results of the opinions of the interviewees was quite clear, and it can be assumed that the criteria for determining age of admission can be defined.

The results of the responses of the panel are shown on Table 27 on page 187. The clearest result of the panel rating is found in the relatively low derived weights and the range of responses. The highest derived weight of the three items was nineteen and the lowest eight. On all three items, three of the four possible responses were given by the eight panel members. Also, there was a difference of three or more in derived weights given by the "theoreticians" and the "practitioners" on all three items. The "practitioners" consistently rated these items higher, showing more concern for a workable definition for admission to the program, than did the "theoreticians".

Age of Admission

The present practices in the programs studied as to the age at which children are eligible for the program are about equally divided between

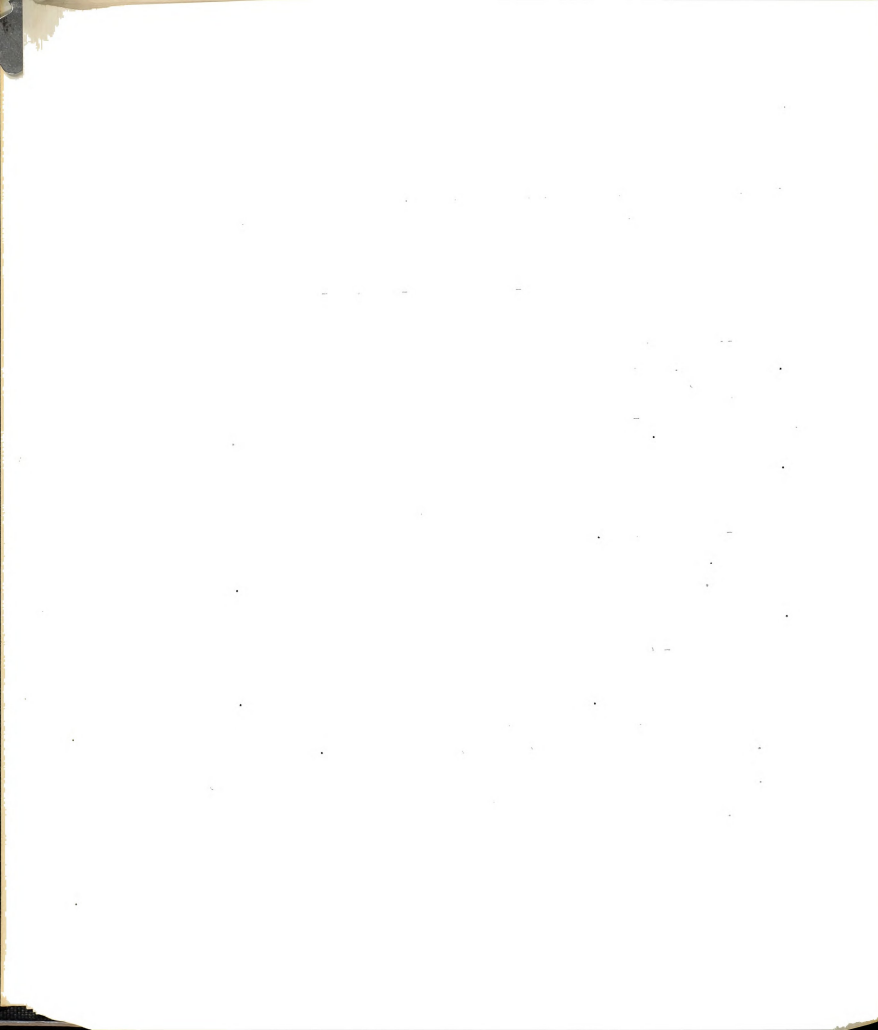
TABLE 27

SELECTION AND RECRUITMENT OF CHILDREN - RESULTS OF THE PANEL

Item from Rating Form ^a	Panel Responses				Derived Weight ^b	Per Cent of Total Possible Derived Weight
	Always Necessary	High Priority	Low Priority	Never Necessary		
22. Recruitment, publicity, and selection for the program should include much direct home-school contact.	4	3	1	0	19	79.2%
21. Priority for admission to the program should be based on relative needs as determined by socio-economic status, family structure, and school success of siblings.	1	5	2	0	15	62.5%
20. The definition for entrance in the compensatory pre-school program should be residence in the attendance area served.	0	3	1	3	8	33.3%

a. Items are in rank order according to derived weights.

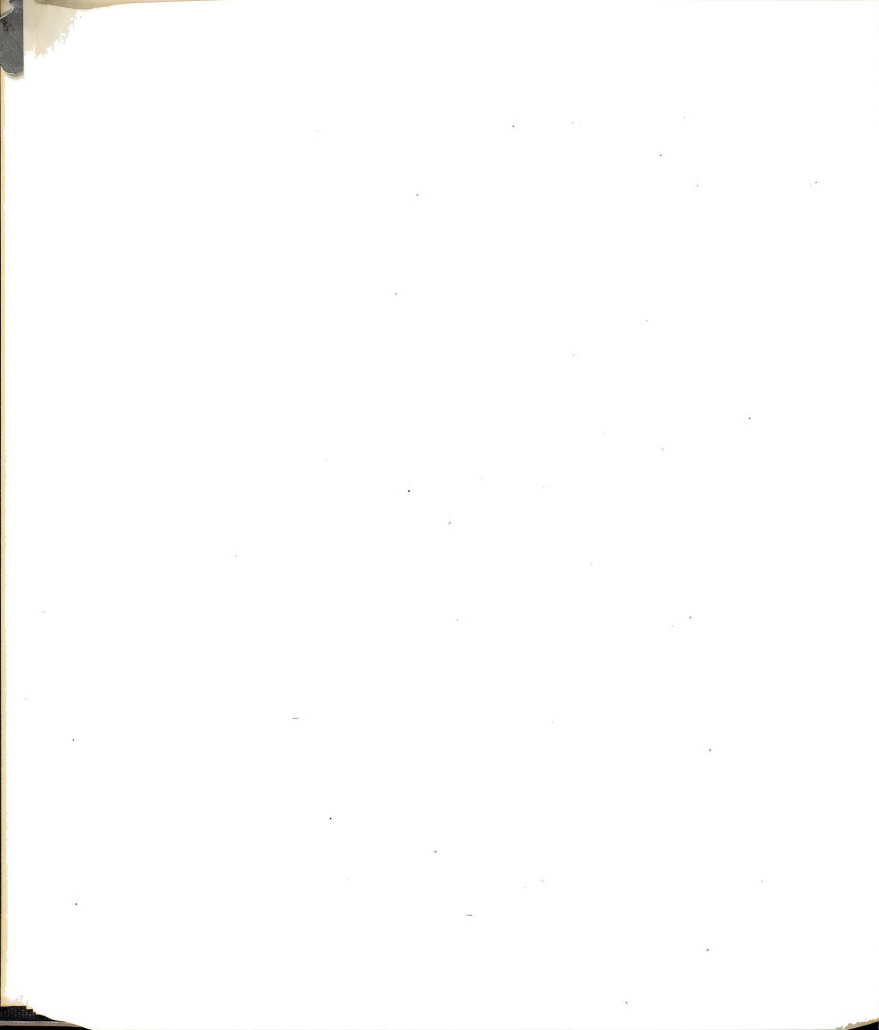
b. Derived weights are based on values of three of "Always necessary", two for "High priority", one for "low priority", and zero for "Never necessary".



three years old and four years old. However, in consideration of what would be optimum, ten of the fourteen indicated admission at age three and two indicated admission at below age three. One of the last two opinions was qualified to indicate that below age three would be only for selected children, but that age three should be the minimum age for starting with all children in need of the program. Also, three of those who presently start with children of age four but considered age three to be optimum, stated that the program should only be extended to the three year olds after all the fours in need of the program had been served. One of the two that felt four years old would be optimum, thought that selected three year olds might be accepted into the program when they came from homes of extreme deprivation.

In spite of the several qualifications, the general feeling of those interviewed was that the optimum age for entering the compensatory pre-school would be two years before the child's entrance into the regular school program. This would provide ample time for making good progress in the amelioration of the deficiencies in skills and would provide a longer period of time for working with parents to ameliorate the child's emotional and physical problems, and to establish a strong home-school relationship.

With limited facilities, the question of which group, three year olds or four year olds, would have the priority must be answered. There are arguments on both sides which seem to be valid. On the one hand it is argued, and is most common practice, that the four year olds should have the priority so that the continuity of pre-school to kindergarten would be maintained. On the other hand, some argue that the three year olds



should have the priority, since if limited facilities prohibited them from attending the second year, the work with the parents could continue and at least some of the benefits of the program would have a longer period of development. Since the promise of service to all children who need the compensatory pre-school seems to be a rather distant goal, this is a question which should be researched to determine which is really the better approach.

- ITEM 20: THE DEFINITION FOR ENTRANCE IN THE COMPENSATORY PRE-SCHOOL PROGRAM SHOULD BE RESIDENCE IN THE ATTENDANCE AREA SERVED.

This item received a derived weight of only eight, the lowest of any item in the entire rating form. It received a rating of "High priority" from three of the panel members and a rating of "Never necessary" from three. The other two rated it "Low priority". Thus, based on this rating, this item falls in the "Low priority" category.

In contrast to this rating, of the programs visited, nine used attendance areas as the primary definition for eligibility to the program. These were all programs operated by public schools except for the Firman House project, which used the elementary school attendance area for definition of eligibility. In the remaining four programs studied which actually operated classes, the population was determined by the design of the study and was determined by criteria of needs and family structure.

It is felt that the reasons for the difference between the results of the panel and the results of the interviews is that the definition of the population on a basis of attendance area is a convenience definition and has no real bearing on the effectiveness of the program. So



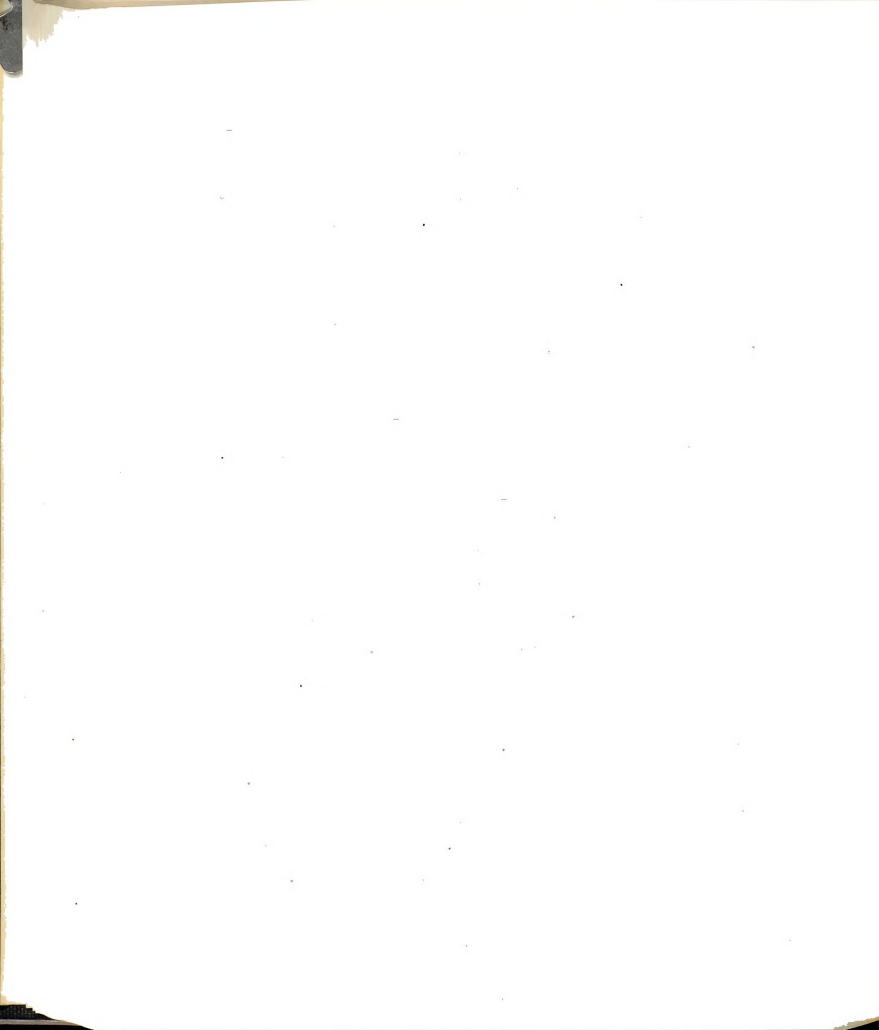
long as the population described for eligibility to the program represents children who have need of the program, the geographic boundaries of this population will not be vital to the program except as it effects the problem of getting the children to school.

The definition by attendance area does have an advantage for the public school program. The use of the already established boundaries would theoretically indicate that the lines of communication already exist. When they do not exist, which is too often the case in the lower class areas, the establishment of such lines of communication which would be required for the operation of an efficient pre-school program would be of benefit not only to the pre-school program, but to the school itself.

ITEM 21: PRIORITY FOR ADMISSION TO THE PROGRAM SHOULD BE BASED ON RELATIVE NEED AS DETERMINED BY SOCIO-ECONOMIC STATUS, FAMILY STRUCTURE, AND SCHOOL SUCCESS OF SIBLINGS.

This item received a derived weight of fifteen with five of the panel rating it "High priority", one rating it "Always necessary", and two rating it "Low priority". The low rating here reflects the confusion about how children are to be selected for the program. In the programs studied, some of the reasons for this confusion is illustrated. In the question on criteria for eligibility for the program, there are five different criteria listed in Table 22. In addition to these five there were eleven additional criteria that were used in one or two programs. Only two, attendance area and willingness on the part of the parents, had as many as nine programs which used them. No other item of criterion had more than seven programs indicating their present use.

In what the interviewees considered optimum, except for the use of attendance area and willingness on the part of the parents, no item had



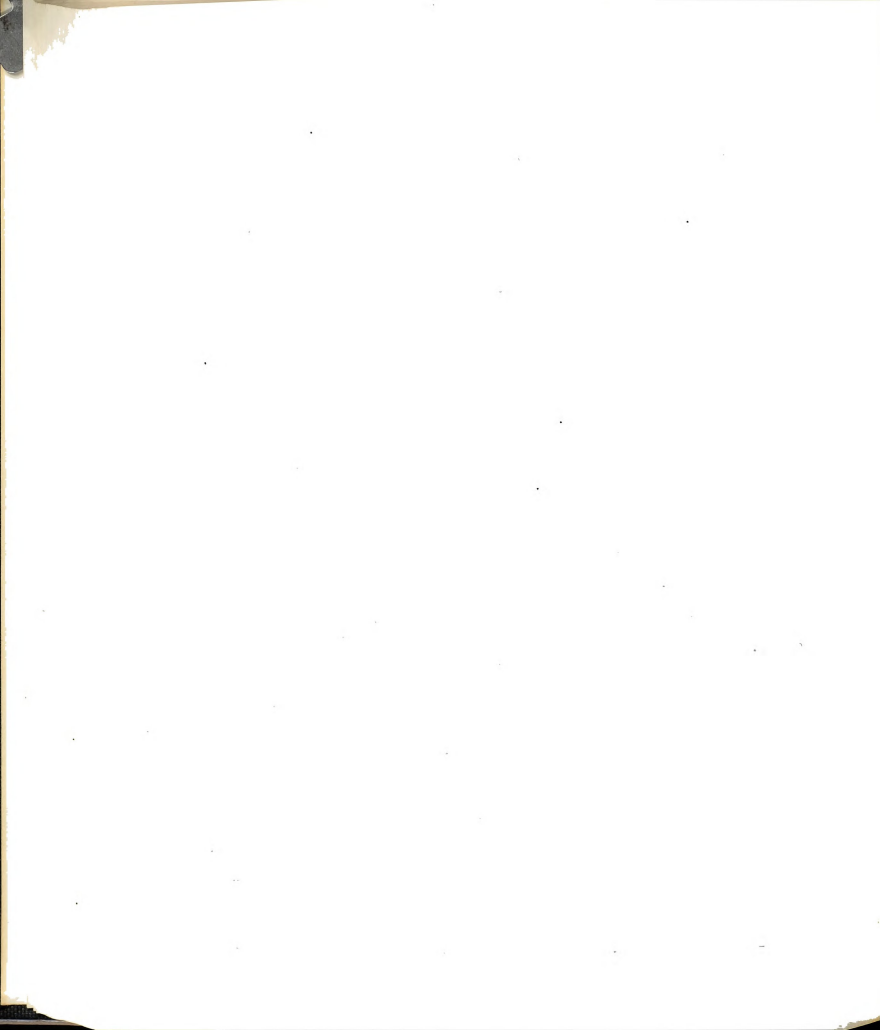
more than five interviewees which rated the item as optimum.

On the question of how selections are made, the highest ranking item as far as present practice is concerned is need as determined by some type of means test. However, the definition of means test varied widely. Selection was generally based on a combination of items from the various criteria established for eligibility.

It appears that the methods of selection are very much determined on the basis of criteria developed on the needs of the individual program. It may well be that this is best in view of the needs of the children and the facilities of the program. The limitations of facilities and staffing may determine what types of problems can be handled in the program and who can best profit from the program. Thus, the determination of eligibility and the selection of children should in the last analysis depend on the best possible program that can be developed with the facilities and resources available.

The implications of this conclusion must be a "two edged sword", of course. On the one hand, it will mean that the planning for the program must take into consideration the facilities and resources which can reasonably be made available, and the selection of the children based on the type of program that can be presented. On the other hand, the planning must also take into account the needs of the children who might be selected, and planning for facilities, particularly on a long range basis, should be based on the needs of the program to serve these children.

The solution to this dilemma should probably be eventually the provision of enough programs to provide for services for all children in need of pre-school experience. This goal, however, seems to be quite distant



at this time and will depend on both funds and the development of more sophisticated methods of determining these needs.

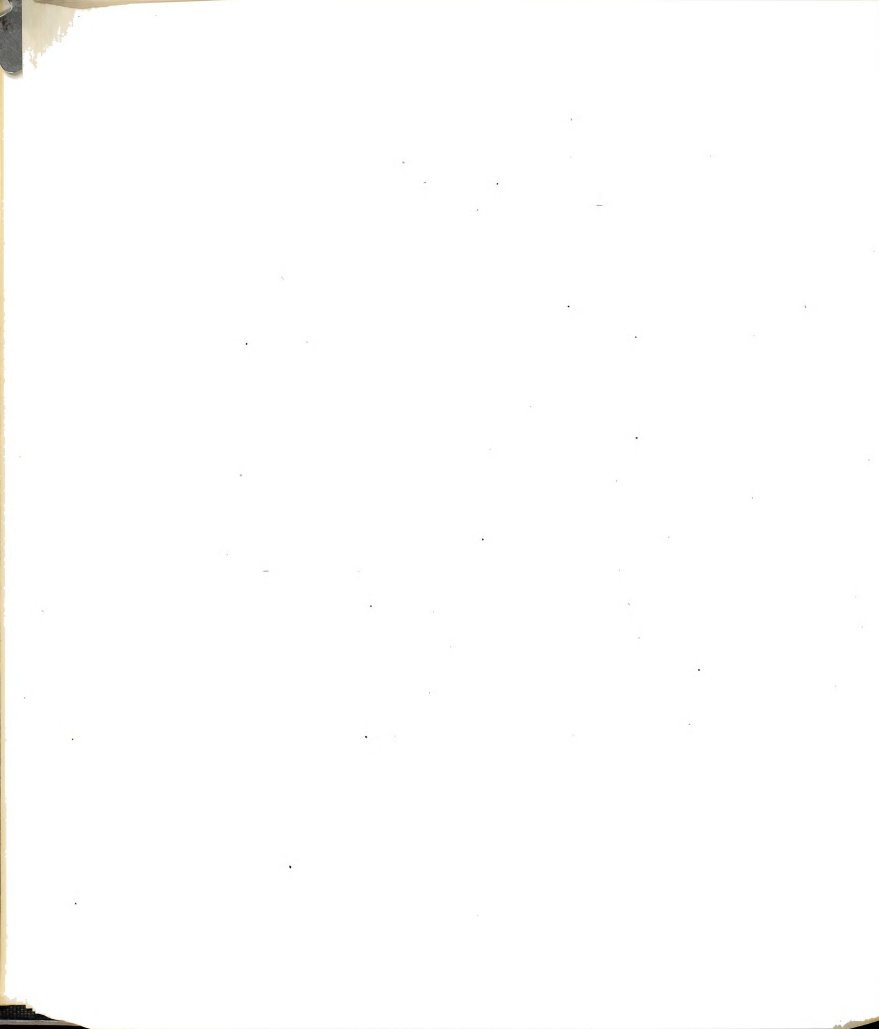
ITEM 22: RECRUITMENT, PUBLICITY AND SELECTION FOR THE PROGRAM SHOULD INCLUDE MUCH DIRECT HOME-SCHOOL CONTACT. (Person-to-person relationships)

This item received a derived weight of nineteen from the panel with four rating it "Always necessary", three rating it "High priority", and one rating it "Low priority". Here again, the ratings of the group of "practitioners" was somewhat higher than that of the "theoreticians". Three of the four who rated this item "Always necessary" were from the "practitioner" group and the remaining member of this group rated the item "High priority". The fourth person who rated the item "Always necessary" was Doctor Fusco, Specialist in School Community Relations. Thus, the people closely related to the problems of school and community relationships rated this item very high.

Of the programs studied, eleven relied to some extent on home-school contacts in the selection of children for the program. These included such things as parent meetings, interviews, home visits, and social investigation. The techniques which were used, and the degree to which they were used, varied greatly from program to program depending on the types of decisions that had to be made about selection.

The purposes of such a provision are (1) to insure the selection of the children who are most likely to benefit from the program, (2) to determine the needs of the child, (3) to establish a working relationship with the home, and (4) to establish a rapport with the community.

Discussing these briefly in reverse order, if the school is truly an agent of the community being served, it should keep that community informed



of its activities. Due to the nature of the lower class community, such communications must rely on a close contact with the community. Many authors have pointed out that newspapers, bulletins, and school notes are often not read in these homes.

Also the close contact with the community will help to dispel the threat of invasion of privacy and attempts to control it which the lower class tend to fear.

The need for a working relationship with the home has been quite thoroughly discussed in the preceding chapter. It is sufficient to add here that the establishment of such a relationship should, if possible, precede the actual entry of the child into the program. The assurance that the school is truly interested in aiding the child and the parents will contribute much to the success of the program. If the parents can be fairly assured of this prior to the child's entry into the program, much time can be saved in relating this assurance to the child. Support for this is found in the comments of the interviewees from the programs which accepted applications for entry. Three of the four reported that they had to recruit children the first year, but that now the applications exceed the number of children that can be handled. The other had this problem with the advent of the program; however, in this case, the Firman House project, the project was developed because of requests of the parents.

The determination of the needs of the child will determine the type of program to be offered him. Gathering of the information on needs and maintaining the home-school relationship will require that the information be gathered tactfully and openly. Much of this information can best be gathered by the seemingly simple device of explaining why it



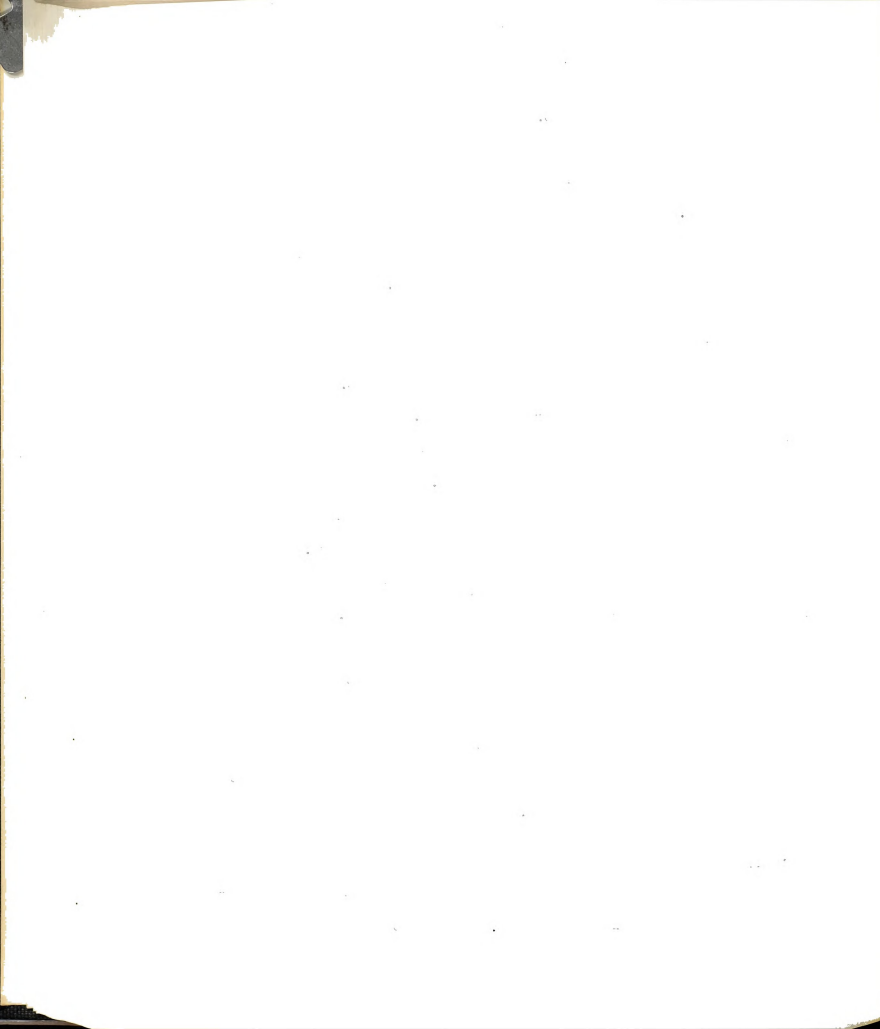
is needed and asking the parent. If this is handled in a tactful and honest manner it will not only provide the program with the information needed but will help the parent to understand the purposes and methods of the program.

Finally, the selection of the children must be based on the facilities available, as pointed out in the preceding section. Since none of the programs studied, and no programs that the author is aware of, can provide services for all the children who need it, the determination of who is to attend must be on the basis of who can be helped most. This decision can be greatly aided by the home-school contact.

The careful selection and recruitment of the children will have a great influence on the success of the program. The children must be those with a real need or else the program is meaningless, but they must also be children for whom the program holds some promise. Such selection should be made on the basis of the facilities and purposes of the program, and the nature of the community being served. From the study there are no definite guidelines as to how these selections are to be made, but it is reasonable to assume that (1) for the public school program, an attendance area will aid in the definition of eligibility, (2) willingness on the part of the parent will be important to the success of the child, and (3) some test of need will have to be developed to fit the individual needs of the program.

III. ORGANIZATION OF CLASS TIME

There were three items on the rating form which dealt with the allotment of time for the pre-school program. These statements were developed



to reflect a consensus of the items on the interview form. The results of the interviews are found in Table 28 on pages 196 and 197. The ratings of the panel on the items from the rating form are found in Table 29 on page 198.

In addition to the items on organization of class time, one item on each of the tables deals with the location of the program in the public elementary school serving the area. While this item does not deal with class time, it does deal with the physical organization of the class and as such fits best with this discussion.

ITEM 24: THE PRE-SCHOOL PROGRAM FOR CULTURALLY DISADVANTAGED CHILDREN SHOULD OPERATE FOR, AT LEAST, ONE HALF DAY (2½ HOURS), FOUR DAYS PER WEEK. (For a single group of children)

ITEM 23: THE PRE-SCHOOL PROGRAM FOR CULTURALLY DISADVANTAGED CHILDREN SHOULD BE IN SESSION FOR THE ENTIRE SCHOOL YEAR OR MORE.

These two items are presented together as they deal with the actual allotment of class time. Item 24, which deals with the daily assignment of time and the days of the week, received a derived weight of twenty-one from the panel. Six of the panel members rated this item "Always necessary", one rated it "High priority" and one rated it "Low priority". It is notable that all of the "practitioners" and the two "theoreticians" who have actually been involved in the administration of pre-school programs, all rated this item "Always necessary". This would indicate that those involved with these programs feel that this minimum is necessary to accomplish the purposes of the program.

From the programs it was found that twelve of the thirteen with operating programs met this minimum or more. Ten of the interviewees felt that this would be the optimum organization. Three felt that a



TABLE 28

ORGANIZATION OF CLASS TIME - RESULTS OF THE INTERVIEWS

	Programs	
	Indicating this to be present practice	Indicating this would be optimum
What is the length of the school day for one group of children?		
A. Half Day (2 - 3½ hours)	12	12
B. Full Day (3½ hours or more)	1	2
.....
How often does the class meet each week? (One group of children)		
A. Twice per week	1	6
B. Three times per week	0	1
C. Four times per week	8	10a
D. Five times per week	4	3
.....
How many weeks per year is the class in session?		
A. 8 to 12 weeks	1	0
B. 12 to 18 weeks	0	1
C. 19 to 30 weeks	0	0
D. 30 to 40 weeks	11	10
E. More than 40 weeks	1	3

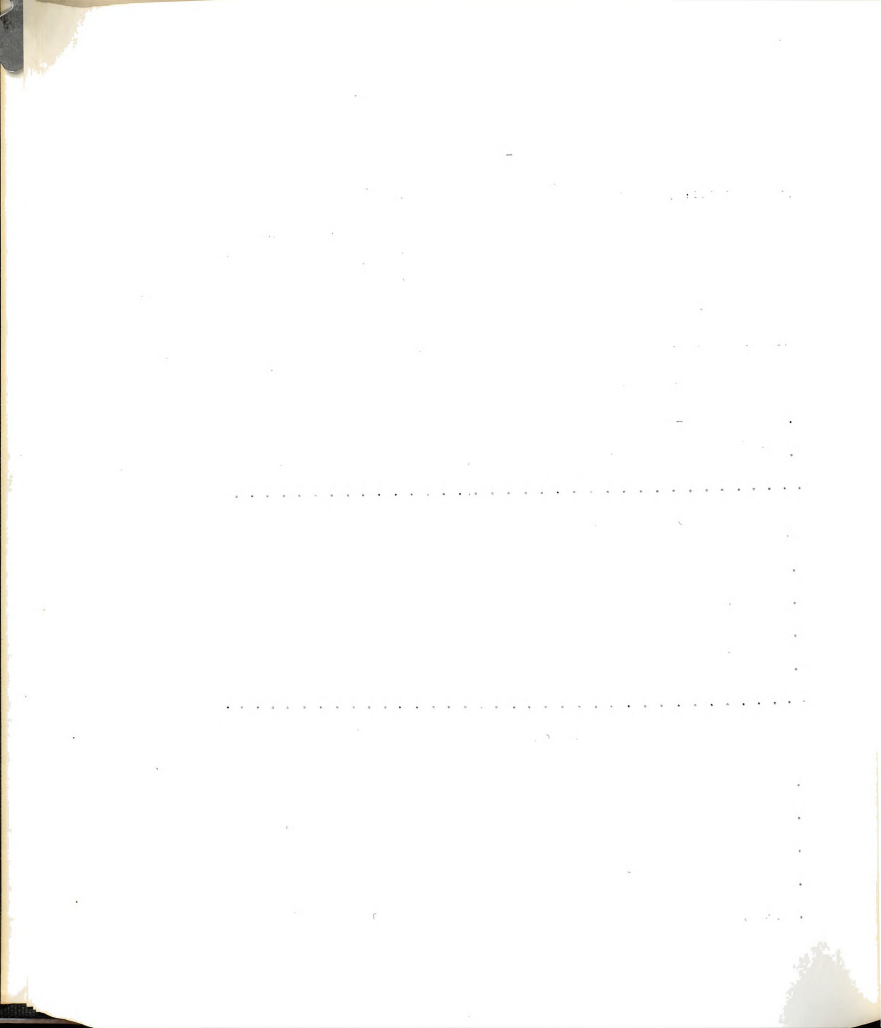


TABLE 28 (Continued)

	Programs	
	Indicating this to be present practice	Indicating this would be optimum
Where is the program located?		
A. In a public elementary school	6 ^b	11
B. On a university campus	3	0 ^c
C. Others ^d	4	3

a. This was qualified to indicate that the fourth day would be spent in home-school contacts.

b. This represents programs which operated primarily in the public school buildings, although some of these operated some classes in rented or loaned facilities.

c. This zero response was due to the fact that the study was dealing with public school programs.

d. One of these was the Firman House project, located in the community building. The other two were public school programs that operated. The optimum responses were those who felt the separation from the elementary school was beneficial or not crucial.

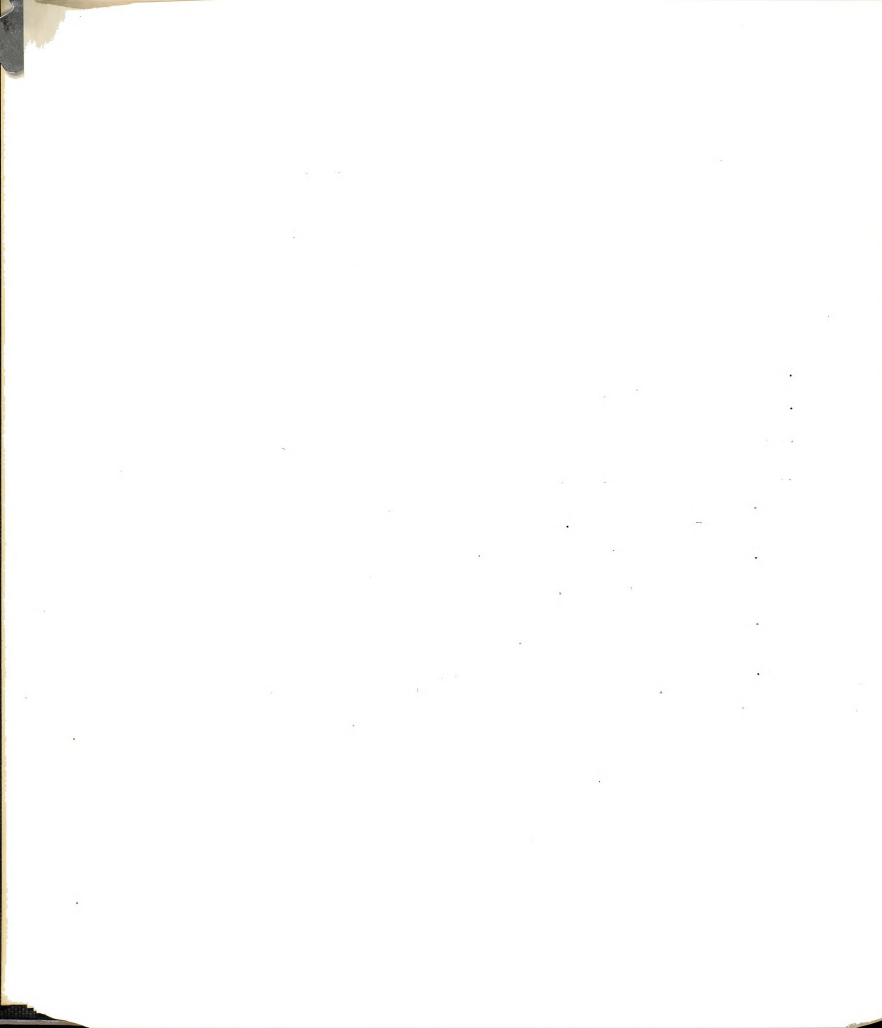


TABLE 29

ORGANIZATION OF CLASS TIME - RESULTS OF THE PANEL

Item from Rating Form ^a	Panel Response				Derived weight ^b	Per cent of Total Possible Derived Wt
	Always Necessary	High Priority	Low Priority	Never Necessary		
24. The compensatory pre-school program should operate for, at least, one half day, four days per week for a single group of children.	6	1	1	0	21	87.5%
23. The pre-school program for culturally deprived children should be in session for the entire year or more.	4	3	1	0	19	79.2%
25. One day per week should be devoted to home-school contacts.	3	4	1	0	17	70.8%
26. The pre-school program should be operated with and under the supervision of the elementary school serving the area.	0	4	4	0	12	50.0%

a. Items are presented in rank order according to derived weight.

b. Derived weight is calculated on values of three for "Always necessary", two for "High priority", one for "Low priority", and zero for "Never necessary".



five day week would be optimum and two felt that a full day (four hours or more) would be optimum.

Item 23 dealt with the program operating for the full school year or more. This item received a rating of nineteen, with four of the panel rating it "Always necessary", three rating it "High priority", and one rating it "Low priority". Of the programs studied, all but two operated for the entire school year or more but this was by design of the study. Actually, of the programs listed in the Inventory of Compensatory Education¹ from which most of these programs were selected, only slightly more than half operated for a full school year or more.

On what was considered optimum, all but one of the interviewees felt that the full school year would represent the optimum program and this one felt that a minimum of one semester should be allotted.

It can be concluded from the study that the recommended program would be a half day for four or five days per week. There are suggestions of a full day program; however, the realities would indicate that in most cases this would be impractical and undesirable. First, the ability to profitably maintain the child's attention for the longer period of time would be seriously questioned. Lacking this, then a certain amount of the time is devoted to the task of baby-sitting, which would not be an economical use of the time with so many children to be served.

Secondly, the economics of providing a full day of school for all the children in need of the program would be prohibitive. While it

1. Robert Hess, Inventory of Compensatory Education Projects, (Chicago: Urban Child Center, University of Chicago, 1965) Mimeo.



might be possible to provide the full day for a shorter period, such as one semester, the consideration of what would be accomplished would seem to make the half day for a longer period more desirable.

There are also suggestions that the programs could operate for shorter periods of time, and as pointed out, many do. However, from a standpoint of permanence of the effect, it would appear that the purposes of the program could best be accomplished by a long range program.

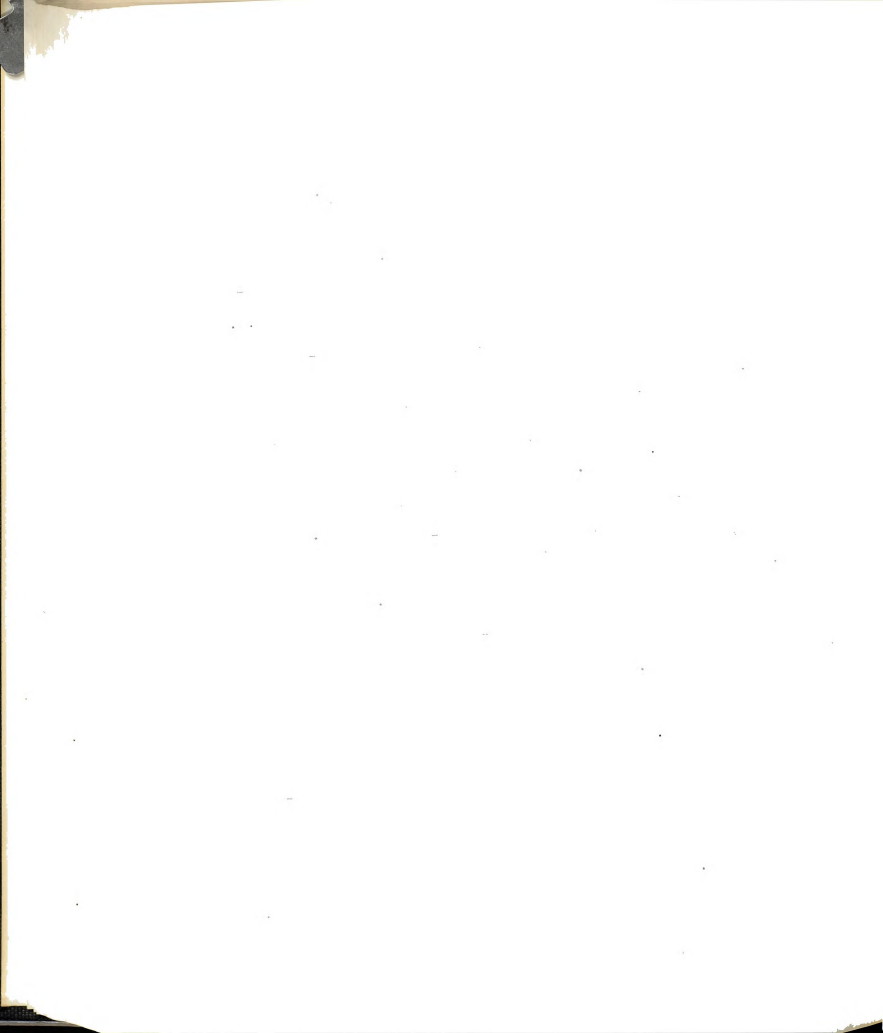
ITEM 25: ONE DAY PER WEEK SHOULD BE DEVOTED TO THE HOME-SCHOOL CONTACTS.

This item received a derived weight of seventeen, with three of the panel rating it "Always necessary", four rating it "High priority", and one rating it "Low priority". Here again, the "practitioners" rated this item somewhat higher than the "theoreticians", as they did in all items on the rating form dealing with the home-school contact. In the programs studied, this practice was used in eight of the programs and was recommended as optimum by ten of the interviewees.

The need for released time for home-school contacts was discussed in the preceding chapter. The organization of the schedule for the provision of this released time is a matter for the planning of the individual programs. In terms of providing an adequate home-school program and still providing an adequate amount of class time, this organization of four days per week for class and one for the home-school contacts seems to be the best compromise for the best use of resources and facilities.

ITEM 26: THE PRE-SCHOOL PROGRAM SHOULD BE OPERATED WITH AND UNDER THE SUPERVISION OF THE ELEMENTARY SCHOOL SERVING THE ATTENDANCE AREA.

This item received a derived weight of only twelve with four rating



it "High priority" and four rating it "Low priority". Of the programs studied, six had the majority of their classes in public school buildings, three were located on or in conjunction with university campuses, and four were located in other facilities. Eleven of the interviewees felt it would be optimum for programs operated by the public schools to have them located in the elementary school serving the area.

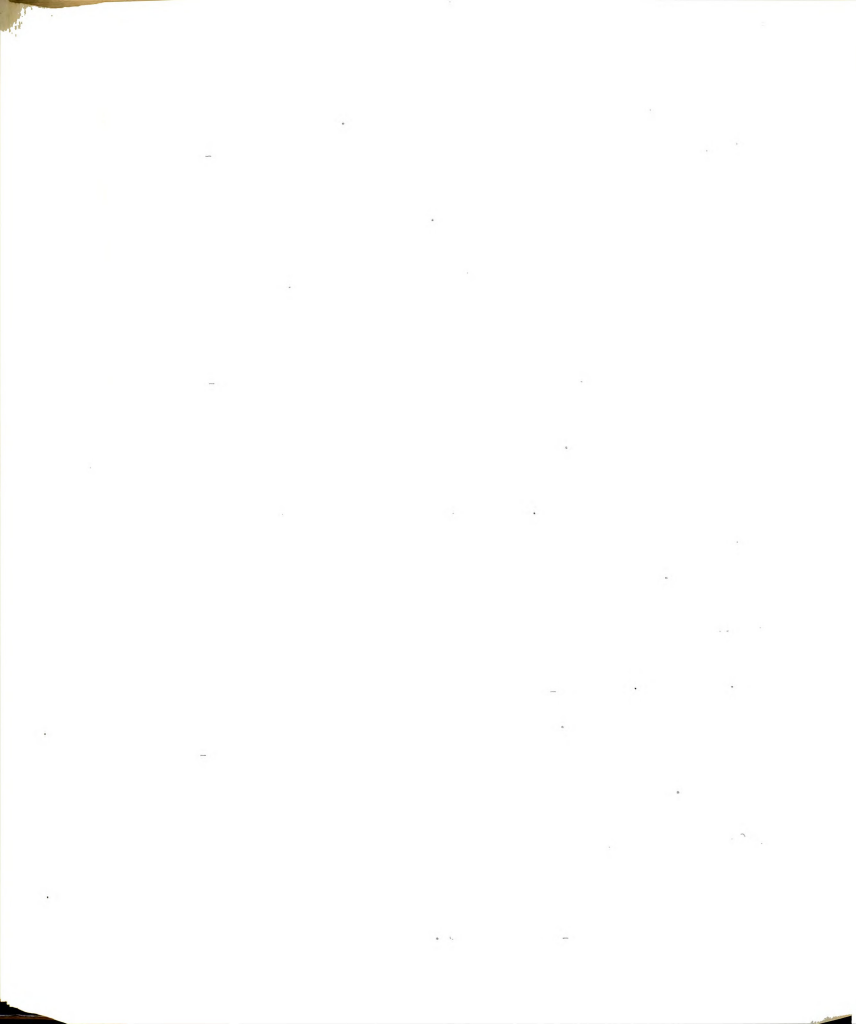
It would appear from the study that this is not a crucial issue; however, when possible, the public school programs are best located in the elementary building. The reasoning for this is that the relationship with the school will be enhanced by this location, both for the child and for the parents. It was pointed out by one of the interviewees that many times the elementary schools in lower class areas are undesirable for this type of program. However, it would seem that this is a problem that needs to be solved and not a condemnation of the principle involved here.

IV. DISCUSSION OF THE FINDINGS

There is very little that is clear cut or definitely necessary in the organization of the pre-school program from a standpoint of selection or allotment of class time. The decisions on these items should be made in consideration of the needs, facilities, and resources of the individual programs.

Selection and Recruitment

The only item which had a clear consensus in the study concerning the selection and recruitment of children for the program was that this should involve direct home-school contacts. The importance of this is



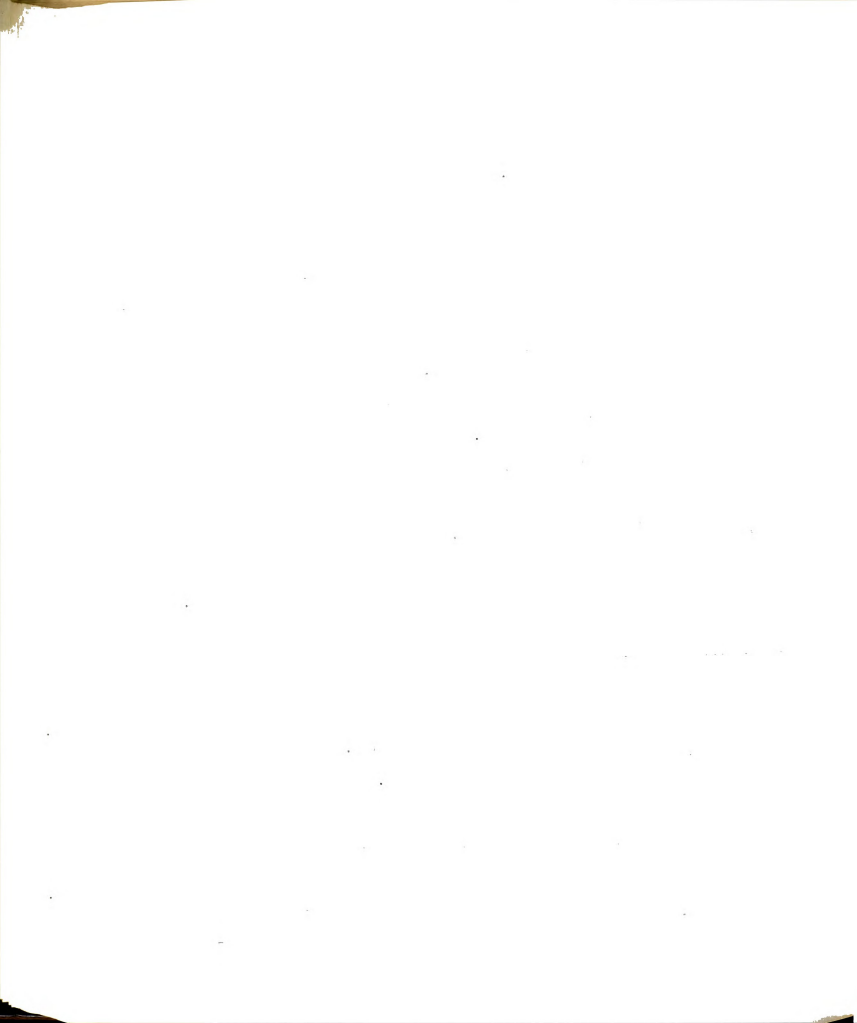
to establish a relationship between the home and the school which will provide for a high degree of efficiency in defining the problems and in meeting the needs of the children.

The criteria for selection should be determined on the program level and based on the ability of the program to provide meaningful experiences in light of the particular problems and needs of the child. This will obviously mean different criteria in different programs; however, such criteria should be based on the best knowledge of what can be provided in terms of facilities, staff, and experiences.

The use of attendance areas is a convenient and useful definition of eligibility in public school programs. This definition theoretically has the advantage of using already established lines of communication and if such lines of communication do not exist, their establishment will be a contribution to the total school program. Such a definition is not crucial to the program, however, and such a definition should not be used where it would tend to eliminate some children in need of the program.

Organization for Instruction

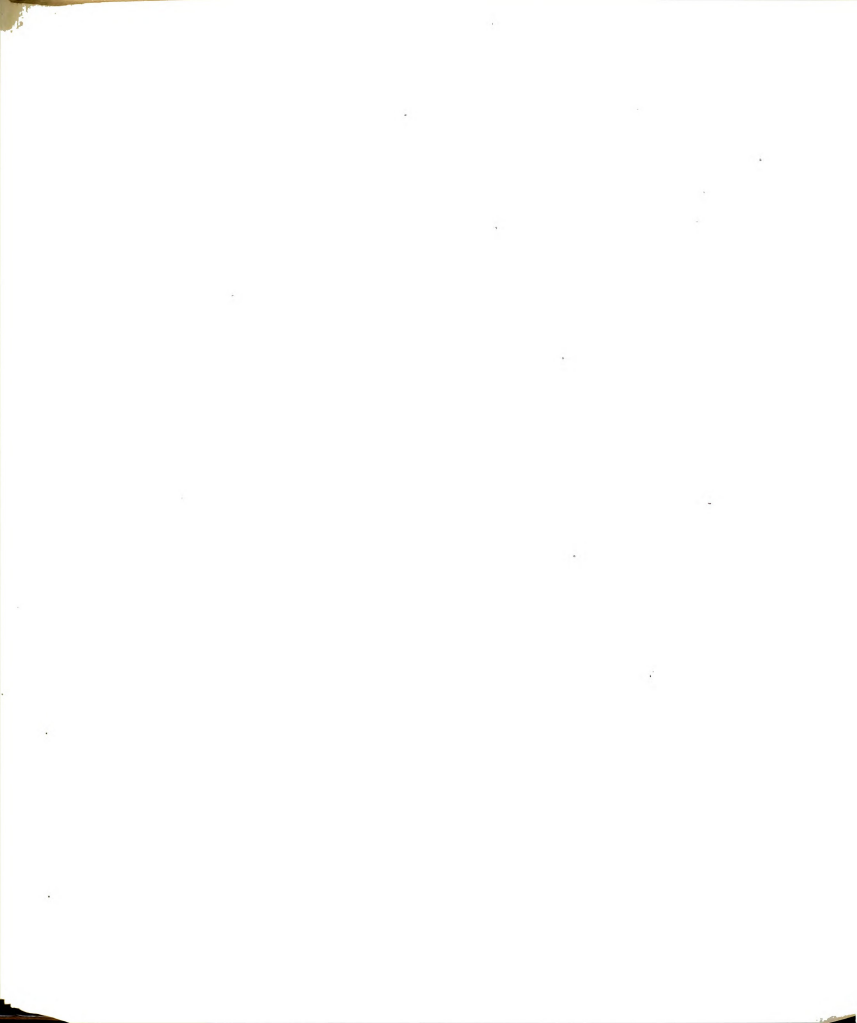
The minimum program for compensatory pre-school should call for at least one half a day for four days per week, with the fifth day devoted to home visits and other types of home-school contacts. Preferably, the program should operate over the entire school year. The purpose of this organization is to provide long term contacts with the children which will aid in the more thorough diagnosis and treatment of the problems of individual children, rather than the group approach required in shorter term contacts. This also would allow more time for the home-school relationship to develop meaning and aid in helping the parents to recog-



nize and accept their roles with the children.

V. SUMMARY

In this chapter, some of the organizational details of the pre-school program have been presented. From the study it was indicated that these should be developed at the program level in such a way as to provide for a meaningful and efficient program based on resources and needs. While there are no clearly defined principles indicated here, there are some recommended practices. These are (1) the classes should be in session for half a day, four days a week, for the entire school year, (2) there should be provision for one day per week released time for home-school contacts, (3) the recruitment of children for the program should be on a personal home to school basis, and (4) the selection of children should be based on the child's need for the program and his ability to profit from it.



CHAPTER X

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

I. INTRODUCTION

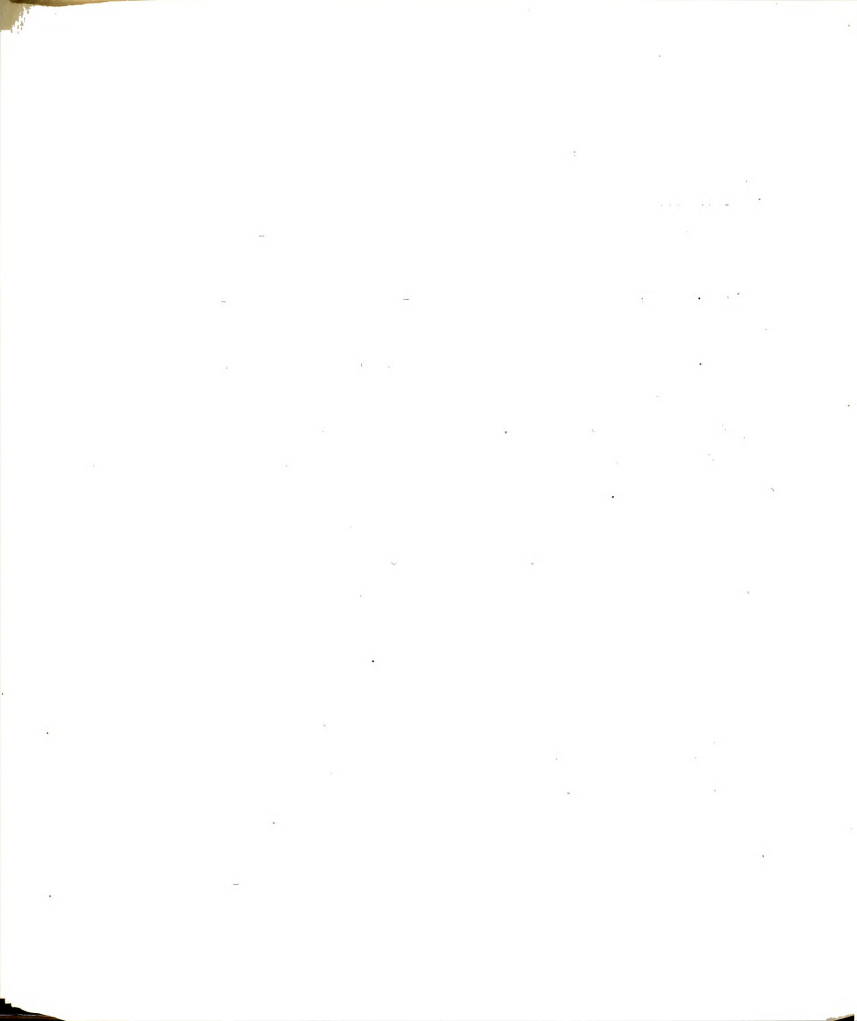
In this chapter, the guidelines for the compensatory pre-school program are presented, based on the conclusions which can be drawn from the study. Also, the implications of the pre-school concept for culturally disadvantaged children and recommendations for further study are suggested. The discussion of the findings and the conclusions that can be drawn from those findings are presented at the end of each of the chapters dealing with the program. This summary of the conclusions is presented to bring the guidelines together in one place and to add clarity to the study.

These conclusions are presented in the same order as they are found in the body of the study. With the exception of the development of the philosophy and purpose, there are no implications to be drawn from this order, except to help the reader in recalling the findings and conclusions presented in the separate chapters.

The guidelines fall roughly into two categories, those which should be considered a part of the minimum program, and those which would add to the program but may or may not be considered necessary for any individual program. The second of these may be very high priority in some programs and relatively low priority in others.

II. CONCLUSIONS

From the results of the study, it is possible to make the following conclusions in the form of guidelines for the development and



administration of the compensatory pre-school program. The major conclusion, supported unanimously by the panel, and the interviews, and almost unanimously in the literature, is the basis from which the study draws its merit and all other conclusions are justified. This statement is:

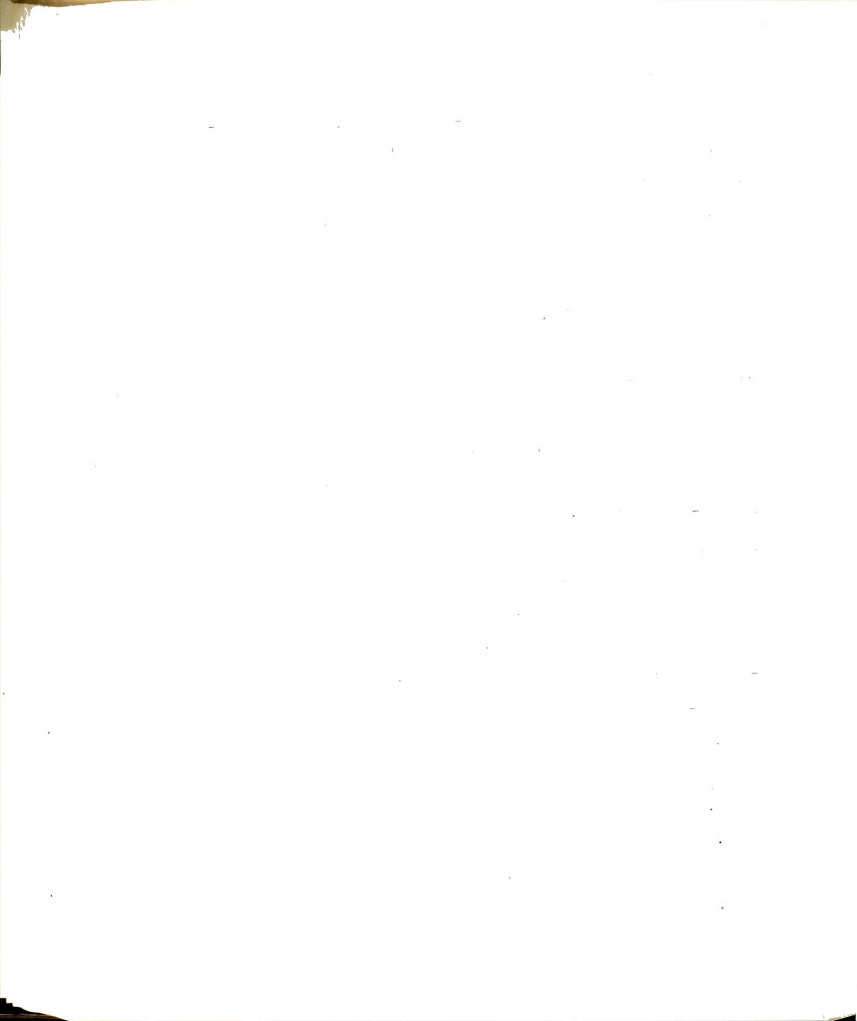
The full development of the culturally deprived child's potential is greatly reduced without some form of early intervention.

The acceptance of such a statement places the need for pre-school programs in the public schools on an imperative basis. The maximum development of the child's potential, in our society, is the aim and purpose of the public schools. With this consideration in mind we can make the following conclusions regarding the development of the compensatory pre-school program.

Philosophy

The development of the philosophy should precede the development of any sound educational program, for the philosophy is the guide to development of purposes and programs. The philosophy of the compensatory pre-school program is very clear from the study. The basic philosophy for the pre-school enrichment program may be stated as follows:

1. The education which a child receives is the result of the experiences he has had in his social milieu; the home, the school and community.
2. The education of the child is the joint responsibility of the home, the school and the community.
3. The education which the child receives will depend on his ability to relate, and the manner in which he relates, to the school,



his neighborhood, and the community.

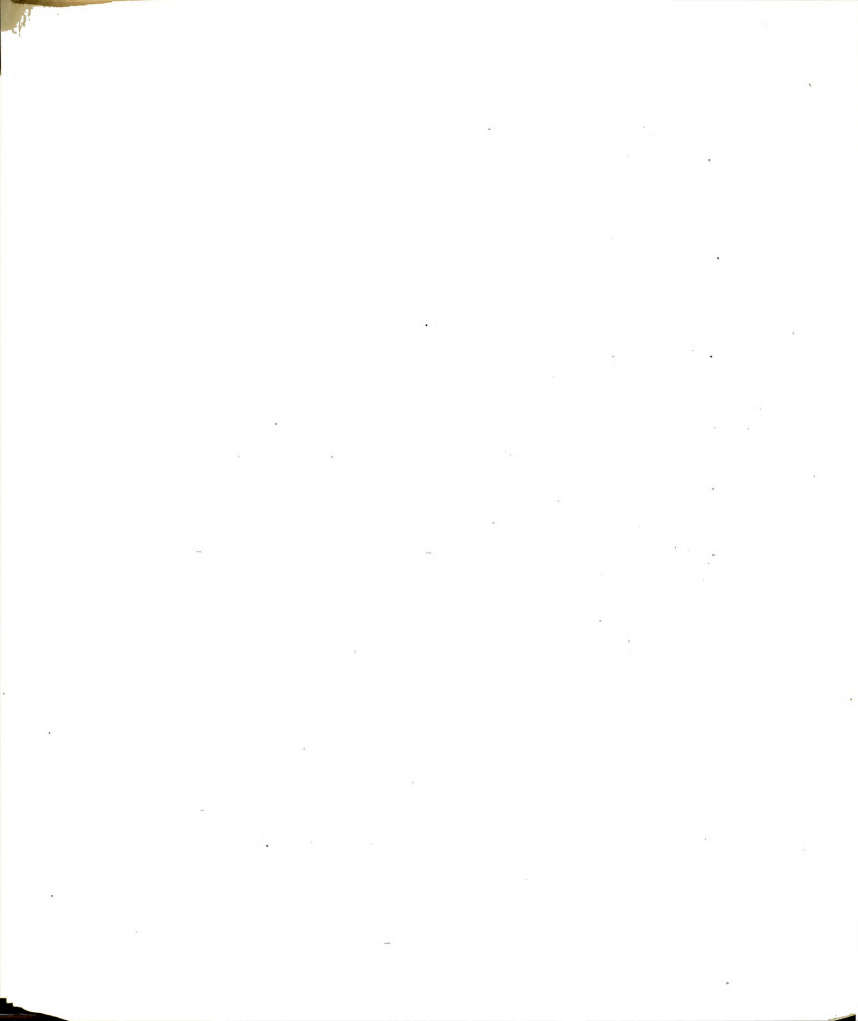
4. Some children lack in their homes and culture the quality and variety of experience which equips them with the kinds of skills and relationships required for the preparation for participation in the society. Therefore, it is the responsibility of the society to make provisions for these children to receive the kinds of experiences which will develop these skills and relationships.

5. The school, as the agent of society, should make provisions for programs which will give the child the kinds of experiences necessary for the formation of efficient learning patterns and relationships, when the home and the culture are unable or fail to provide them.

6. The school should present these programs to the child at the time when they can best be utilized.

7. The provision of a meaningful pre-school program provides amelioration for cultural disadvantage when coupled with meaningful elementary and secondary programs.

Item number three of the above, which states that the education which the child receives will depend on his ability to relate and the manner in which he relates to his school, the neighborhood, and the community, was not rated as high as the others by the panel. However, despite its relatively low rating, the literature, the interviews, and the ratings of items which deal with the establishment of these relationships would indicate this to be a highly important consideration. Thus, if the philosophy is to be considered a guide to the development of the program, it must be concluded that this item should be included in the statement of philosophy for the public school pre-school enrichment program.



Purpose

From the findings of the study it can be concluded that the following would constitute a minimum statement of purposes for the compensatory pre-school program:

1. It is the purpose of the compensatory pre-school program to develop the skills and facilities of learning, to provide opportunity for future school success and social adjustment for the child.

The specific purposes of the compensatory pre-school program for the development of these skills and facilities should be:

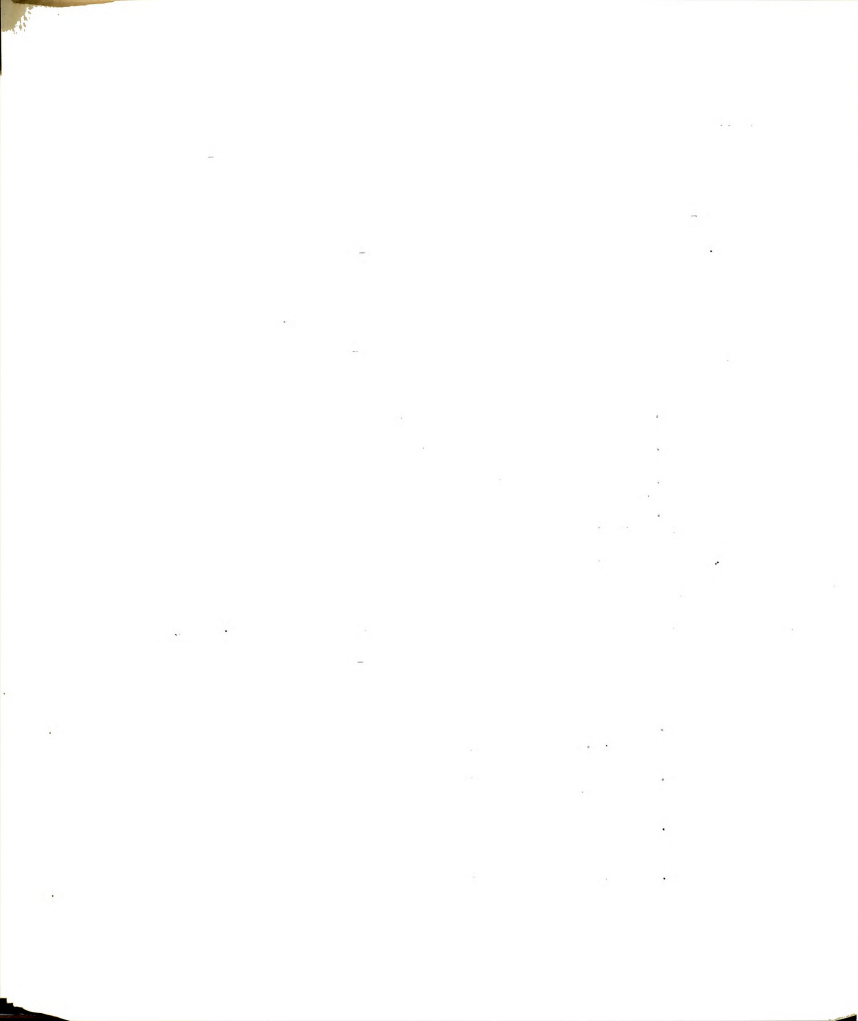
- A. To develop an efficient cognitive structure
- B. To develop the language function
- C. To develop the perceptual skills
- D. To develop an enriched and meaningful experiential background

2. It is the purpose of the compensatory pre-school program to develop attitudes in the child and members of his family that will be conducive to the learning task and the social adjustment of the child.

The specific purposes of the compensatory pre-school program for the development of these attitudes are:

- A. To develop positive attitudes and expectations about himself.
- B. To develop positive attitudes and expectations about the school and the school task
- C. To develop positive attitudes and expectations about learning
- D. To develop positive attitudes and expectations about his family and environment

The statement of purpose which rated somewhat lower than the others



both in the ratings of the panel and in the interviews is the following:

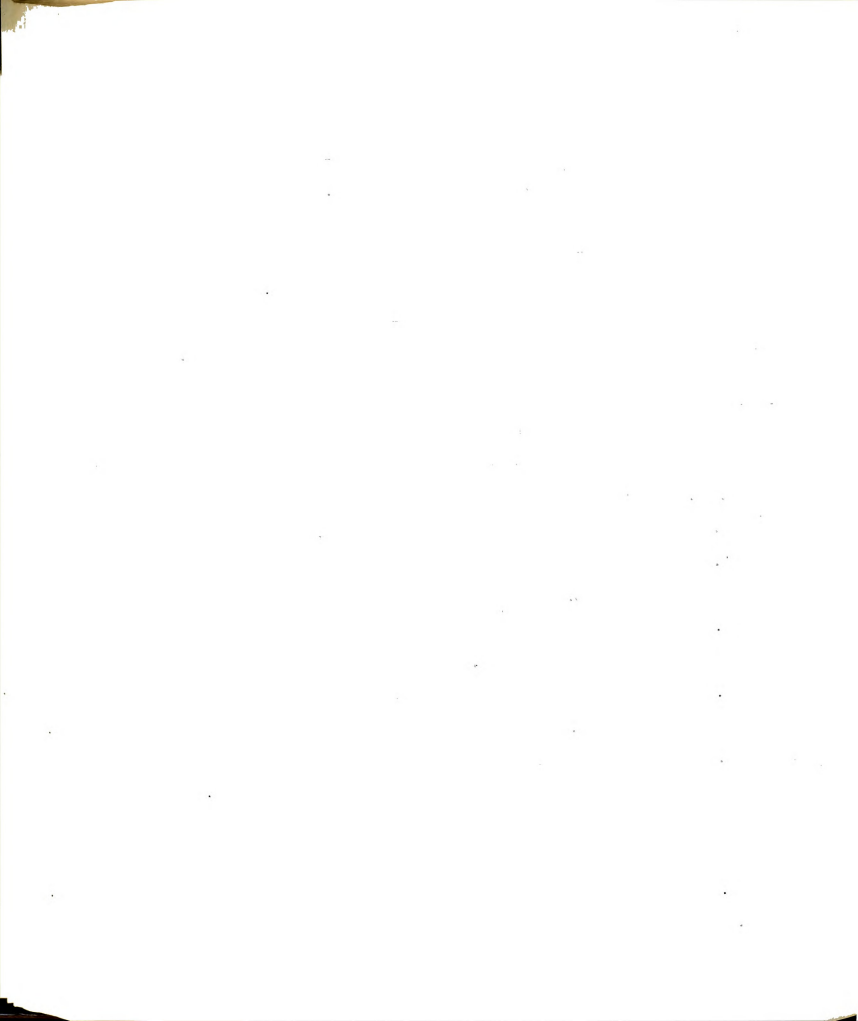
It is the purpose of the compensatory pre-school program to help discover needed emphases in elementary school programs for culturally deprived children.

While this may not be an essential to the statement of purposes for the compensatory pre-school program, its inclusion would have the effect of calling this vital need to the attention of the staff. In the last analysis, the effectiveness of the pre-school program will be determined by the kinds of elementary school programs the child encounters.

Instructional program

The basic instructional program is made up of two considerations, the goals of the instructional program, and the methods for obtaining these goals. The basic goals of the program are:

1. To develop in the child a positive self concept.
 2. To develop language ability through appropriate experiences and positive reinforcement.
 3. To develop perceptual discrimination through appropriate experiences and positive reinforcement.
 4. To develop learning concepts through appropriate experiences and positive reinforcement.
 5. To develop the breadth and meaning of experiential background through the provision of a variety and quality of purposeful experiences.
- Two other goals which should be sought, up to the limits of the teacher's ability and the facilities available, should be:
6. To develop a positive identification and relationship with the school.



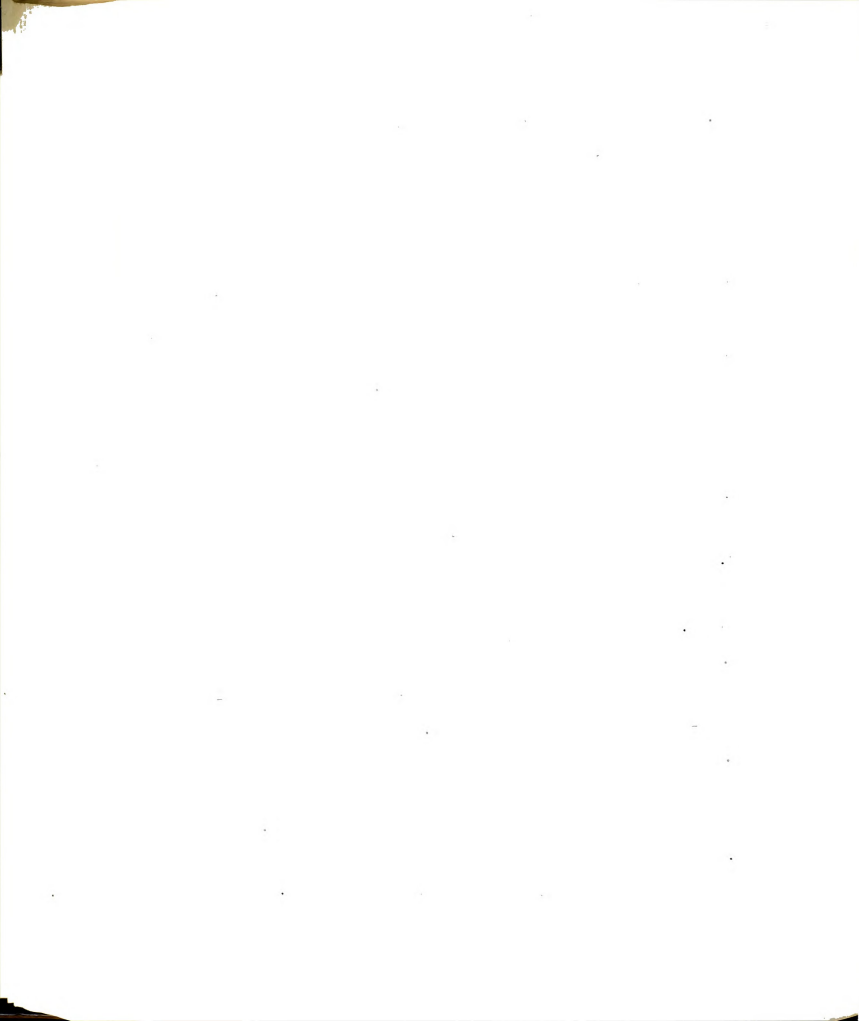
7. To develop values which are congruent with the expectations of the school programs.

In item seven it is important to stress that this not be interpreted as a substitution of middle class values, but the development of values which will aid the child in his attitudes toward school and his understanding of the necessities of certain expectations of the school. A necessary conclusion from the study also is that the schools should examine their own values and expectations in regards to their meaning and purpose for serving the disadvantaged children.

Methods:

The minimum program for the pre-school enrichment of culturally disadvantaged children should include the following methods which contribute to achievement of the above goals. There are:

1. To give the child opportunities to seek his own identity and to gain a feeling of self worth through experiences which emphasize his individuality.
2. To give the child opportunities to develop concepts of the social acceptability of his personal actions through adequate reinforcement and non-punitive but corrective feedback.
3. To give the child opportunities to interact on a one to one and small group basis with significant adults, such as his teachers, his parents, and such other adequate models as the program can provide.
4. To give the child opportunities to develop concepts of names and labeling through experiences with identifying things and actions.



5. To give the child opportunities to develop concepts of relationships and categorization through experiences with things which go together, like and unlikes, and types of functions.

6. To give the child opportunities to develop means of expression and language use through experiences with expressive activities such as relating experiences, dramatic play, and telling stories.

7. To give the child opportunities to develop concepts of time and space through experience with these concepts such as following a schedule, planning for a coming event, and noting time required for field trips.

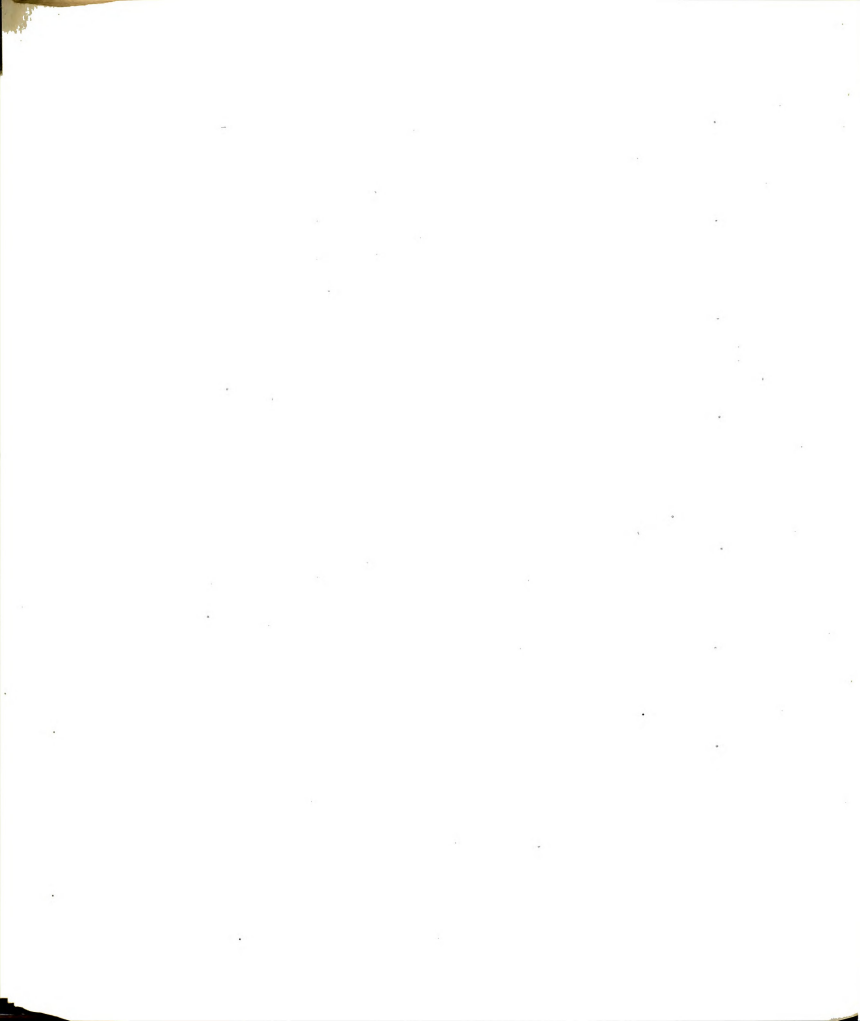
8. To give the child opportunities to develop concepts of numbers and numerical values through experiences with these concepts, such as the number of children in the class, ideas of more and less, and dividing things equally.

9. To give the child opportunities to develop concepts of size and shape through experiences with these concepts such as puzzles, how much will go in various containers, and a variety of shapes and sizes of toys.

10. To give the child opportunities to develop concepts of colors through experiences such as noting colors of things, painting, and selecting toys by color.

11. To give the child opportunities to broaden his experiential background through provision of a variety of experiences both in and out of the classroom which will expose him to different environments and allow him to understand his own.

12. To give the child opportunities to develop an identification with his school, through experiences which will allow him to become familiar with the school and to perceive it as a friendly environment.



One recommendation which received fairly high ratings from the total study and should be considered as a method in the program if at all possible is:

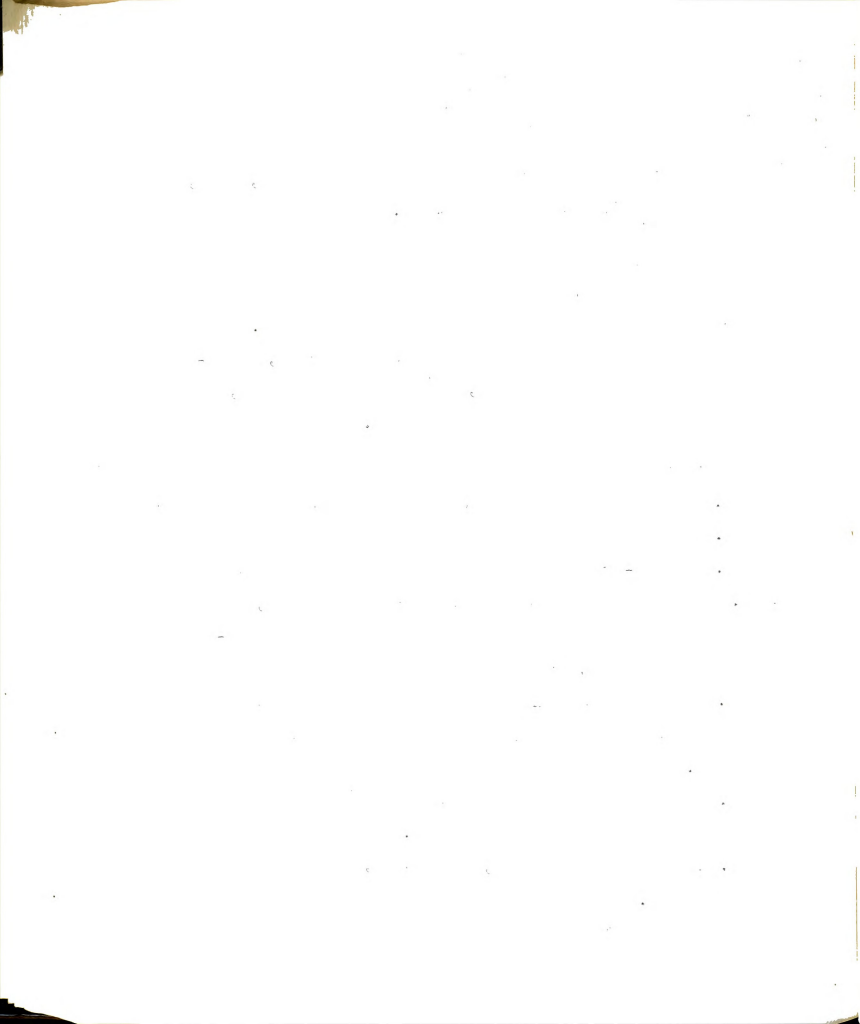
The child should be provided with a space such as a locker, drawer, or cubby hole for his personal property and use.

Provision of Staff and Services

One of the major findings of the study was the importance of provision of an adequate staff and staff services for the program. The requirements of staffing the program fall into three categories, the provision of the staff and staff services, the preparation of the staff, and the responsibility of the staff for the program.

Provision of Staff

1. The maximum size of a single class should not exceed fifteen children.
2. The pupil-teacher ratio in a class should not exceed eight to one. (Including full time assistant teachers or teacher aides, but not including part time personnel or those who do not directly participate in the teaching task.)
3. The minimum staff for a single group of children of fifteen or less should be two teachers or a teacher and a full time assistant or teacher aide.
4. Services of a nurse and dental technician and reference sources for medical and dental needs should be provided.
5. Services of a social worker, diagnostician, and psychologist should be provided.



The Preparation of The Staff

1. The staff should be selected on the basis of a sincere interest and understanding of the problems of disadvantaged children.
2. The staff should be provided with an in-service training program to prepare them for the understandings and skills needed to work with culturally disadvantaged children, their parents, and the community.
3. The staff should be provided with a pre-service training program, if possible, to prepare them to work with culturally disadvantaged children, to help in the program planning, and to become acquainted with the neighborhood and culture being served.
4. The staff should have at least one teacher fully certified or certifiable, preferably in early childhood or primary education.

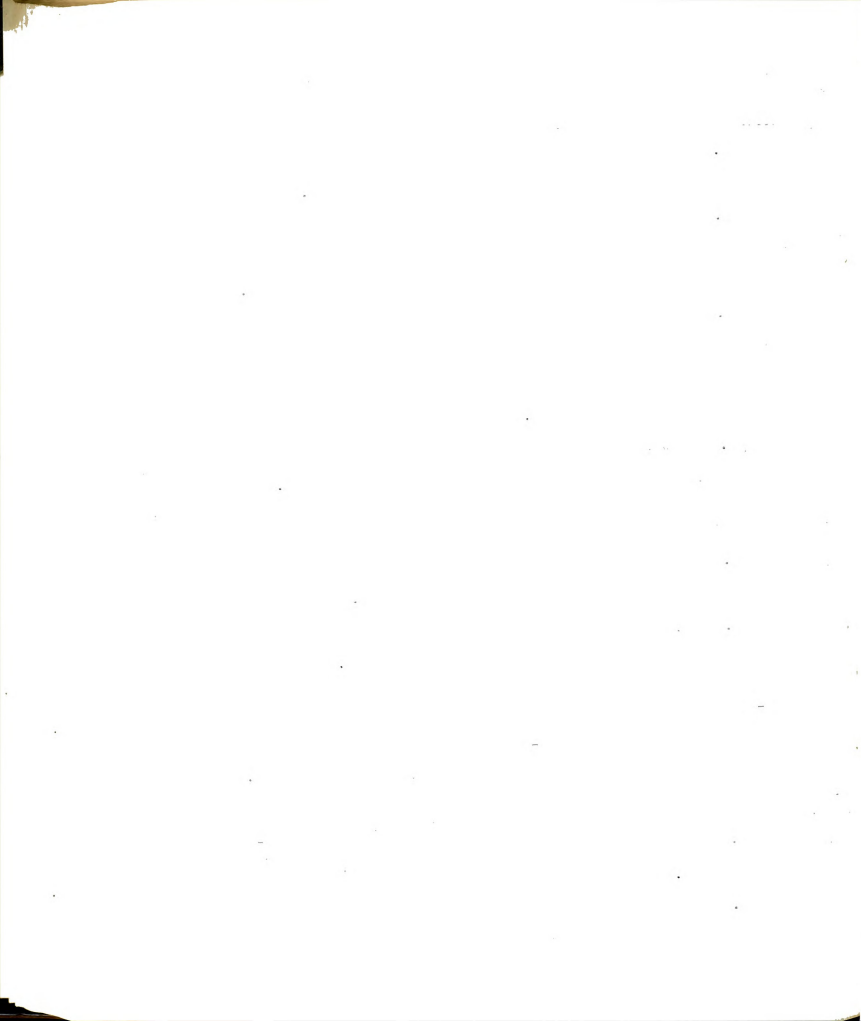
Responsibility for the Program

1. The teacher(s) should play a major role in the planning and implementation of the goals and methods of the program.
2. The teacher(s) should provide for maximum flexibility in the program while directing it toward its goals and purposes.

Home-School Relations

Very important to the pre-school program in the public schools is a planned program for the establishment of home-school relationships. Such a program should include the following:

1. Provisions should be made for frequent and continued home-school contacts.
2. The parents and other members of the family should be provided



with opportunities to gain an understanding of their role in the education of the child and to acquire the skills needed to carry out this role.

3. The parents and other members of the family should be provided with opportunities to make a meaningful contribution to the program.

To accomplish these goals, the program should provide for the following:

1. The program should provide released time for teachers to carry out the home-school relationship program.

2. The program should provide leadership, facilities and time for group activities and parent education programs.

3. The program should provide opportunities for the parents to express their needs and desires.

Organization

The final consideration is the physical organization of the program. Under this heading there are two major considerations, who will attend the program, and when and for how long will they attend. Here the following conclusions are made:

1. A standard for selection of the children should be established to insure that the children selected are in need of the program and that their needs can best be met by the program.

2. A method of selection should be established which will preserve the dignity and identify of the family and will enhance the home-school relationship.

3. The time allotment for the pre-school program should be at least



one-half day, four days per week for a single group of children, with the fifth day reserved for home-school contacts.

4. The pre-school program should provide at least one full school year before entering the first year of the regular program for most culturally disadvantaged children and preferably a longer period of time for some selected children.

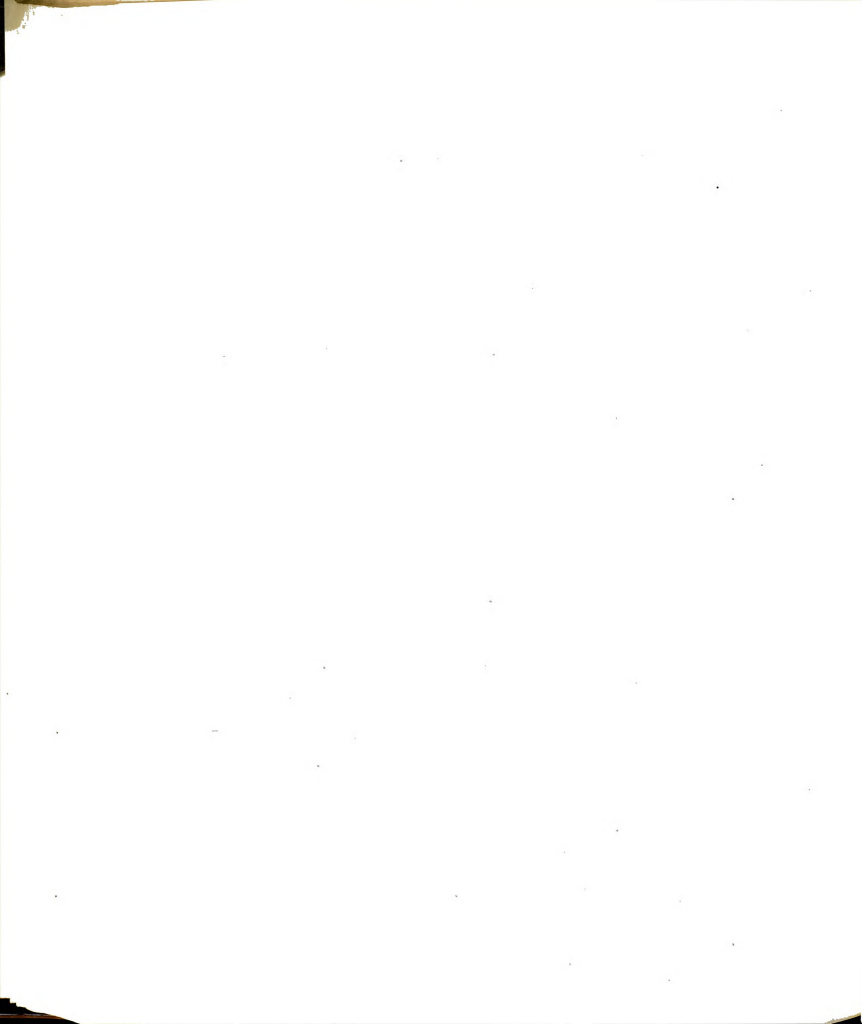
In the final analysis, the program should be designed to fit the needs of the population to be served. The manner in which these guidelines are applied will vary from program to program, depending on the needs of the children.

III. IMPLICATIONS OF THE STUDY

The development of the philosophy in this program is based on the assumption that a child in a democratic society should not only have an opportunity for education, but opportunity for an equal education up to the limits of his native abilities. The development of these abilities should not be limited by external factors which tend to limit the stimuli which bring about the development of the inherent capacity. Support for this point is found in many sources, but is reiterated quite forcefully in the following statement from Imperatives in Education, a recent publication of the American Association of School Administrators.

The public schools are committed to serving all these young people--the gifted, the average, and the less academically talented. All are important: each has an inalienable right to do the best he is capable of doing; and to the extent that anyone fails to develop his full potential and use it for worthy purposes, the country is weaker and democracy has fallen short of achieving its high purpose.¹ (Italics mine)

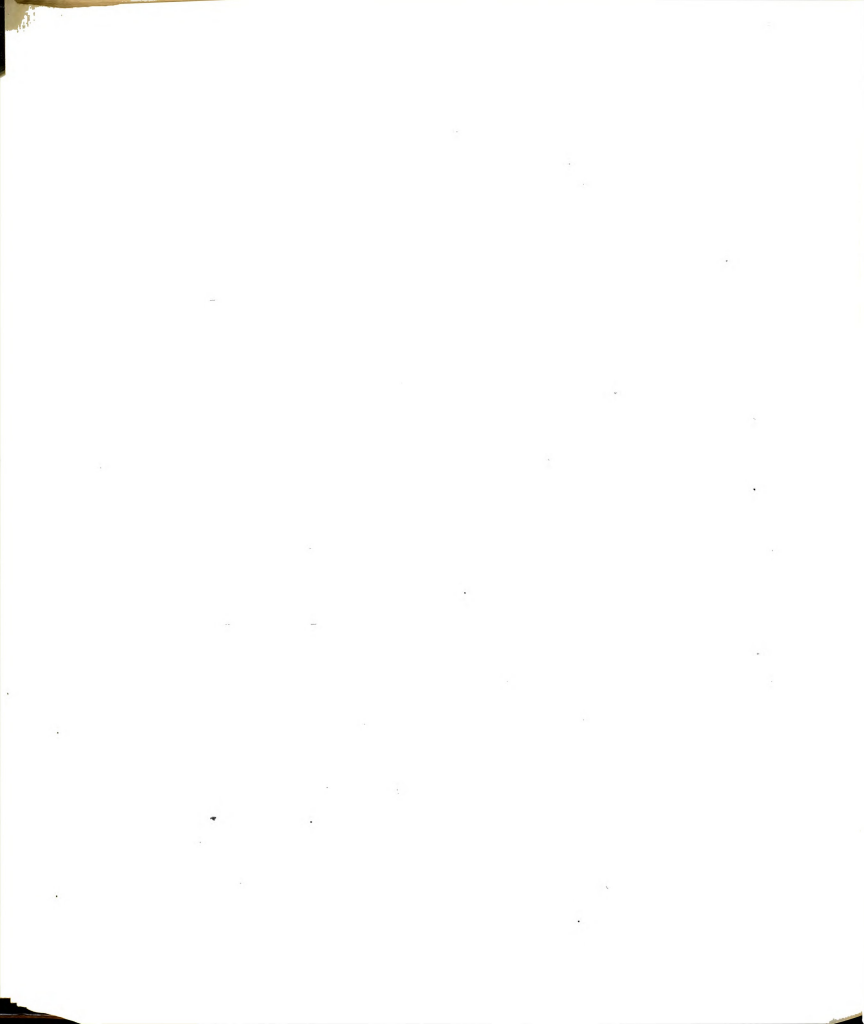
1. American Association of School Administrators, Imperatives In Education, (Washington, D. C.: American Association of School Administrators, 1966) p. 2



To the extent that this is true, the pre-school program is not only supported by the statement, but demanded for those children whose background, home conditions, and culture fails to equip them to receive the education they will need to participate as contributing members of the society.

This would imply that every school system with any degree of cultural deprivation within its boundary should make provisions for some type of early intervention for those children who are likely to suffer from this deprivation. The results of the study would suggest that there is a series of certain types of experiences which will serve to ameliorate the effects of cultural and educational disadvantage in the home. It is emphasized here that these are not specific experiences but types of experiences such as opportunities to use language, to make decisions and choices, and to have variety and quality in the experiences which permit the development of judgment. It would further suggest that these experiences can be systematically provided in the pre-school program. Based on the statements of philosophy that the school is responsible to provide these experiences when the home and environment cannot and that failure to provide such experiences reduces the probability of the full development of the child's potential, one cannot escape the conclusions that for these disadvantaged children, the pre-school experience is justifiably a part of the total school program.

This implication must be carried further, in that the pre-school experience is only a vital first step in meeting the needs of the culturally disadvantaged child. The schools are charged with the respon-

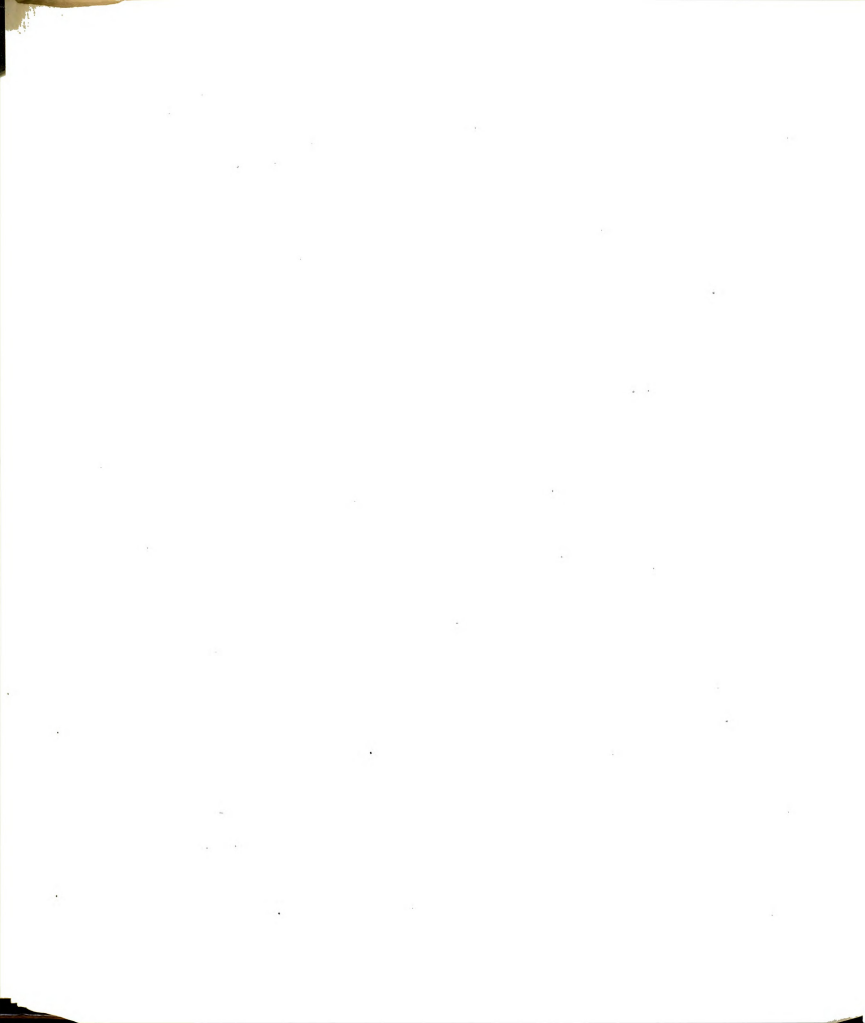


sibility to provide programs which will continue these experiences and development of the skills and attitudes throughout the school career. This means that the schools serving the culturally deprived children need to evaluate their programs, their expectations, and their goals as they relate to the preparation, needs and expectations of the children and the community.

Important in developing and carrying out such programs is the need for school personnel with deeper understandings and concerns for the disadvantaged child. This implies a need for better preparation of programs for the teachers of the lower classes, more careful selection of the teachers, and provision of time and facilities for the teachers to be effective with these children.

However, the implications of the study mean more than the mere provision of school programs. The problems which lead to school failure and lack of social adjustment are more than just lack of learning skills and attitudes on the part of the children. Thus, if the ideal is to be approached, it will have to come from the several agencies concerned with the child, the home, the schools, the community, and the other special agencies. These agencies should work together to provide for the child's physical, intellectual, social, and emotional growth.

One of the most urgent needs is the provision of programs that will provide the parents and other members of the family with the understandings and skills to assume their role in the development of the child. The findings of the study indicate that these parents are vitally interested in their children and particularly in their school success.

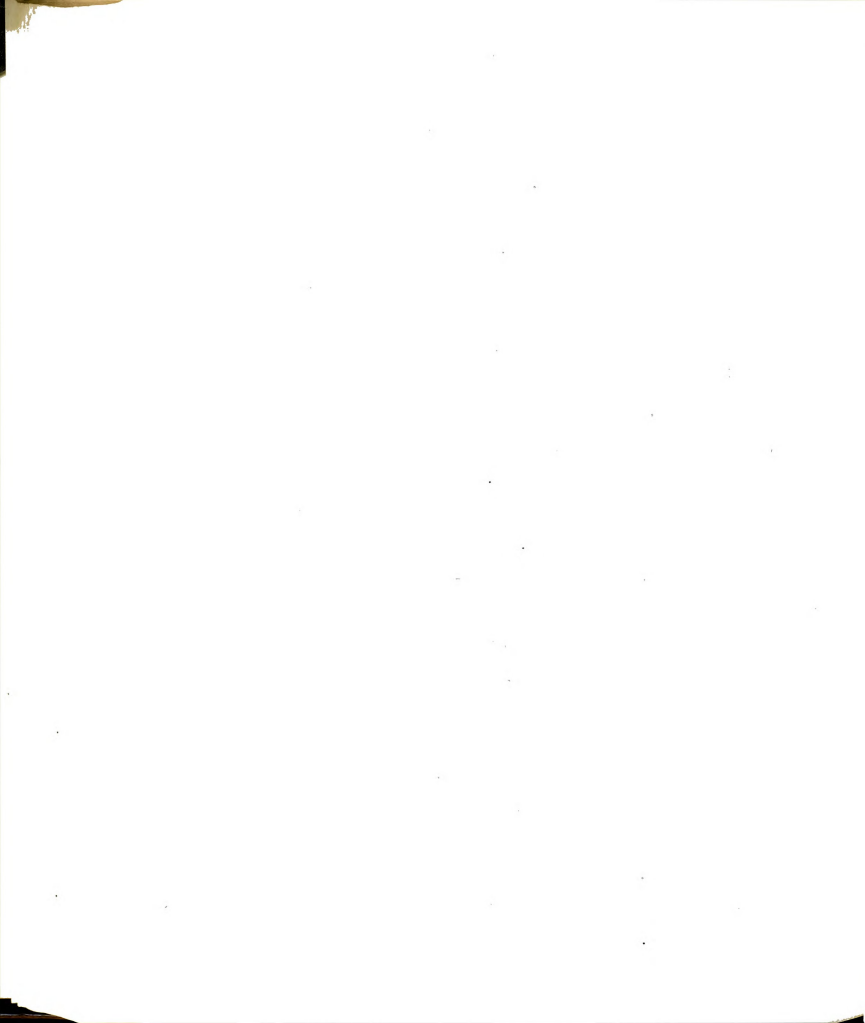


However, they lack the knowledge and attitudes which allow them to contribute to that success. The school should provide programs which will aid them in meeting these needs. They should be provided with opportunities to learn how to provide for such physical needs as a good breakfast, proper clothes, and sufficient rest. They should be helped to learn how these can be provided within limited budgets and facilities.

The parents should be appraised of the necessity of spending some time with the child as an individual. They should know of the child's need for opportunities to talk with adults, to be read to, and to receive affection. They should know of the child's need for a variety of experiences and how these can be provided within the limits of time and money available in a large family.

These programs cannot be approached on an instructional or directive basis for the most part. Thus, the schools should provide leadership in the development of the home-school relationship and aid the parents in perceiving their own needs, and then be able to provide the types of programs that will meet these needs while preserving the dignity and pride of the individual. Doing this will necessitate the school personnel getting out into the community, making home visits, participating in community functions, and encouraging members of the community to participate in school functions. It means the school should be truly a community agency, actively seeking the needs of the community and becoming identified as a partner with the community in meeting these needs.

The summation of these implications leads to the final implication of the study. The lower class home, the community, and the



school serving that home and community should become a cooperating team, working in concert for the education of the child. This is almost a "built in" fact in the middle class homes. The school should provide the leadership that is necessary to bring about this cooperative function, but as the home and community become more and more involved and able to assume their share of the task, the schools should be prepared to adjust their programs to provide the optimum balance in the shared activity.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

The needs for further research in the areas of compensatory education, and in pre-school in particular, are too extensive to be listed completely here. However, some of the areas which this study suggests as needing further research are as follows:

1. Research is needed to determine the optimum age for beginning the pre-school program, or to discover methods of determining when the child is ready to profit from such a program. As indicated in the study, there is much conflicting opinion and little evidence on this matter.
2. Research is needed to determine the optimum length of exposure to the program, or to determine which children need more or less. Programs at present operate from a few weeks, once or twice a week, to daily over a two year period or longer. If the program is to be initiated in public schools, some defense for the amount of time allotted will be needed.
3. Research is needed to develop ways of identifying the children in need of the program, and what those needs are. Needs will vary from area to area, and no one program will fit all the needs of all the children. Thus, methods of determining stages of development in the several areas are needed.

4. Research is needed to determine the effects of parent education programs or parent participation programs. There is a need to discover the effects of such programs on the home-school relationship and how these programs alter the views and attitudes of the parents about the schools, and the views of the school personnel about the children, the parents, and the community.

5. Research is needed to determine the types of elementary programs which will make the pre-school experience meaningful. Ivor Kraft makes the following comment about this need:

Unless we are to close our eyes to the massive evidence that keeps pouring out of our inferior elementary schools in the inner city systems across the nation, we can easily predict that even the finest pre-school experience for deprived and segregated children will wash out and disappear as these children pass through the grades.²

The need in the elementary school is to continue to build on the skills and facilities outlined in this study. How this is to be done needs to be determined.

6. Research is needed to determine the types of teachers and the training they must have for programs for culturally deprived children. This is particularly true at the pre-school and elementary level where the teacher-child relationship is so important to the development of the learning skills and attitudes.

7. Research is needed to determine the methods and programs needed to bring about fuller participation on the part of the parents of culturally disadvantaged children in their education. Possibly

2. Ivor Kraft, "Are We Overselling The Pre-School Idea?", Saturday Review, December 18, 1955, p. 63.

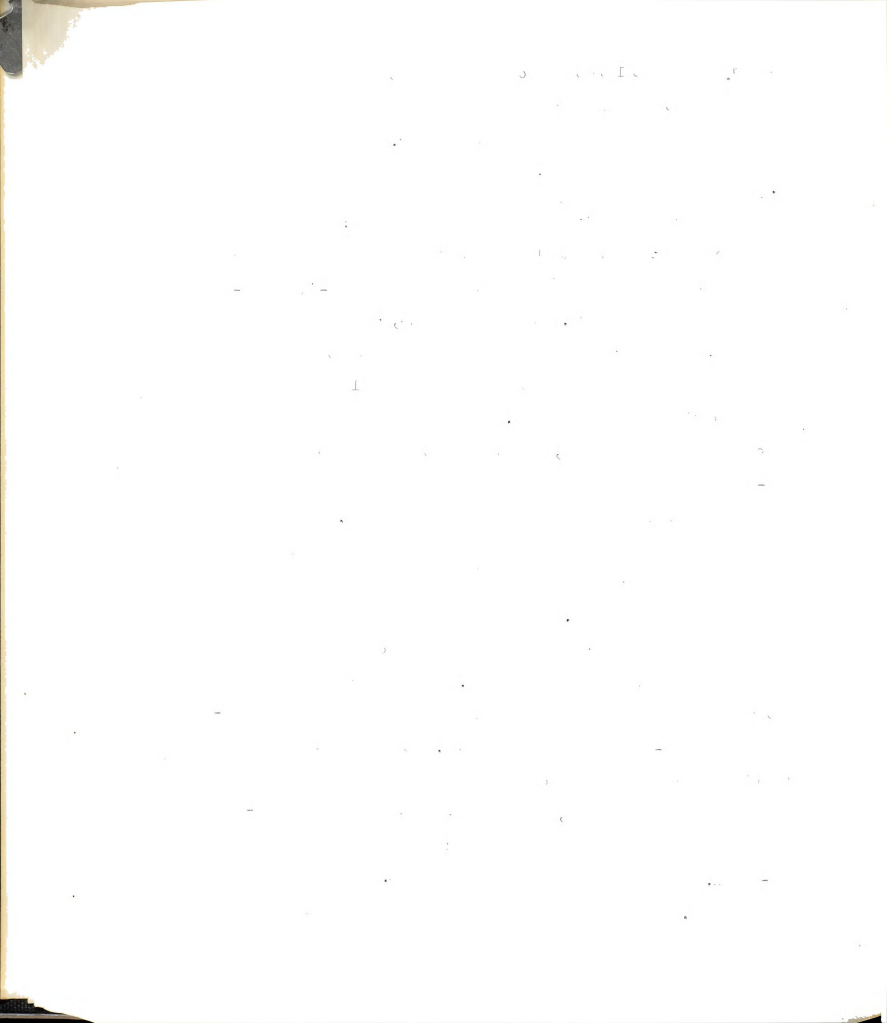


no area is more vital to the success of compensatory education programs than that of finding practical and meaningful ways of working with parents and discovering their needs.

V. SUMMARY

* The purpose of this study was stated as follows: It is the purpose of this study to establish a set of guidelines and priorities for the establishment and improvement of compensatory pre-school programs in the public schools. To accomplish this, present practices in fourteen selected pioneer programs were studied and the thinking of people involved in these programs as to what they would consider to be an optimum program was found. From these results and the written descriptions of the programs, a list of eighty statements concerning pre-school enrichment programs was drawn up and submitted to a panel of eight experts in the field of compensatory education. This panel represented people who are involved in the developing of the theory of compensatory education and those involved in the administration and supervision of the programs.

The conclusions presented herein are based on the opinions of the people who participated in the study. From these conclusions a set of guidelines for the establishment of public school enrichment programs at the pre-school level are presented. It is hoped that from this consolidation of the thinking of the people with considerable experience and leadership in this field, this study has contributed to the furtherance of understanding and development of the compensatory pre-school. The need has been shown to be present. The action now must be taken.



APPENDIX A

1. Letter of Introduction
2. Letter of Request
3. Outline of Interview
4. Interview Guide
5. Interview Tabulation Form



November 15, 1965

Dear Colleague:

This is to introduce Mr. Paul B. Ambrose. As part of his doctoral dissertation, Mr. Ambrose is planning to visit several outstanding compensatory pre-school programs throughout the Northeastern United States. We would appreciate it if you could give him forty-five minutes to an hour of your time, or designate a person for him to interview.

Both Mr. Ambrose and myself will appreciate your taking this time.

Sincerely,

Clyde M. Campbell, Professor
Department of Administration and Higher Education
College of Education
Michigan State University



November 15, 1965

Dear

:

As my dissertation for my doctoral program, I am studying some selected compensatory pre-school programs throughout the Northeastern United States. I would very much appreciate it if I could visit your program and have about thirty to forty minutes of your time, or someone designated by you.

I will be in (your city) on (dates). May I suggest (time) on (day and date). If this time is not convenient for you, would you please return the enclosed reply form, filling in the time and dates I might see you.

Thanking you, I remain

Sincerely,

Paul B. Ambrose
Room 415, Erickson Hall
Michigan State University
East Lansing, Michigan



OUTLINE FOR INTERVIEW

For

A STUDY OF PRE-SCHOOL PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

I. PHILOSOPHY AND PURPOSE

If you have a written description of the program and/or a statement of the philosophy and purpose of the program, may I please have a copy?

- A. Philosophy of Program
- B. Purpose of Program
- C. Responsibility for Program (Actual and Ideal)
- D. Definition of Cultural Disadvantage for purposes of the program
- E. Priority of program in total program for the culturally disadvantaged

II. PROGRAM

In Items A - D I will be seeking your opinion on the ideal as well as what is actually the present practice.

- A. Age of Entrance and Length of Participation
- B. Time Organization - School Day, Days/week, School year
- C. Location of Program, Type of housing and proximity to home
- D. Class size and Pupil-teacher Ratio
- E. Research - If results are available, may I please have a copy?
- F. Problems faced - Types and solutions

III. INSTRUCTION

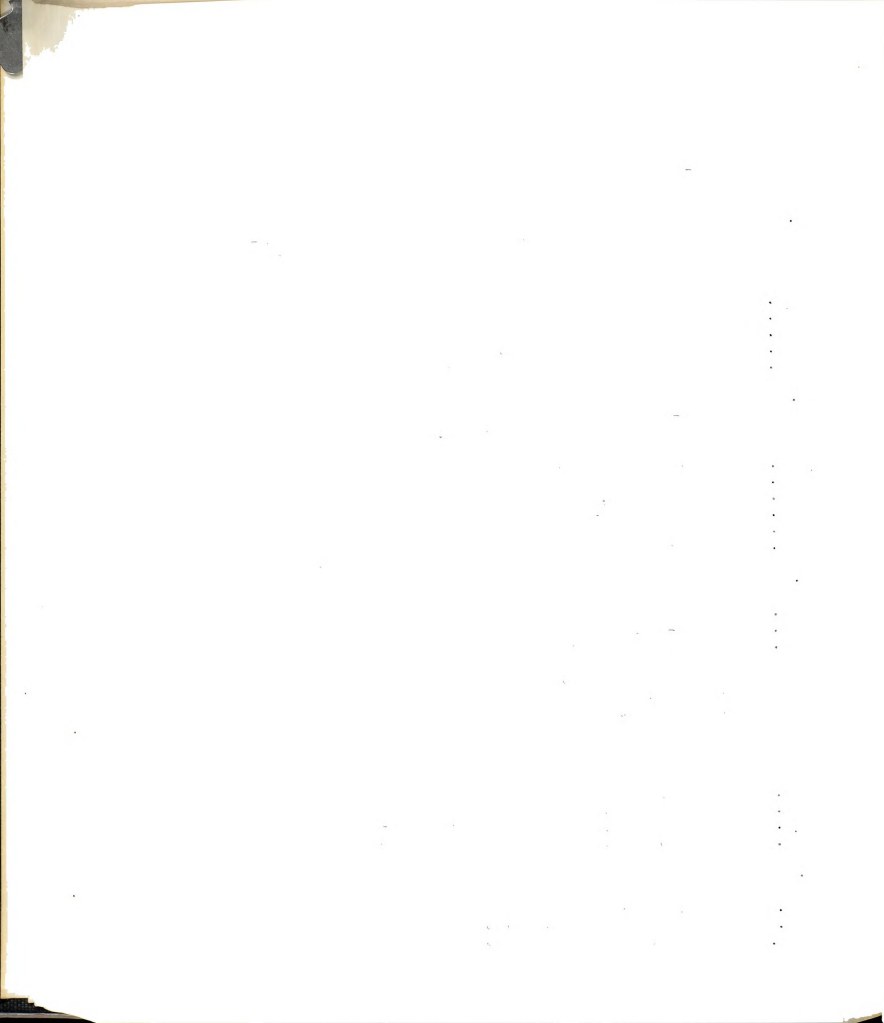
- A. Time Utilization (Actual and Ideal)
- B. Activities - Nature and Purpose
- C. Approach to problems of:
 - Limited Experiential Background
 - Lack of Language Function
 - Lack of Visual and Auditory Discrimination
 - Lack of Perceptual Skills
 - Lack of Cognitive Learning Ability

IV STAFFING

- A. Make up of Staff (Actual and Ideal)
- B. Training and characteristics preferred in professional staff
- C. Training and characterizations preferred in non-professional staff
- D. Training and characteristics preferred in volunteers

V. PARENT PARTICIPATION

- A. Involvement of parents in program
- B. Nature and purpose of parent education programs
- C. Nature and purpose of home contacts



INTERVIEW GUIDE
ForA STUDY OF PRE-SCHOOL PROGRAMS FOR CULTURALLY DEPRIVED CHILDREN

TITLE OF PROGRAM _____

LOCATION OF PROGRAM _____

TYPE OF PROGRAM _____ NO. OF CHILDREN SERVED _____

PROGRAM DIRECTOR _____

NAME OF RESPONDENT _____

ACADEMIC RANK OR POSITION _____

I. PHILOSOPHY AND PURPOSE

1. Do you have a written description of the program? Yes ____ No ____

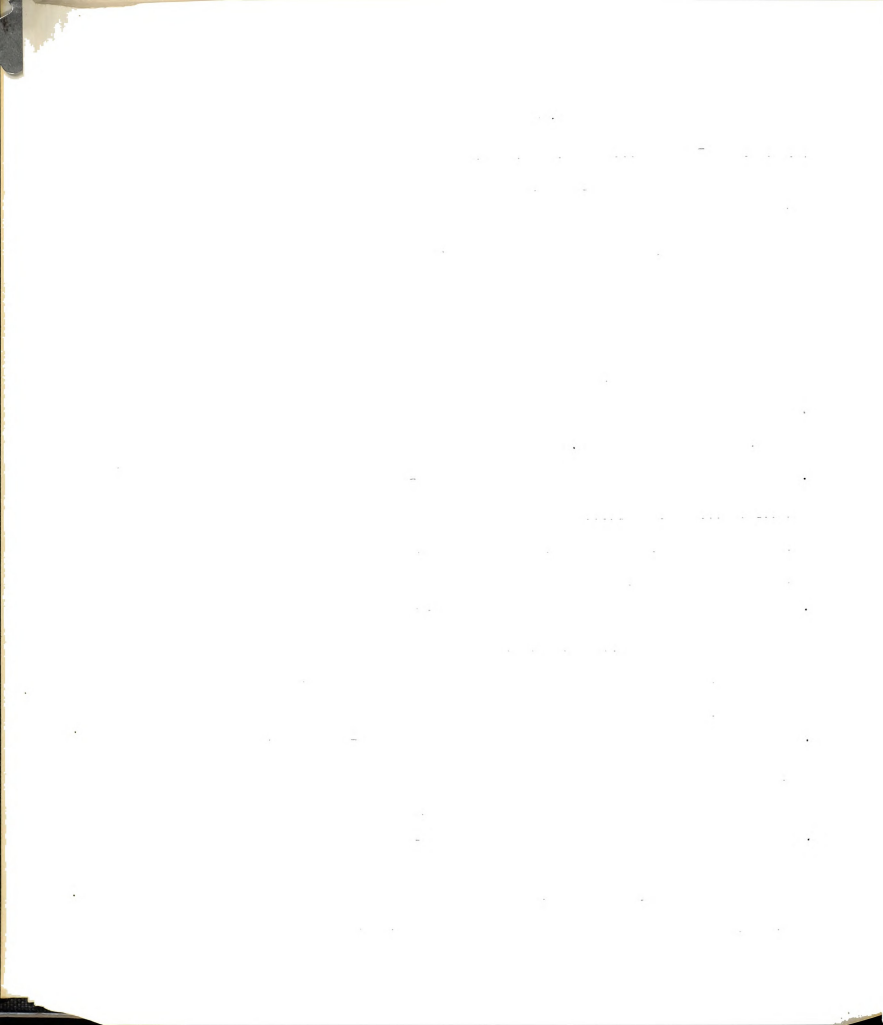
If so, please include a copy.

2. How would you describe the philosophy of the pre-school compensatory program?

3. How would you describe the purpose of the pre-school compensatory program?

4. How would you describe the goals of your program in pre-school education?

5. How do you describe the culturally deprived pre-schooler for inclusion in this program?



6. In your opinion, who is responsible for the pre-school education of the culturally deprived child? (School district, State and Federal government, Funds, etc.)

7. Briefly describe how this program was initiated?

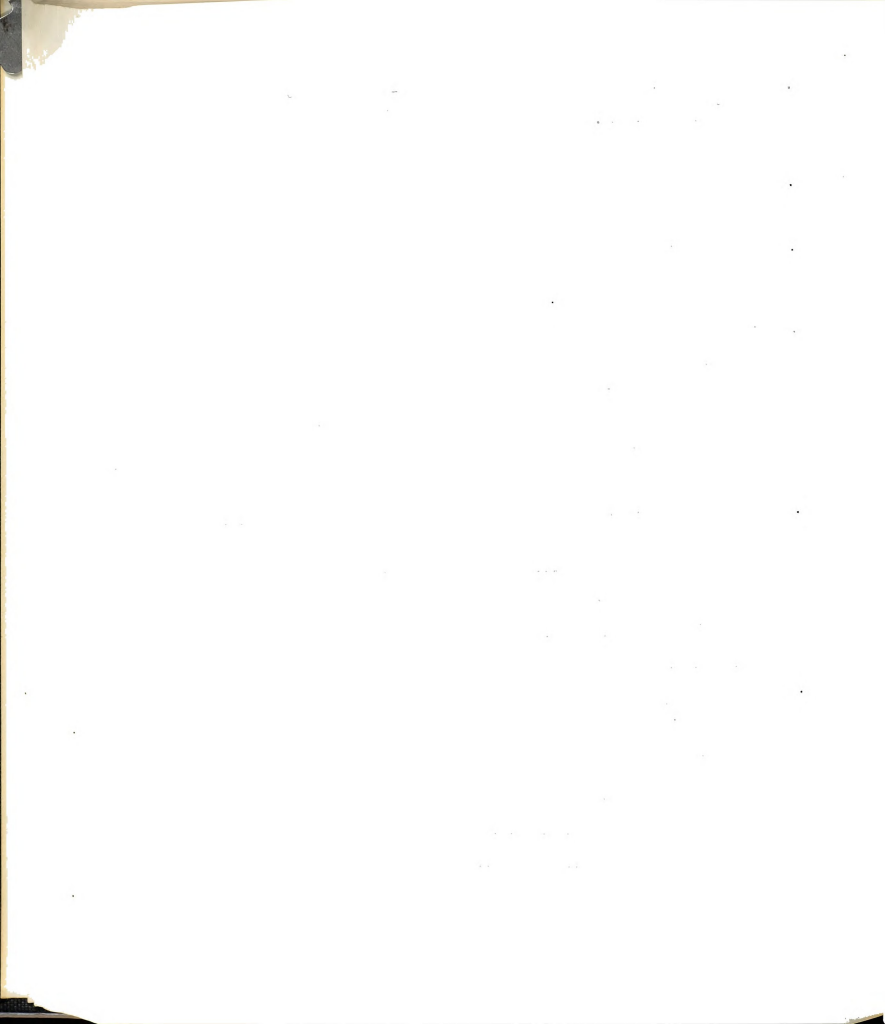
8. How is this program funded?

II. PROGRAM

1. Age: At what age are children admitted to this program? _____
 What do you feel would be the optimum age for admission to such a program? _____
 Explain difference, if any _____
 Other comments on age of admission: _____

2. School Day: What is the length of the school day in this program? _____
 What would you feel would be the optimum school day for such a program _____
 Explain difference, if any _____
 Other comments: _____

3. How many days per week and weeks per year is the program in session? (For any one child) _____
 What would you feel would be the optimum days per week and weeks per year for such a program? _____
 Explain difference, if any _____
 Other comments: _____



4. Where is this program(s) located? _____

Ideally, where should the program be located?

Explain differences, if any.

5. What is the maximum class size in this program?

In your opinion, what is the optimum class size (maximum) for a pre-school program?

Explain differences, if any.

6. What is the teacher-pupil ratio in this program? (The term teacher here refers to a professionally trained teacher or a regularly employed teacher aide with some training.)

What do you feel would be the optimum teacher-pupil ratio?

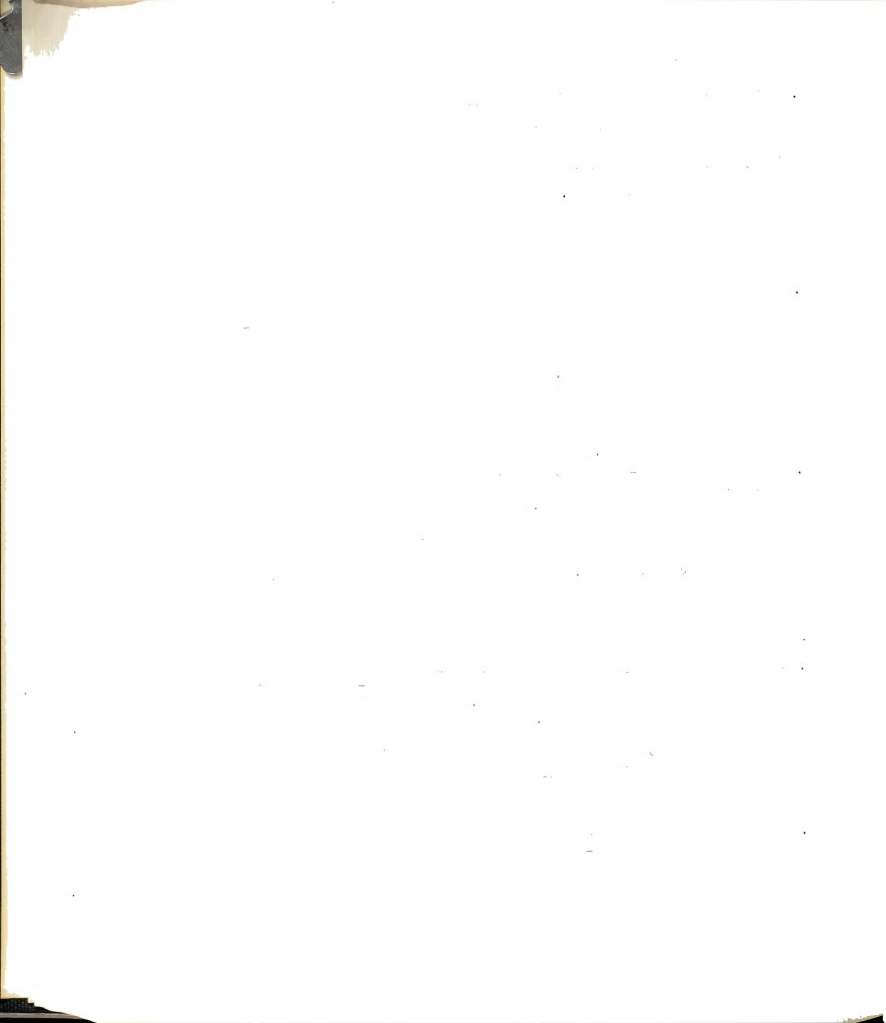
Explain difference, if any.

7. Do you use lay assistants or volunteers in this program? (The term lay assistant and the term volunteer refer to either part-time or full-time persons who have no prior training. They may be regularly employed or serving on a volunteer basis.)

Do you feel that the use of lay assistants or volunteers is desirable in this type of program? Yes _____ No _____

Comments:

8. In the total program for culturally deprived children, what priority would you give to the pre-school program?



9. Do you have any research results from this program? Yes ____ No ____
(if yes, please attach if available)

If yes, in what areas do they substantiate your expectations for the program?

In what areas are changes indicated in your program?

10. What major problems have you faced in the establishment and operation of your program?

How have these problems been resolved?

Are there any problems that you might see arising in other programs that you have been able to avoid?

III. INSTRUCTION

1. Do you have a "standard" program or curriculum guide for this program?

Yes ____ No ____ (If yes, please attach copy)

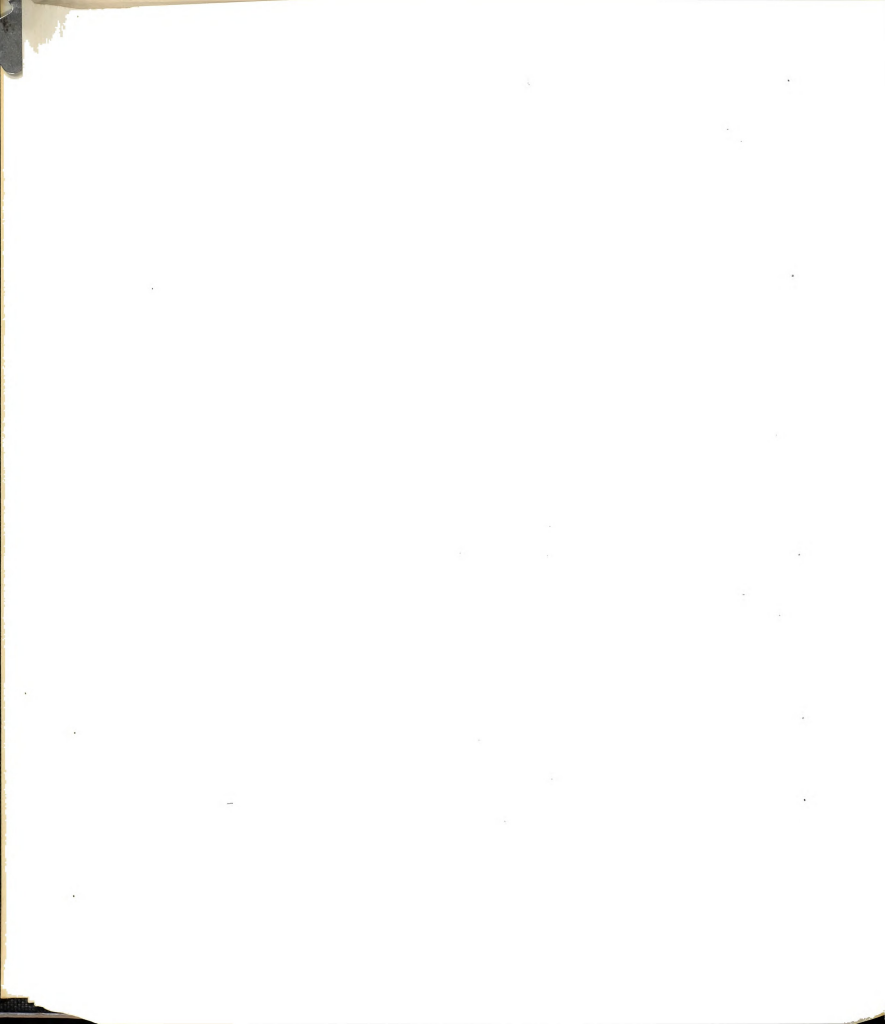
Comments:

2. Does your program provide a period of free play and interaction between children and between children and adults? Daily ____ Usually ____

Occasionally ____ Seldom ____ Never ____

3. When does this period typically occur in the school day? At the beginning ____ In the middle ____ At the end. ____

Comments:



4. Does this program provide for a period for oral expression in small groups lead by a teacher? Daily ____ Usually ____ Occasionally ____
Seldom ____ Never ____

When does this period typically occur?

Comments:

5. Does this program provide for direct one-to-one interaction between child and teacher? Daily ____ Usually ____ Occasionally ____
Seldom ____ Never ____

Comments:

6. Does this program provide opportunities for the manipulation and identification of materials to introduce the concepts of size, shape, and color? Yes ____ No ____

Give examples of how this is done in the classroom.

7. Does this program provide for opportunities to manipulate and identify objects which are common to the middle class child but are uncommon to the culturally disadvantaged child? Yes ____ No ____

Give examples of how this is done in the classroom.

8. Does your program provide opportunities for the exploration of relationships between different objects. (i.e.: Cars, wheels drivers, roads, etc.)

Yes ____ No ____

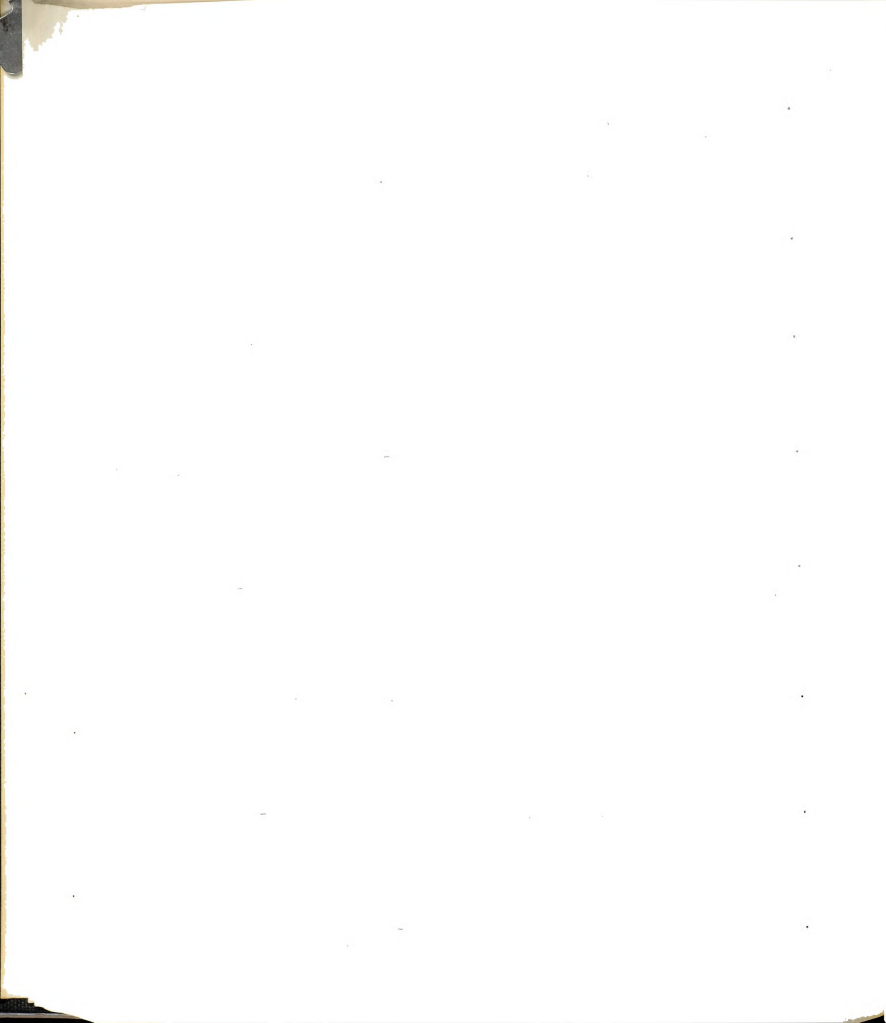
Give examples of how this is handled in the classroom.



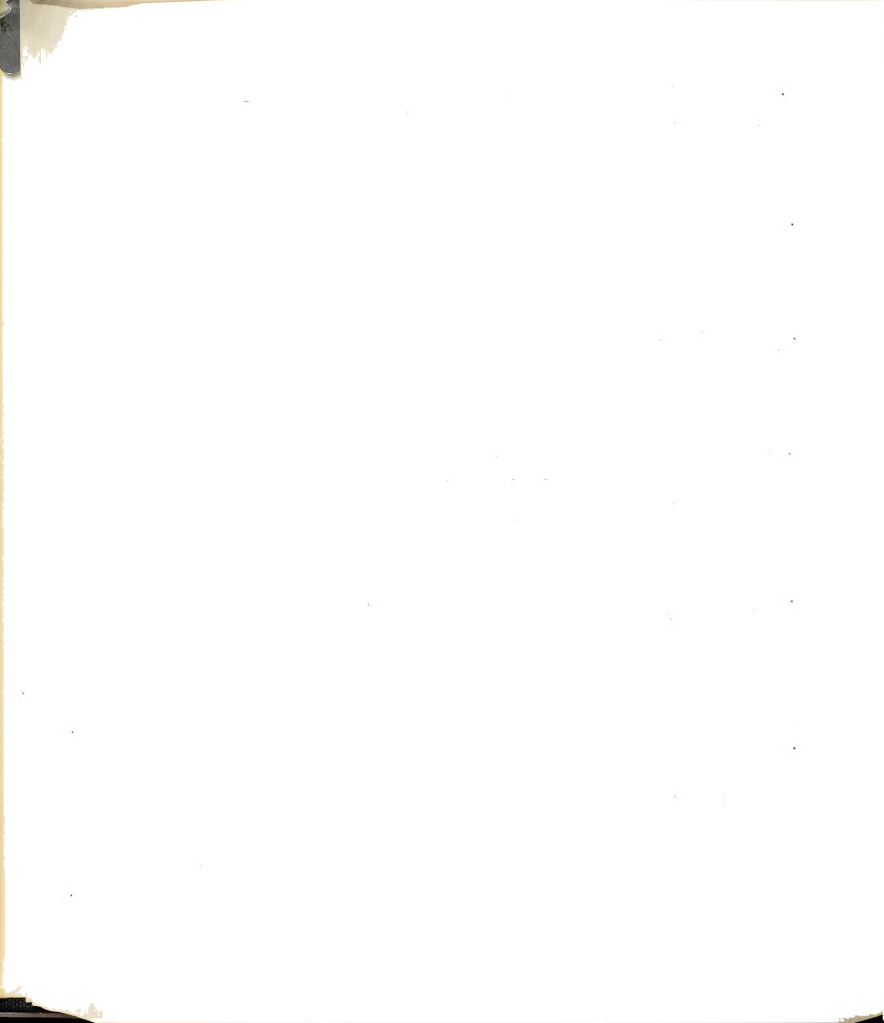
9. Does this program provide opportunities for field trips to places common to the middle class child but not common to the culturally disadvantaged child? Yes _____ No _____

Comments: (Examples of trips, transportation, etc.)

10. How does this program deal with the problem of self identification?
11. How does this program deal with the problem of positive identification with the school?
12. In your opinion, what must be included in the pre-school program to deal with the problem of limited experiential background?
13. In your opinion, what other practices might be included in the pre-school program to deal with the problem of limited experiential background?
14. In your opinion, what must be included in the pre-school program to deal with the problem of lack of verbal ability?
15. In your opinion, what other practices might be included in the pre-school program to deal with the problem of lack of verbal ability?
16. In your opinion, what must be included in the pre-school program to deal with the problem of lack of visual and auditory discrimination?



17. In your opinion, what other practice might be included in the pre-school program to deal with the problem of lack of visual and auditory discrimination?
18. In your opinion, what must be included in the program to deal with the problem of lack of cognitive learning ability?
19. In your opinion, what other practices might be included in the program to deal with the problem of lack of cognitive learning ability?
20. Does this program make provisions to guarantee the child at least a minimal diet each day? Yes _____ No _____
How is this problem handled?
21. Does this program make provision to guarantee each child will have a periodic health and dental examination? Yes _____ No _____
How is this problem handled?
22. Does this program make provisions to guarantee the child adequate and presentable clothing? Yes _____ No _____
How is this problem handled?



IV. STAFFING

1. List the personnel for one section of pre-school in this program.

_____ Teachers _____ Teacher aides _____ Lay Assistants
 _____ Volunteers

What would you consider to be the optimum staff for this program?

_____ Teachers _____ Teacher Aides _____ Lay Assistants
 _____ Volunteers

2. What are the qualifications for a teacher in this program?

3. What do you feel should be the training background for a teacher in this program?

_____ Nursery _____ Kindergarten _____ Primary
 _____ Elementary

4. What do you feel is the primary consideration in the selection of a teacher for this program? (The one consideration that cannot be avoided)

5. Does this program provide a pre-service training program for the teacher?

Yes _____ No _____

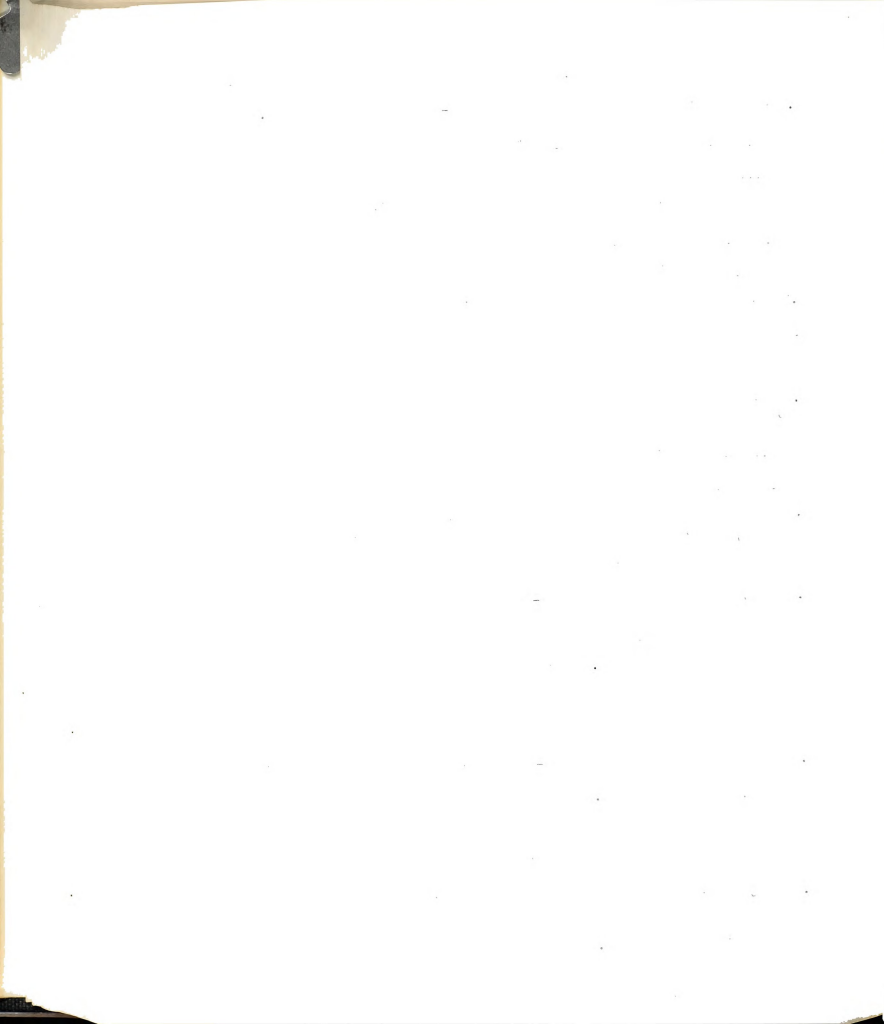
If yes, describe briefly.

6. Does this program provide an in-service training program for the teacher?

If yes, describe briefly.

7. Does this program provide released time for the teacher to make home visitations? Yes _____ No _____

If yes, describe briefly.



8. What are the qualifications for a teacher aide in this program?

9. What do you feel should be the cultural background of the teacher aide?

_____ Represent culture of neighborhood _____ Represent lower class
culture _____ Other _____ Not a consideration

10. What do you feel is the primary consideration for the selection of a
teacher aide in this program?

11. Does this program provide a pre-service program for the teacher aide?

Yes _____ No _____ If yes, please describe briefly.

12. Does this program provide an in-service program for the teacher aide?

Yes _____ No _____ If yes, please describe briefly.

13. Does the teacher aide participate in the home visitation program?

Yes _____ No _____

Comments:

14. What are the qualifications for lay assistants or volunteers in this
program?



15. Does this program provide a pre-service program for the lay assistants or volunteers? Yes _____ No _____

If yes, please describe briefly.

16. Does this program provide an in-service program for the lay assistants or volunteers? Yes _____ No _____

If yes, please describe briefly.

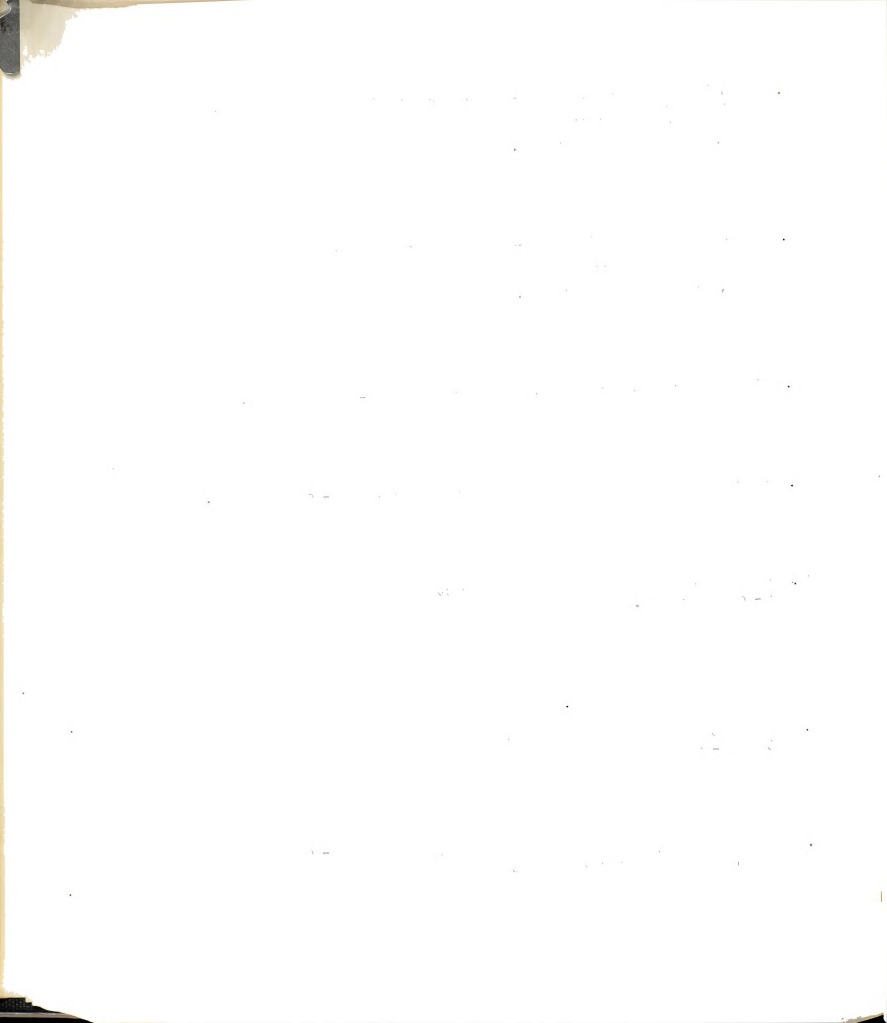
17. Briefly describe the role of the teacher in the pre-school program.

18. Briefly describe the role of the teacher aide in the pre-school program.

19. Briefly describe the role of the lay assistant and/or volunteer in the pre-school program.

V. THE PARENT

1. To what extent are the parents and the community involved in the planning of the pre-school program?
2. How are the parents of children being recruited for the pre-school program contacted and informed about the program?



3. Does this program provide a parent education program as part of the pre-school program? Yes _____ No _____

Comments:

4. Is the parent education program based on meeting the perceived needs of the parents? Yes _____ No _____

Comments:

5. Does the parent education program provide opportunities to help the parent meet the physical needs of the child? Yes _____ No _____

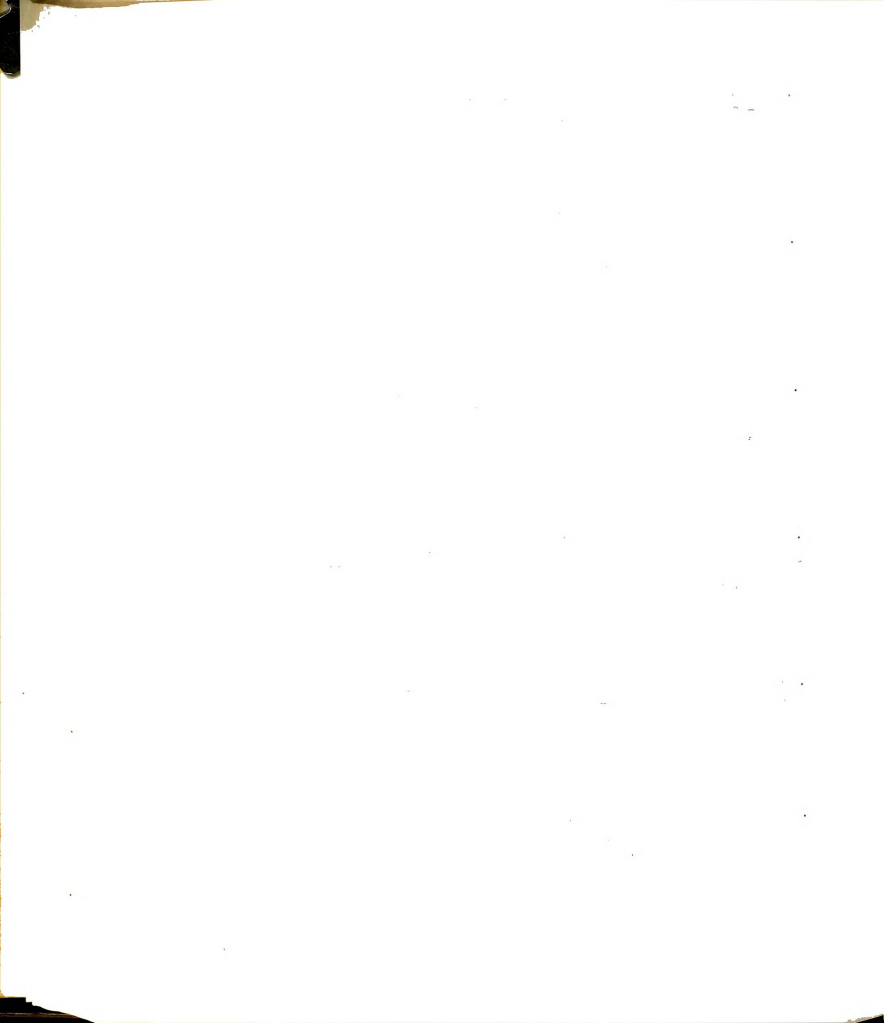
Comments:

6. Does the parent education program provide opportunities to help the parent meet the intellectual needs of the child? Yes _____ No _____

Comments:

7. Does the parent education program provide opportunities for the parent to improve his own self-image?

8. What other provisions does this program make for positive identification by the parent with the school?



VI. EQUIPMENT

1. What of the following pieces of equipment would you consider to be necessary for a pre-school program for culturally disadvantaged children?

_____ Play clothes	Others (please specify)
_____ Books and toys for room use	_____
_____ Books and toys for loan	_____
_____ A full length mirror	_____
_____ Several cabinet mirrors	_____
_____ Hand mirrors	_____
_____ A record player for the teacher's use	_____
_____ A record player for children's use	_____
_____ Recorded music	_____
_____ Recorded stories	_____
_____ A tape recorder	_____
_____ Easels	_____
_____ Self contained lavatory facilities	_____
_____ Stove	_____
_____ Refrigerator	_____

2. What of the above equipment would you consider desirable but not necessary?

3. What types of materials would you consider necessary for the pre-school program?

4. What types of materials would you consider to be desirable but not necessary?



A STUDY OF PRE-SCHOOL PROGRAMS FOR CULTURALLY DEPRIVED CHILDREN

Interview Form

Title of Program _____

Supervising Organization _____

Location _____

Name of Respondent _____

I. Philosophy and Purpose:

YES

NO

1. Do you have a written philosophy for the pre-school program or the compensatory education program?

Does your philosophy, written or understood, agree with the following statements?

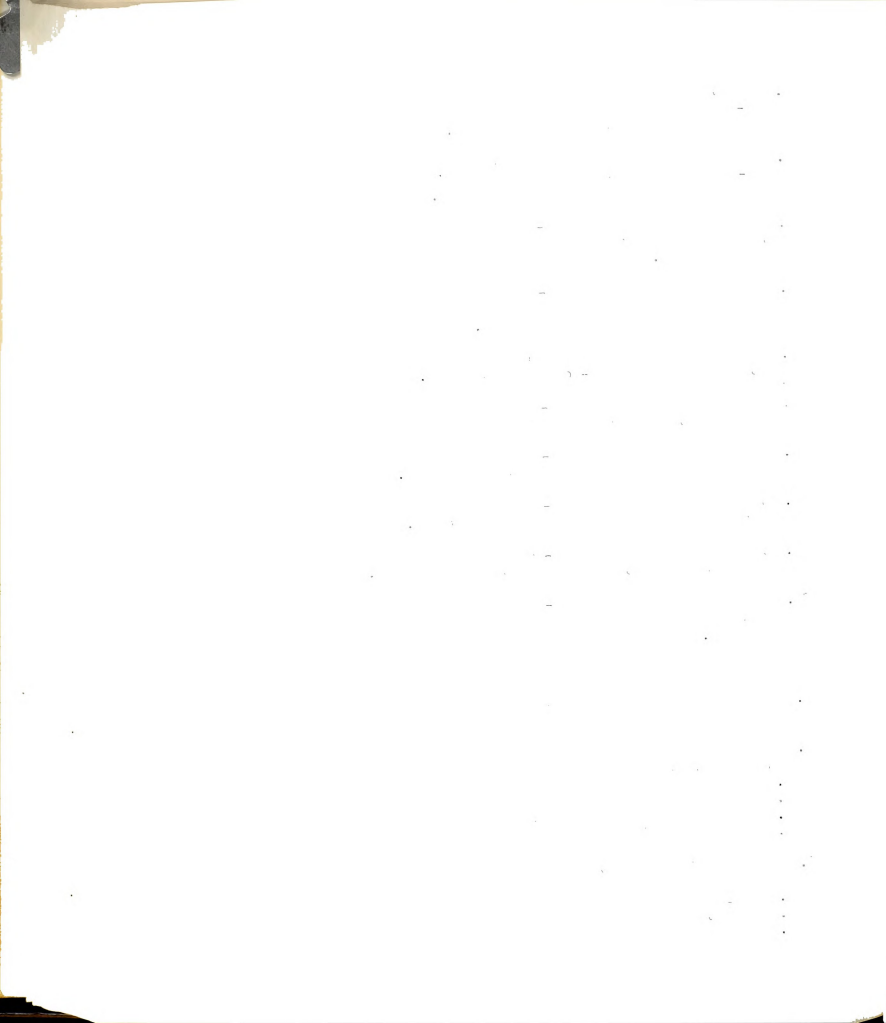
2. Education is the result of the experiences which the child has had in his environment.
3. Education which a child receives will depend in large part upon his ability to relate to, and the manner in which he relates to his school and community.
4. Education is the joint responsibility of the school, the parents, and the community.
5. The schools must provide for the child educative experiences which are necessary for his intellectual and social development.
6. In the culturally deprived child, school experiences must begin at an early age if he is expected to succeed in the school task.
7. Other statements: Specify _____
8. Do you have a written statement of purpose?
Does your statement of purpose, written or understood include the following?
9. It is the purpose of the compensatory pre-school program to help in the discovery of needed emphases in the elementary school.



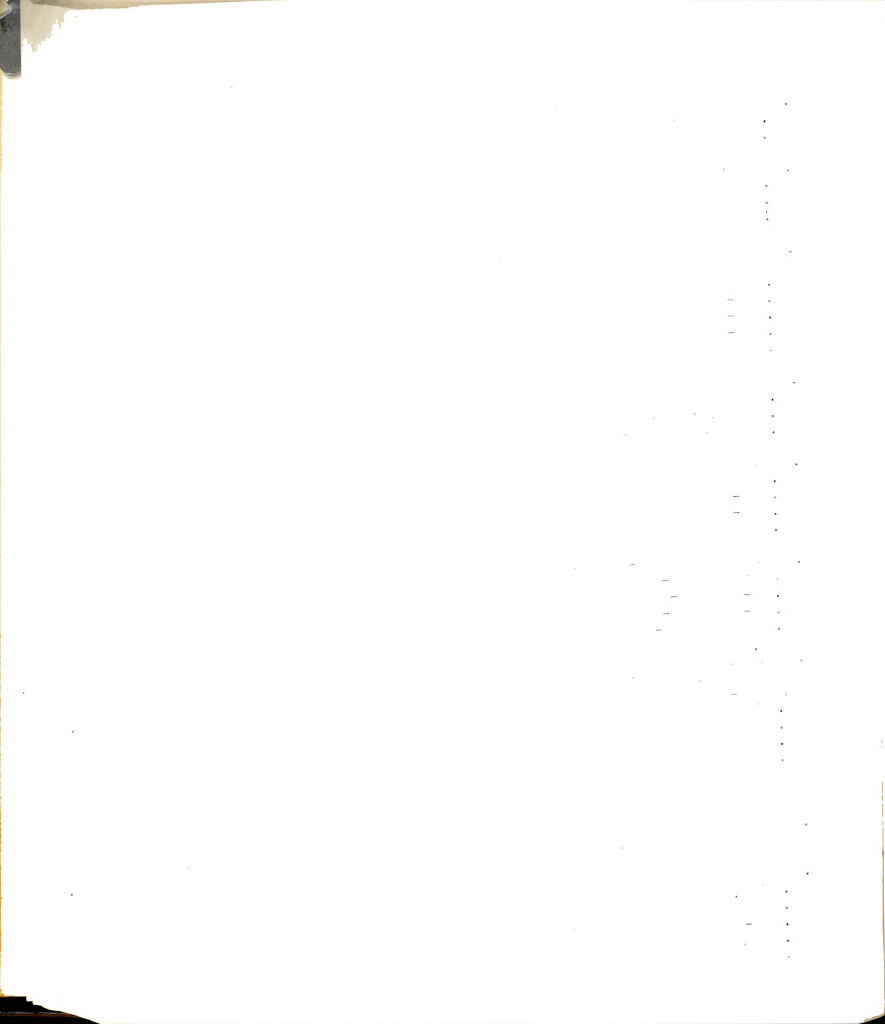
- | | YES | NO |
|---|-----|----|
| 10. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward school. | | |
| 11. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward learning. | | |
| 12. It is the purpose of the pre-school program to develop in the child a positive attitude toward himself. | | |
| 13. It is the purpose of the pre-school program to develop in the child a positive attitude about his family and his environment. | | |
| 14. It is the purpose of the pre-school to establish an early home-school relationship. | | |
| 15. It is the purpose of the pre-school to help prevent academic failure. | | |
| 16. It is the purpose of the pre-school to improve the cognitive development of the child. | | |
| 17. It is the purpose of the pre-school to improve the language development of the child. | | |
| 18. It is the purpose of the pre-school to improve the perceptual discrimination in the child. | | |
| 19. It is the purpose of the pre-school to provide an enriched experiential background for the child. | | |

ORGANIZATION

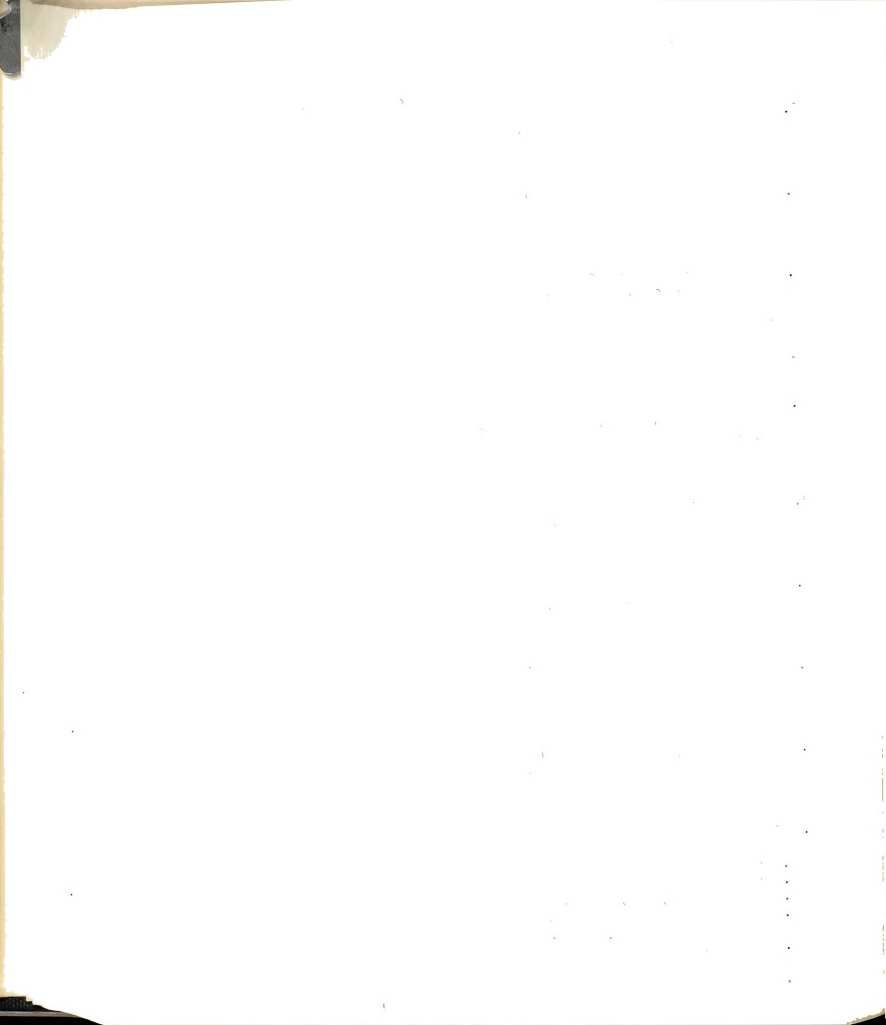
- | | Present Practice | Optimum Practice | Comments |
|---|------------------|------------------|----------|
| 1. At what age are children admitted to this program? | | | |
| 2. How are the children defined for entrance into this program? | | | |
| A. Area of residence | | | |
| B. Means test | | | |
| C. Willingness on part of parents | | | |
| D. Others (Specify) | | | |
| 3. How are children recruited for this program? | | | |
| A. Referrals | | | |
| B. Application | | | |
| C. Others (Specify) | | | |



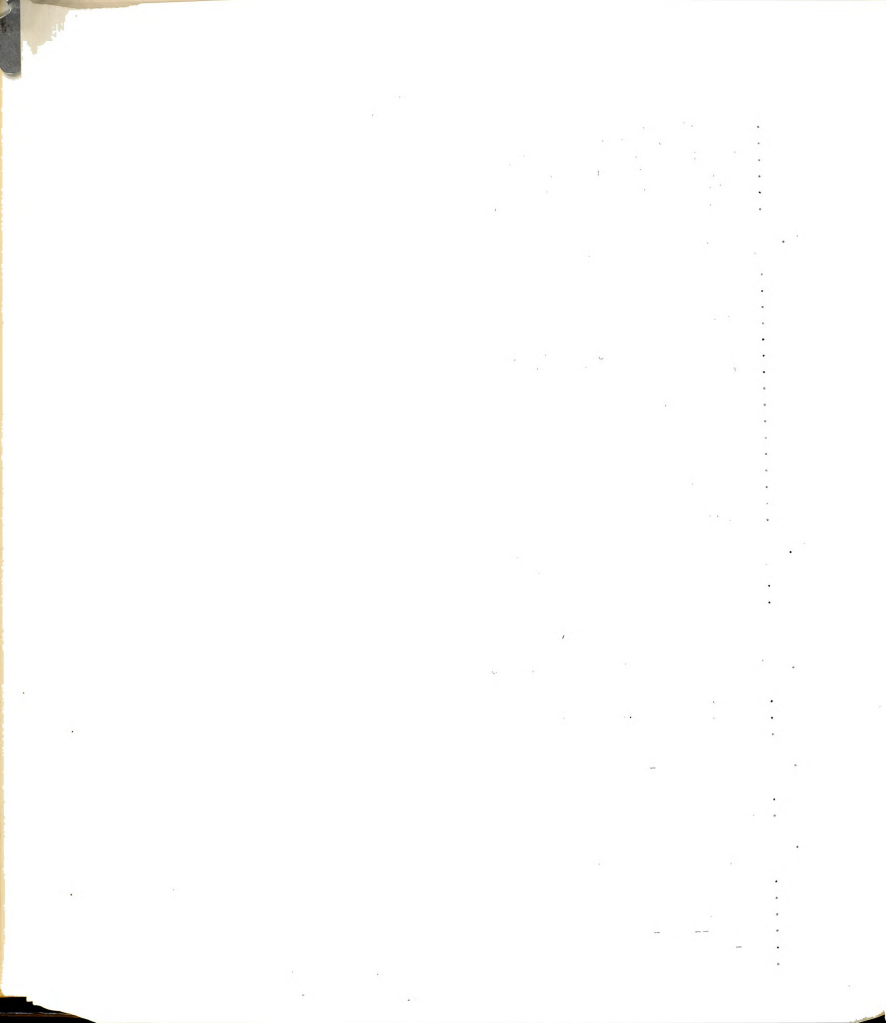
	Present Practice	Optimum Practice	Comments
4. What is the length of the school day?			
A. $\frac{1}{2}$ day (2-3 hours)			
B. Full day ($3\frac{1}{2}$ -6 hours)			
5. How often does the class meet each week?			
A. 3 times			
B. 4 times			
C. 5 times			
6. How many weeks per year is the class in session?			
A. Less than 12			
B. 12 - 18			
C. 18 - 30			
D. 30 - 40			
E. More than 40			
7. Where is the program located?			
A. In a public school			
B. On a university campus			
C. In rented facilities			
8. What is the maximum class size?			
A. Less than 10			
B. 10 - 12			
C. 13 - 15			
D. More than 15			
9. What is the teacher-pupil ratio?			
A. Less than 5 - 1			
B. 5 - 1 to 7 - 1			
C. 8 - 1 to 10 - 1			
D. More than 10 - 1			
10. In the total program for cultural deprivation, what priority is given the pre-school program?			
A. Highest priority			
B. Second priority			
C. Medium priority			
D. Low priority			
INSTRUCTIONAL PROGRAM			
1. Do you have a "standard program" or a curriculum guide for this program?			
2. How would you describe the program?			
A. Highly permissive			
B. Moderately permissive			
C. 50 - 50 permissive and structured			
D. Moderately structured			
E. Highly structured			



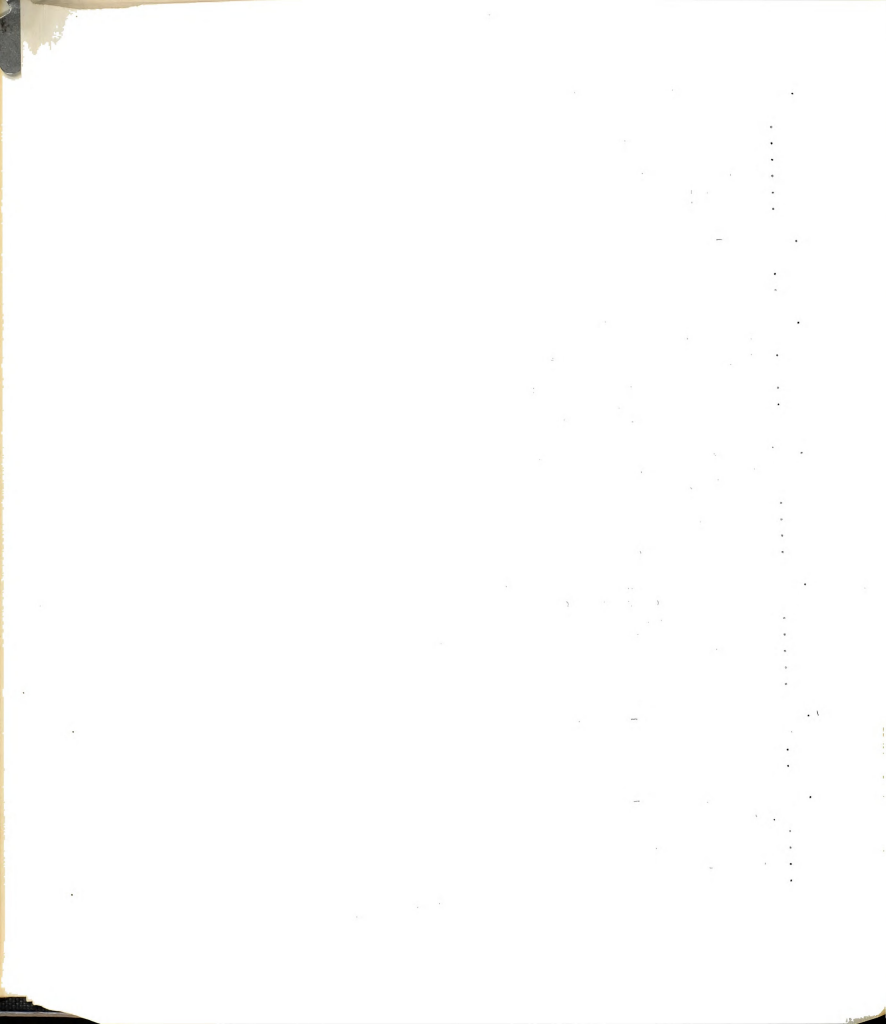
	Present Practice	Optimum Practice	Comments
3. Does your program provide a special emphasis on language development? Yes No			
4. Does your program provide a special emphasis on concept development? Yes No			
5. Does your program provide a special emphasis on perceptual development? Yes No			
6. Does your program provide a special emphasis on self concept development?			
7. Does your program provide a special emphasis on enriching the experiential background of the child? Yes No			
8. Does your program provide a special emphasis on value development? Yes No			
9. Does your program provide a special emphasis on identification with the school? Yes No			
10. Does your program provide a special emphasis on identity with the neighborhood? Yes No			
11. Does your program provide a special emphasis on cognitive development? Yes No			
12. Which of the following are regular practices in the program? A. Free play B. Oral expression in small groups C. One to one interaction with teachers D. Manipulation and identification of materials for concepts of size, shape, and color E. Manipulation and identification of common objects F. Field trips to neighborhood places			



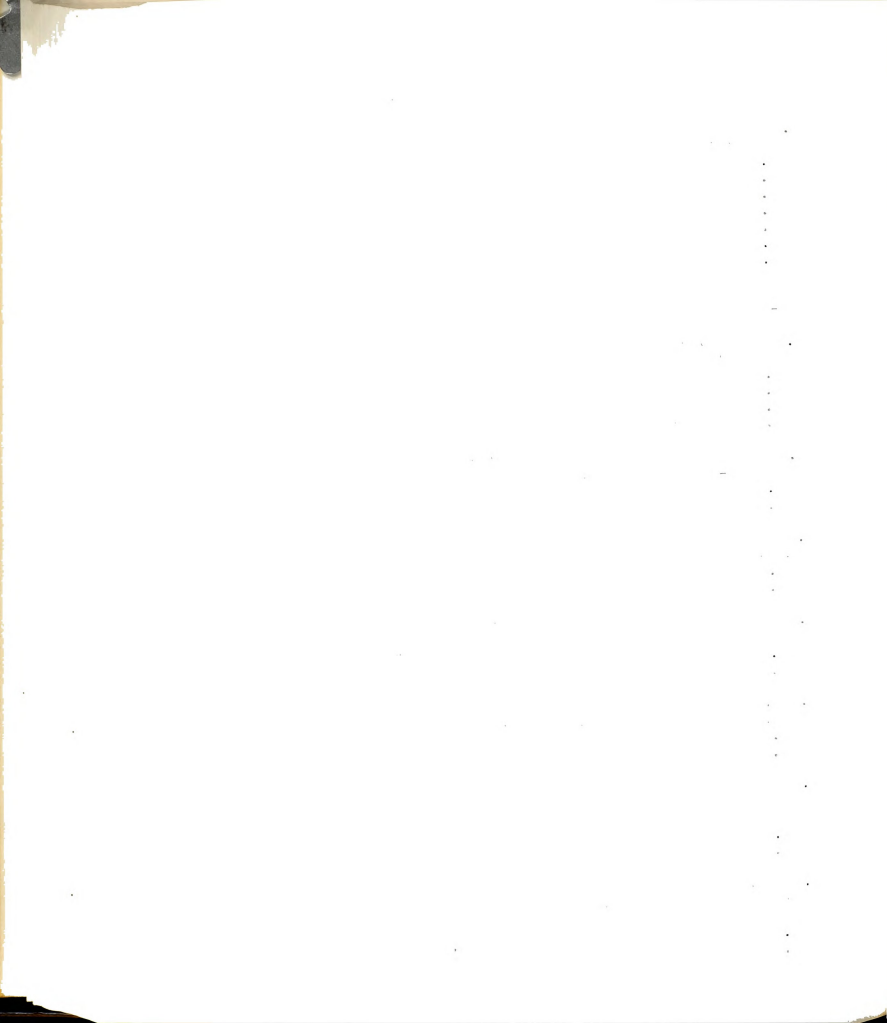
	Present Practice	Optimum Practice	Comments
G. Field trips to outlying places			
H. Listening to records as a group			
I. Listening to records as individuals			
J. Recording children's voices			
K. Taking pictures of children			
L. Others (Specify)			
13. What equipment do you have in use or available for the program?			
A. Play clothes			
B. Toys for room use			
C. Books for room use			
D. A full length mirror			
E. Hand mirrors			
F. Record player for teacher's use			
G. Record player for children's use			
H. Recorded music			
I. Recorded stories			
J. Tape recorder			
K. Easels			
L. Self contained lavatories			
M. Stove			
N. Refrigerator			
O. Puzzles			
P. Others (Specify)			
14. Does the child have a personal area or drawer for his clothes and materials?			
A. Yes			
B. No			
INSTRUCTIONAL STAFF			
1. Which of the following are part of the full staff?			
A. Head teacher			
B. Assistant teacher or teacher aide			
C. Lay assistant or volunteer			
2. Do you have part-time personnel or volunteers? (Describe)			
A. Yes			
B. No			
3. What is the training background of the teacher in this program?			
A. Early childhood			
B. Primary			
C. Elementary			
D. College-- non-education			
E. Non-degree			
F. Non-college			



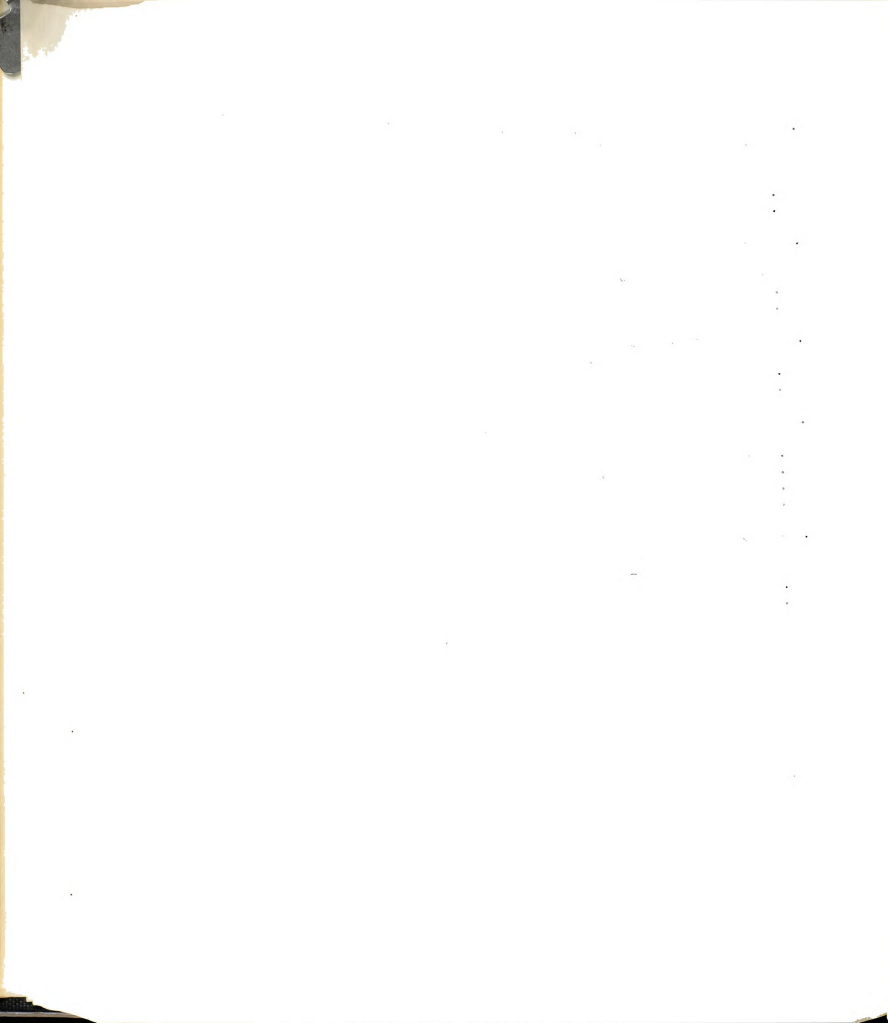
	Present Practice	Optimum Practice	Comments
4. What is the prime consideration in the selection of the teacher?			
A. Availability			
B. Interest in program			
C. Type of training			
D. Cultural background			
E. Understanding of problems of children			
F. Others (Specify)			
5. Is a pre-service training program provided for the teacher?			
A. Yes			
B. No			
6. Does the training program include			
A. Study of nursery school methods?			
B. Study of problems of culturally deprived children?			
C. Study of neighborhood to be served?			
D. Study of special techniques for compensatory pre-school program?			
7. What are the educational qualifications for the assistant teacher or teacher aide?			
A. Certification			
B. College degree			
C. Some college			
D. High School graduate			
E. Less than high school grad			
8. What other qualifications are required for the assistant teacher or teacher aide?			
A. Member of cultural group served			
B. Interest in program			
C. Residence in neighborhood			
D. Other (Specify)			
E. None			
9. Do you provide a pre-service program for the teacher aide or assistant teacher?			
A. Yes			
B. No			
10. Do you provide an in-service program for the staff?			
A. Teacher only			
B. Teacher and teacher aide			
C. Entire staff			
D. None			



	Present Practice	Optimal Practice	Comments
11. What auxillary services are provided for the program? A. Social worker B. Home visitor C. Diagnostician D. Psychologist E. Nurse F. Dental technician G. Others (Specify)			
HOME-SCHOOL RELATIONS			
1. Does the teacher (and the teacher aide) have released time for home visitation? A. 1 day per week B. $\frac{1}{2}$ day per week C. 1 day per month D. Other (Specify)			
2. Does the program have a defined approach to home-school relations? A. Yes B. No			
3. Do the parents participate in the planning of the program? A. Yes B. No			
4. Do you have a parent education or parent participation program? A. Yes B. No			
5. Is the parent participation program based on the expressed needs of the parents? A. Yes B. No			
6. Does the parent participation program aid the parents in meeting the physical needs of the child? A. Yes B. No			
7. Does the parent participation program aid the parents in meeting the intellectual and emotional needs of the child? A. Yes B. No			



	Present Practice	Optimum Practice	Comments
8. Does the parent participation program aid the parent in understanding his own identity and their relationship to the child? A. Yes B. No			
9. Does the parent participation program aid the parent to make a positive identification with the schools? A. Yes B. No			
10. Does the parent participation program meet on a regular and frequent basis? A. Yes B. No			
11. Who does the parent participation program involve? A. Mother only (or mother figure) B. Mother and father both C. Entire family D. Others (Specify)			
12. Is participation in this program by the parents a requirement for enrollment of the child in the pre-school program? A. Yes B. No			



APPENDIX B

1. Panel of Experts

PANEL OF EXPERTS

Theoreticians

Dr. William Brazziel
 Director of General Education
 Norfolk Division, Virginia State College
 Norfolk, Virginia

Directed the pre-school experimental program at E. A. Harrold School in Millington, Tennessee

W. F. Brazziel and Mary Terrell, "An Experiment in the Development of Reading Readiness in a Culturally Disadvantaged Group of First Grade Children", Journal of Negro Education, Winter 1962.

W. F. Brazziel, "Higher Horizons in Southern Elementary Schools", Journal of Negro Education, Fall 1964.

W. F. Brazziel and M. Gordon, "Replication of Some Aspects of the Higher Horizons Program in a Southern Junior High School", National Association of Secondary School Principals Bulletin, March 1963.

Dr. Gene Fusco, Specialist
 School and Community Relations
 U. S. Office of Education
 Washington, D. C.

Gene Fusco, School-Home Partnership in Depressed Urban Neighborhoods, U. S. Office of Education Bulletin, 1964, No. 20 (Washington, D. C., U. S. Government Printing Office 1964)

Gene Fusco, "Preparing The Child for His School", School Life, May, 1964.

Gene Fusco, "These Mistakes Can Weaken Pre-School Programs", Nations Schools, April 1965.

Dr. Boyd McCandless, Director
 University School and Clinic Complex
 Indiana University
 Bloomington, Indiana

Director of the Project at Indiana University titled, "The Development and Evaluation of a Diagnostically Based Curriculum for Psycho-Socially Deprived Pre-school Children".



Boyd McCandless and Walter Hodge, "Shall Pre-schoolers Read or Play", Indiana University, Mimeo.

Boyd McCandless and Walter Hodge, "The Development and Evaluation of A Diagnostically Based Curriculum for Pre-School Psycho-socially Deprived Children", A Research Proposal, Indiana University, Mimeo.

Boyd McCandless, "Environment and Intelligence", American Journal on Mental Deficiencies, 56, 1952, pp. 674-691.

Dr. A. H. Passow, Professor of Education
Teachers College, Columbia University
New York, New York

Dr. Passow has directed several conferences on cultural deprivation and served as educational consultant for Mobilization for Youth, Inc., New York City.

A. H. Passow, (ed), Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University, 1963)

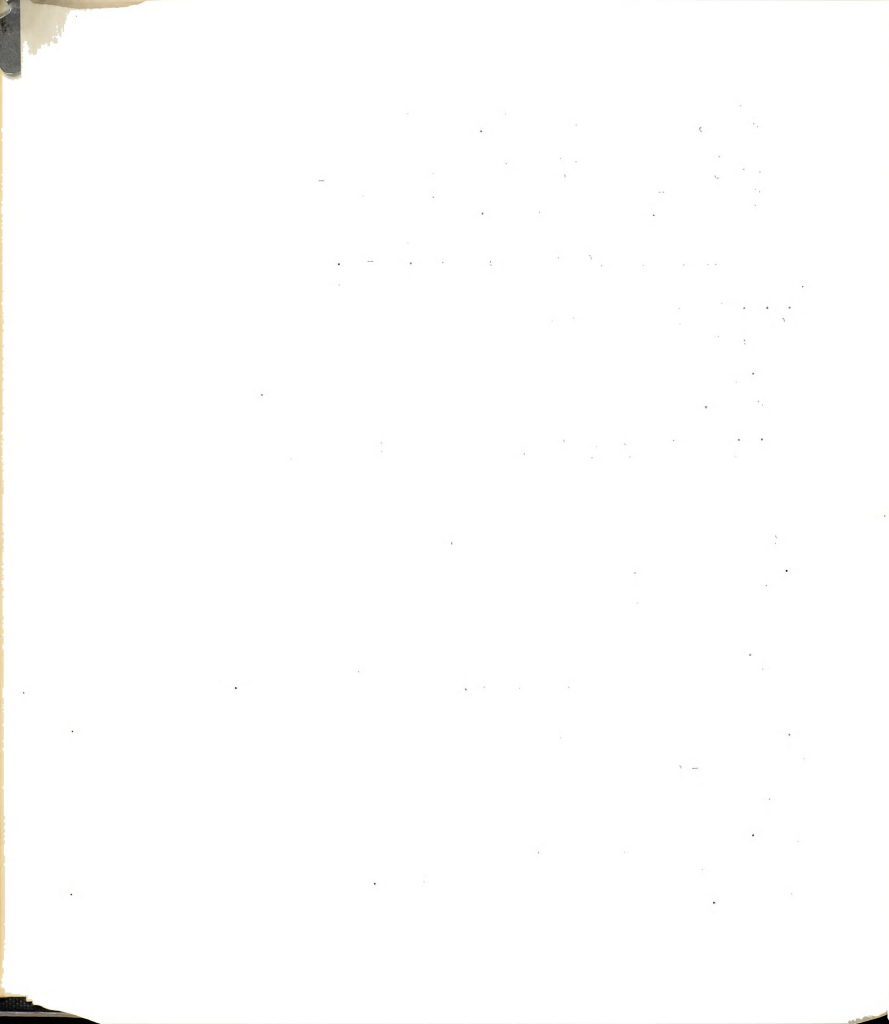
Practitioners

Mrs. Catherine Brunner, Supervisor
Early Childhood Education
Department of Education
Baltimore, Maryland

Mrs. Brunner has been immediate supervisor of the "Early Admissions Project" in the Baltimore Public Schools since its inception and was instrumental in its planning and initiation. This program began in 1963.

Mrs. Gabrielle Faddis, Assistant Professor
Temple University
Director of Pre-school Programs
Philadelphia Public Schools
Philadelphia, Pennsylvania

Mrs. Faddis is an assistant professor of education at Temple University on loan as director to the "Experimental Nursery School Program" operated by the Philadelphia Public Schools in cooperation with the Philadelphia Council for Community Advancement. This program began in 1963.



Dr. Carl Marburger, Assistant Superintendent for Special Projects
Detroit Public Schools
Detroit, Michigan

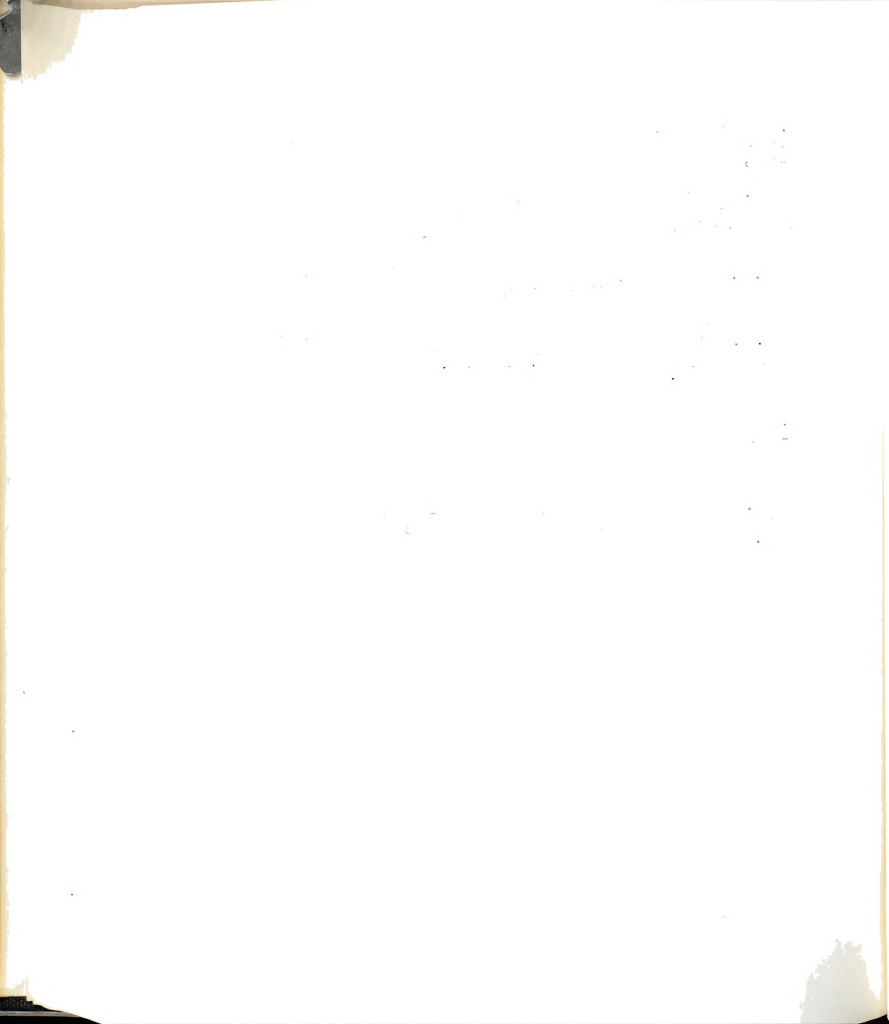
Dr. Marburger is in charge of the department which covers all compensatory education in the Detroit Public Schools and has been instrumental in the development of the programs.

Carl Marburger, "Considerations for Educational Planning", in A. H. Passow, (ed), Education in Depressed Areas, (New York: Teachers College, Columbia University, 1963)

Carl Marburger, "Working Toward More Effective Education", in U. S. Office of Education, Programs For The Educationally Disadvantaged, (Washington, D. C.: U. S. Government Printing Office, 1963).

Mrs. Adelaide Phillips, Director
Pre-school Programs
New Haven Public Schools
New Haven, Connecticut

Mrs. Phillips has been director of the pre-school programs in New Haven, and worked for their development since their inception in 1963.



APPENDIX C

1. Letter of Request
2. Key to Summary of Ratings
3. Instruction for Rating
4. Rating Form and Summary of Ratings

February 9, 1966

For my dissertation for the doctoral degree at Michigan State University, I am attempting to study the organization and administration of compensatory pre-school programs. I am attempting to establish a set of guidelines and priorities for the establishment of such programs in the public schools.

You have been selected as one of a panel of experts throughout the United States because of your outstanding work in the area of compensatory education. I would deeply appreciate your help by taking the time to give me the benefit of your thinking on the enclosed rating sheet.

I wish to thank you in advance for your consideration and cooperation. If you are interested in receiving a copy of the abstract of the study and a summary of the results of this survey, please indicate this on the last page of the rating form.

Most sincerely,

Paul B. Ambrose
Room 415, Erickson Hall
Michigan State University
East Lansing, Michigan



KEY TO SUMMARY OF RATINGS

In the following pages a copy of the rating form is presented. In the spaces provided for responses, the responses of the panel are indicated by the following key:

Theoreticians: T-1 Dr. William Brazziel

T-2 Dr. Gene Fusco

T-3 Dr. Boyd McCandless

T-4 Dr. A. H. Passow

Practitioners: P-5 Mrs. Catherine Brunner

P-6 Mrs. Gabrielle Faddis

P-7 Dr. Carl Marburger

P-8 Mrs. Adelaide Phillips



NAME OF RESPONDENT _____

POSITION _____

INSTITUTION _____

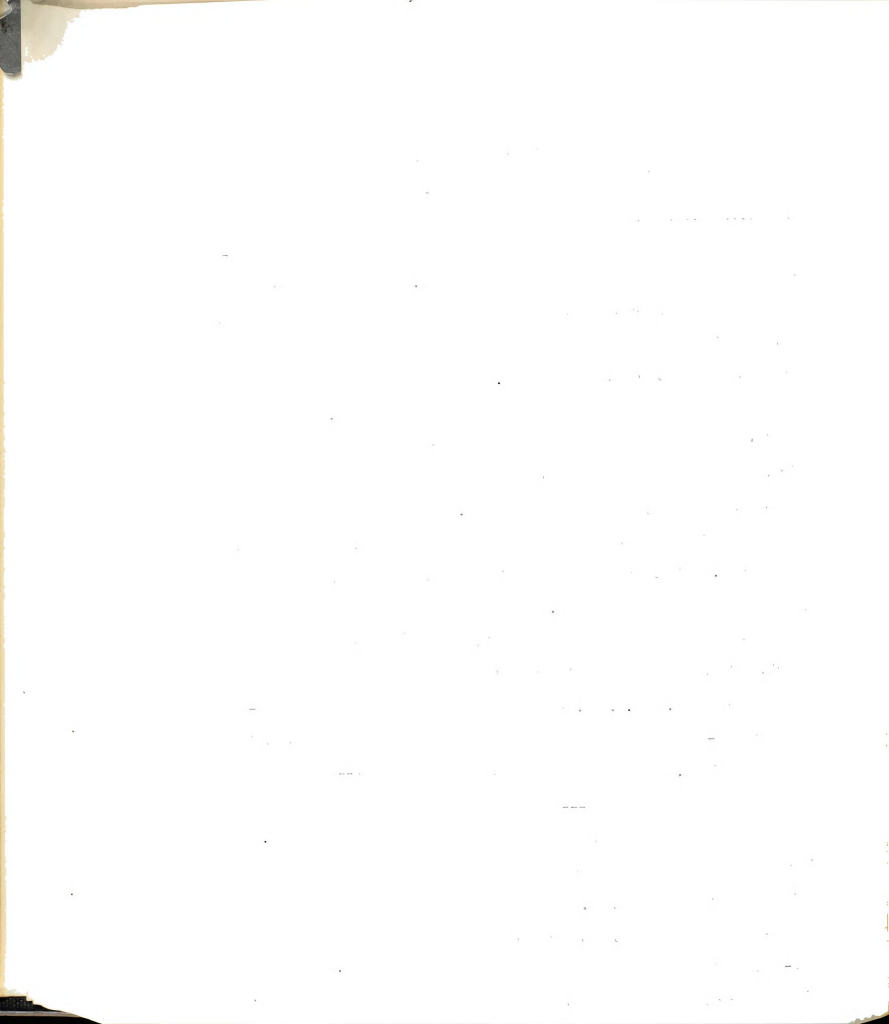
INSTRUCTION FOR RATING

In the following pages are a series of 80 statements concerning pre-school programs for culturally deprived children. In the first section you are asked to indicate whether you agree, sometimes agree, or disagree. In the remaining four sections you are asked to rate the statement as to its relative importance to the program. If it is a principle which is essential to a successful program, rate it Always Necessary. If it is a principle which should be included in the program as soon as conditions allow, but a program could be successfully operated without it, at least on a temporary basis, rate it High Priority. If it is a principle which might be beneficial to the program but not a high priority item, rate it Low Priority. If it is a principle which is not beneficial, or possibly harmful, rate it Never Necessary.

If you feel that you would rate an item as Always Necessary or High Priority if it were changed slightly, please add to or delete those words you feel necessary. (i.e. No. 10 reads: It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward the school.) You may wish to change this to read --- to develop in the child and his parents ---

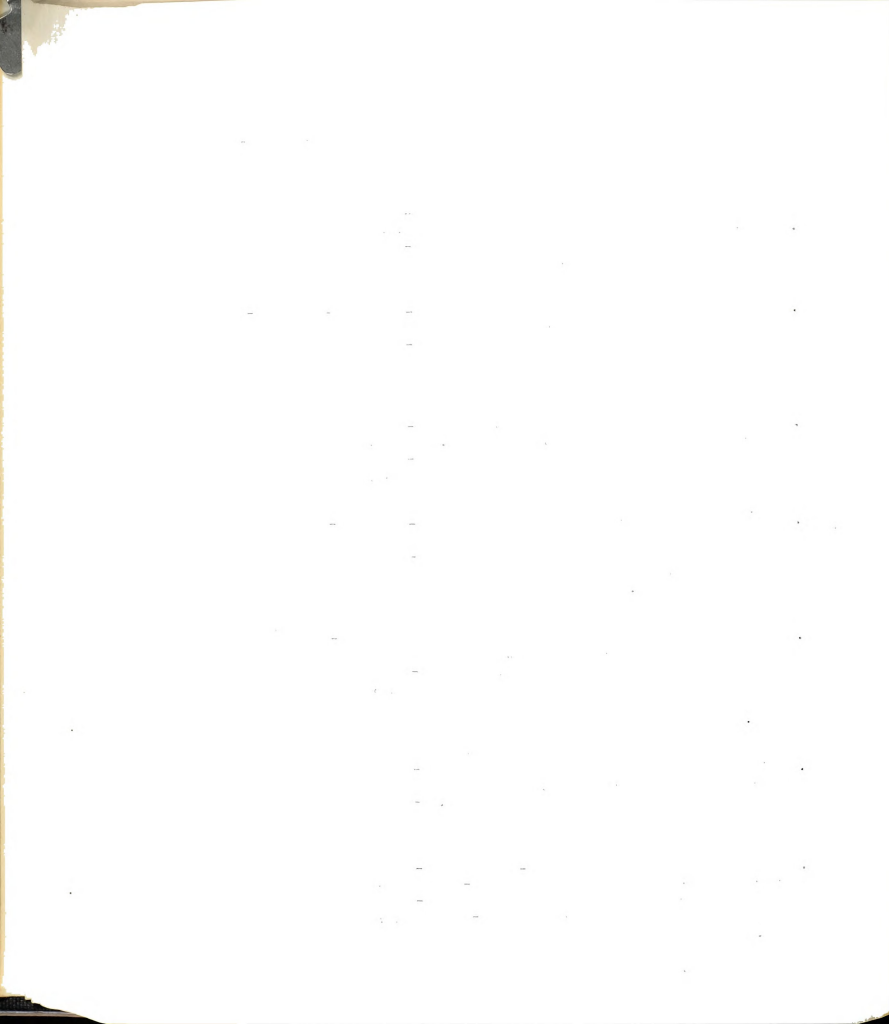
At the end of each section I have left a space for your comments. Please make such comments and additions which you feel are important or would be helpful to the study.

When you have completed the questionnaire, please place it in the self-addressed stamped envelope provided and return it to me. Your copy of the abstract and summary of the survey will be mailed early in April.



PHILOSOPHY AND PURPOSE

	Agree	Sometimes Agree	Disagree
1. Education is the result of the experiences which the child has in his social milieu; home, school, and community.	T- 1,2,3,4 P- 5,6,7,8		
2. Education which a child receives in the school will depend largely upon his ability to relate, and the manner in which he relates, to the school, his neighborhood, and the community	T- 1,4 P- 6,7,8	T- 2 P- 5	T- 3
3. Education is the joint responsibility of the school, the parents, and the community.	T- 1,2,3,4 P- 5,6,7,8		
4. The school and community must assume responsibility for educative experiences for the child which are normally assumed by the home but which the home is unable or fails to provide.	T- 1,2,3 P- 5,7,8	T- 4 P- 6	
5. The school is responsible to society to provide educative experiences for the child which are necessary to his full intellectual and social development and which are lacking in the culture of the child.	T- 1,2,3 P- 5,6,7,8	T- 4	
6. It is the responsibility of the schools to provide these experiences at a time when they can best be utilized by the child.	T- 1,2,3,4 P- 5,6,7,8		
7. The provision of a meaningful pre-school program can provide amelioration for cultural disadvantage when coupled with a meaningful elementary and secondary program.	T- 1,2,3,4 P- 5,6,7,8		



	Agree	Some- times Agree	Dis- agree
8. The probability of the full development of the culturally disadvantaged child's potential is greatly reduced without some form of early intervention.	T- 1,2,3,4 P- 5,6,7,8		
9. It is the purpose of the compensatory pre-school program to help in the discovery of needed emphases in the elementary school program for the culturally deprived child.	T- 2,3 P- 5,8	T- 1,4 P- 6,7	
10. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward school.	T- 1,2,3,4 P- 5,6,8	P- 7	
11. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward learning.	T- 1,2,3,4 P- 5,6,8	P- 7	
12. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward himself.	T- 1,2,3,4 P- 5,6,8	P- 7	
13. It is the purpose of the compensatory pre-school program to develop in the child a positive attitude toward his family and environment.	T- 1,2,4 P- 5,6,8	T- 3 P- 7	
14. It is the purpose of the compensatory pre-school program to establish early the home-school relationship.	T- 1,2,4 P- 5,6,8	T- 3 P- 7	
15. It is the purpose of the compensatory pre-school program to help prevent academic failure.	T- 1,2,3,4 P- 5,6,8	P- 7	
16. It is the purpose of the compensatory pre-school program to improve the cognitive development of the child.	T- 1,2,3,4 P- 5,6,8	P- 7	



	Agree	Sometimes Agree	Disagree
17. It is the purpose of the compensatory pre-school program to improve the language development of the child.	T- 1,2,3,4 P- 5,6,8	P- 7	
18. It is the purpose of the compensatory pre-school program to improve the auditory and visual discrimination of the child.	T- 1,2,3,4 P- 5,6,8	P- 7	
19. It is the purpose of the compensatory pre-school program to provide an enriched experiential background for the child.	T- 1,2,3,4 P- 5,6,8	P- 7	

Comments on Philosophy and Purpose of Pre-school Programs:



THE REMAINDER OF THE STATEMENTS HAVE
FOUR RATING COLUMNS. PLEASE NOTE
CHANGE IN HEADINGS.

<u>ORGANIZATION</u>	Always Necessary	High Priority	Low Priority	Never Necessary
20. The definition for entrance in the compensatory pre-school program should be residence in the attendance area served.		P-6,7	T-2 P-5	T-1,3, 4 P-8
21. Priority for admission to the program should be based on relative need as determined by socio-economic status, family structure, and school success of siblings.	P-5	T-1,2 P-6,7,8	T-3,4	
22. Recruitment, publicity and selection for the program should include much direct home-school contact.(Person to person relationships)	T-2 P-5,6,8	T-1,4 P-7	T-3	
23. The pre-school program for culturally disadvantaged children should be in session for the entire school year or more.	T-1 P-5,6,8	T-2,4 P-7	T-3	
24. The compensatory pre-school program should operate for, at least, one half day (2½ hours), four days per week.	T-1,3 P-5,6,7,8	T-4	T-2	
25. One day per week should be devoted to home-school contacts.	P-6,7,8	T-1,2,4 P-5	T-3	
26. The pre-school program should be operated with and under the supervision of the elementary school serving the attendance area.		T-4 P-6,7,8	T-1,2,3 P-5	
27. The maximum class size for the compensatory pre-school program should not exceed 15 children.	T-1,3 P-5,6,8	T-2,4 P-7		



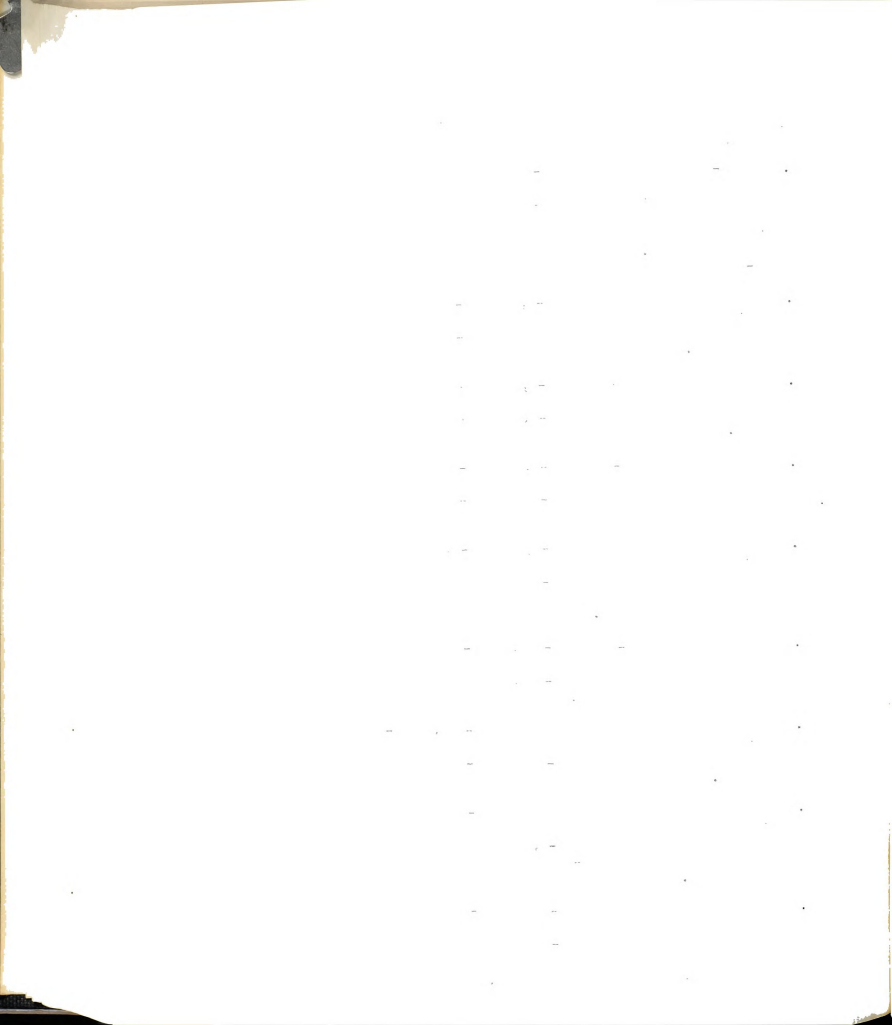
	Always Necessary	High Priority	Low Priority	Never Necessary
28. The student-teacher ratio for the compensatory pre-school program should not exceed 8 to 1.	T-3 P-5,6,8	T-1,2,4 P-7		
29. The pre-school classroom for the compensatory program should be spacious and arranged so as to present a pattern of order and simplicity.	P-5,6,8	T-1,2,3,4 P-7		
30. The pre-school classroom should provide a locker, drawer, or cubby hole which will be for the child's personal use.	P-5	T-1,3,4 P-6,7,8	T-2	

Comments on Organization for Pre-School:

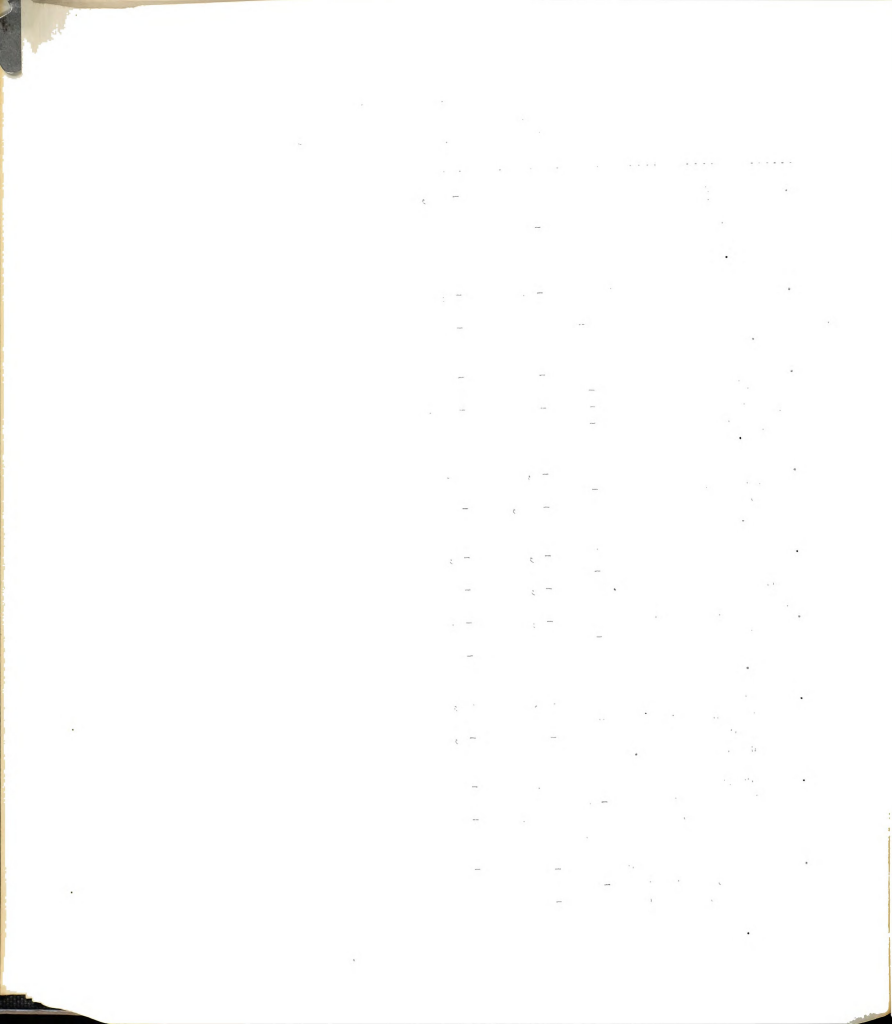


INSTRUCTIONAL PROGRAM

	Always Necessary	High Priority	Low Priority	Never Necessary
31. The pre-school program for culturally disadvantaged children should be based on a good nursery school program with special emphasis in problem areas. (Items 32 - 37).	T-2,3 P-5,6,8	T-1,4 P-7		
32. The compensatory pre-school program should give special emphasis to language development.	T-2,3,4 P-5,6,8	T-1 P-7		
33. The compensatory pre-school program should give special emphasis to concept development.	T-2,3,4 P-5,6,8	T-1 P-7		
34. The compensatory pre-school program should give special emphasis to auditory and visual discrimination.	T-2,3,4 P-5,6,8	T-1 P-7		
35. The compensatory pre-school program should give special emphasis to broadening and enriching the experiential background of the child.	T-2,3 P-5,6,7,8	T-1,4		
36. The compensatory pre-school program should give special emphasis to the development of a positive self concept.	T-2,3,4 P-5,6,7,8	T-1		
37. The compensatory pre-school program should give special emphasis to the development of values.	P-5	T-1,2,4 P-6,7,8	T-3	
38. The program should provide opportunity for experimentation with the environment with supportive and corrective feedback.	T-4 P-5,6,8	T-1,2 P-7	T-3	
39. The provide should provide opportunity for expressive activities by the child with supportive and corrective feedback.	T-3 P-5,6,8	T-1,2,4 P-7		



	Always Necessary	High Priority	Low Priority	Never Necessary
40. The program should provide opportunity for the one to one interaction by the child with significant adults.	P-5,6,8	T-1,2,4 P-7		
41. The program should provide opportunity for developing the concept of labeling.	T-3,4 P-5,6	T-1,2 P-7,8		
42. The program should provide opportunity for developing the concept of categorization and relationships.	T-3,4 P-5	T-1,2 P-6,7,8		
43. The program should provide opportunity for developing concepts of size and shape.	T-3,4 P-5,6,8	T-1,2 P-7		
44. The program should provide opportunity for developing concepts of color.	T-3,4 P-5,6	T-1,2 P-7,8		
45. The program should provide opportunity for developing concepts of time and space.	T-3,4 P-5,6	T-1,2 P-7,8		
46. The program should provide opportunity for developing concepts of numbers and numerical value.	T-3,4 P-5,6	T-1,2 P-7,8		
47. The program should provide opportunity for developing self identification and a feeling of self worth	T-3,4 P-5,6,8	T-1,2 P-7		
48. The program should provide opportunity for developing concepts of social acceptability of personal action.	T-3,4 P-5,7,8	T-1,2 P-6		



	Always Necessary	High Priority	Low Priority	Never Necessary
49. The program should provide opportunity for becoming acquainted with the neighborhood.	T-3 P-5,6	T-1,4 P-7,8	T-2	
50. The program should provide opportunity to explore other environments. (i.e. the farm, "downtown", cultural attractions.)	T-3 P-5,8	T-1,2,4 P-7	P-6	
51. The program should provide opportunity to gain experiences common to middle-class children but uncommon to lower class children. (i.e.: ride on a train, visit the zoo, eat in a restaurant.)	T-3 P-5,8	T-1,4 P-6,7	T-2	
52. The program should provide opportunity for the child to make a positive identification with the school.	T-3 P-5,6,8	T-1,2,4 P-7		

Comments on Instructional Program:

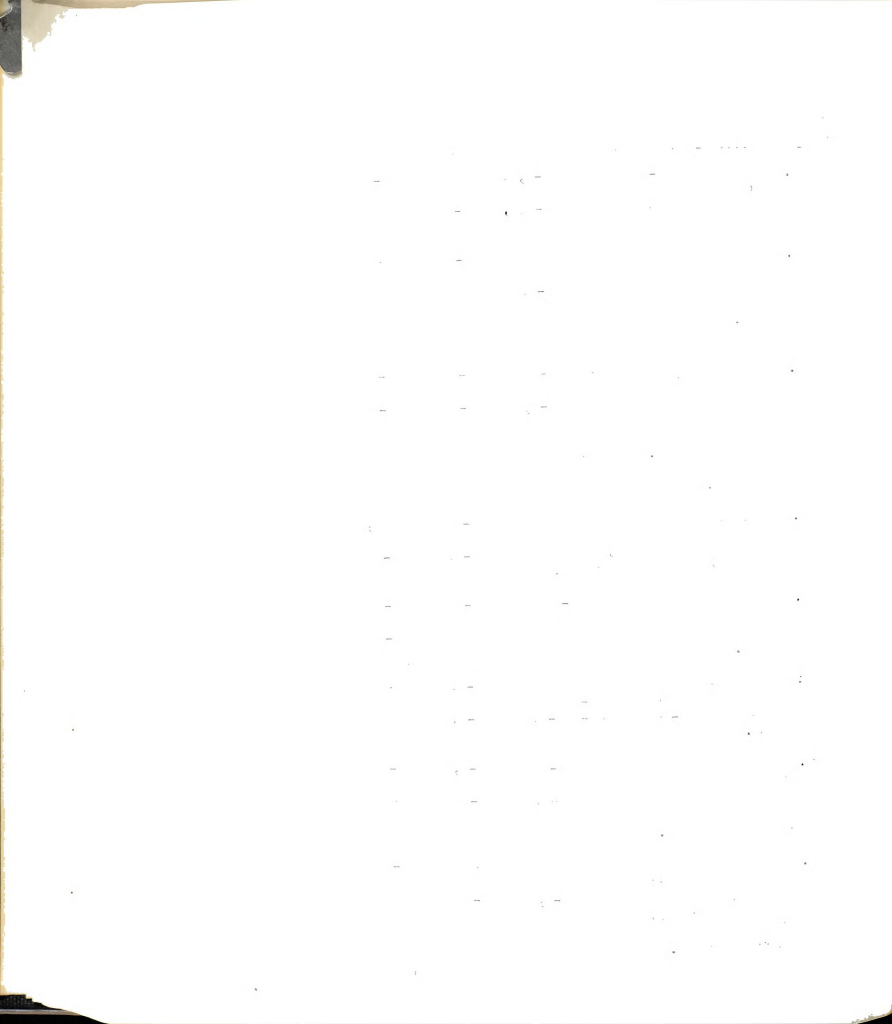


INSTRUCTIONAL STAFF

	Always Necessary	High Priority	Low Priority	Never Necessary
53. The minimum staff for a compensatory pre-school program should be a teacher and a teacher aide for each class of 15 or less children.	T-1,3 P-5,6,8	T-2,4 P-7		
54. The teacher should be a fully trained and certifiable teacher, preferably with training in early childhood or primary education.	T-1,4 P-6,7,8	T-2,3 P-5		
55. The teacher should have demonstrated an interest and understanding of the problems of culturally disadvantaged children.	T-1,2,4 P-5,6,8	T-2 P-7		
56. The teacher should be provided with a pre-service education program in working with culturally disadvantaged children and the culture of the neighborhood being served.	T-1,3,4 P-5,6	T-2 P-7,8		
57. The teacher aide should have a minimum of a high school education and preferably the qualifications for college entrance.	a	T-1,2,3,4 P-5	P-6,7,8	
58. The teacher aide should have a sincere interest in the problems of the culturally disadvantaged child.	T-4 P-5,6,8	T-1,2,3 P-7		
59. The teacher aide should represent the culture of the children being served. (Negro in a predominantly negro area. Lower class background. Speak mother tongue of foreign speaking children)		T-4 P-5,7	T-2,3 P-6,8	T-1
60. The teacher aide should have a pre-service program in working with culturally disadvantaged children.	T-1,3,4 P-5	T-2 P-6,7,8		

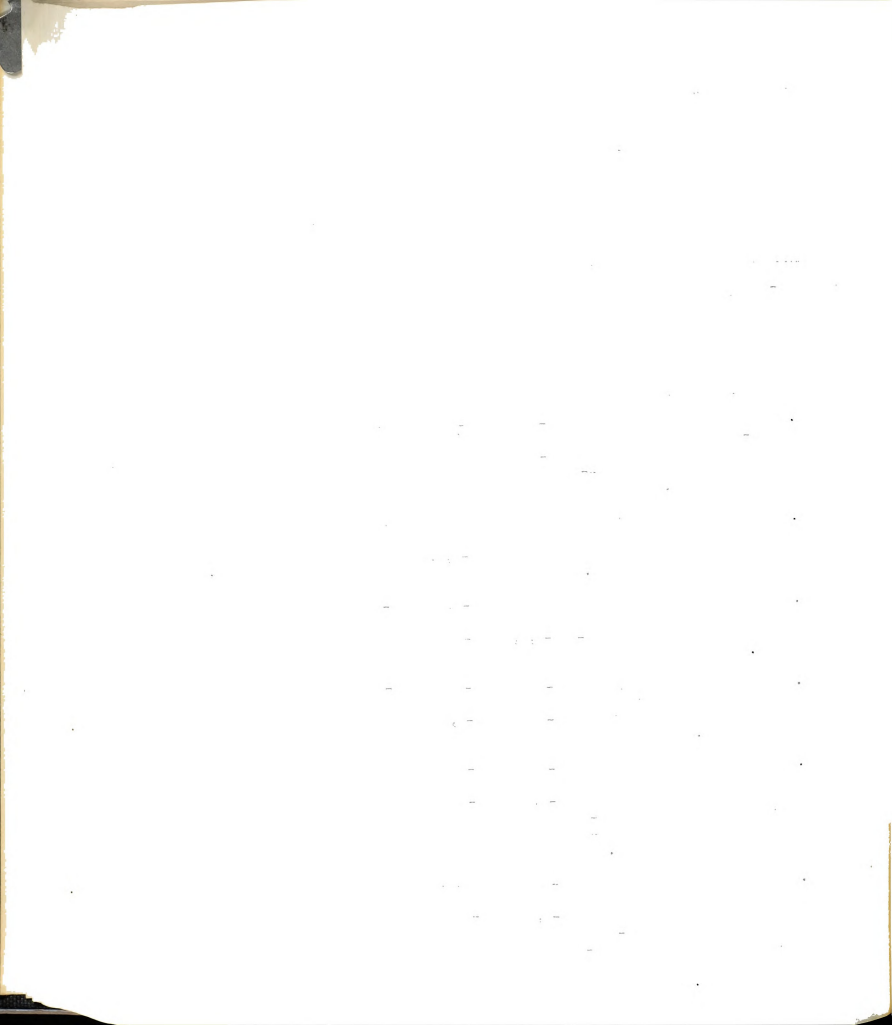


	Always Necessary	High Priority	Low Priority	Never Necessary
61. A program of in-service education should be provided for the staff of the pre-school program	T-1,3,4 P-5,6,8	P-7	T-2	
62. The staffing should provide for the services of a social worker, a diagnostician, and a psychologist. (Cross out or add as you feel necessary)	T-3 P-6,8	T-1,4 P-5,7	T-2	
63. The staffing should provide for the services of a nurse and a dental technician augmented by reference service for medical and dental needs. (Cross out or add as you feel necessary.)	T-1,3 P-5,6	T-4 P-7,7	T-2 P-8	
64. The program should provide for the services of volunteers or lay assistants for days the class is in session.		T-1,4 P-6,7-	T-2,3 P-8	
65. The lay assistants or volunteers should be drawn from the neighborhood being served.		T-1	T-2,3,4 P-5,6,7,8	
66. Both the teacher and the teacher aide should participate in home-school contacts.	T-1 P-5,8	T-2,4 P-6,7	T-3	
67. The teacher should be responsible for planning the program within the limits of policy and curriculum guide.	T-1 P-6,8	T-2,4 P-7	T-3 P-5	
68. The teacher should be responsible for assigning duties to the teacher aide and volunteers within the limits of the policy and described roles.	T-1 P-6,8	T-3,4 P-5,7	T-2	



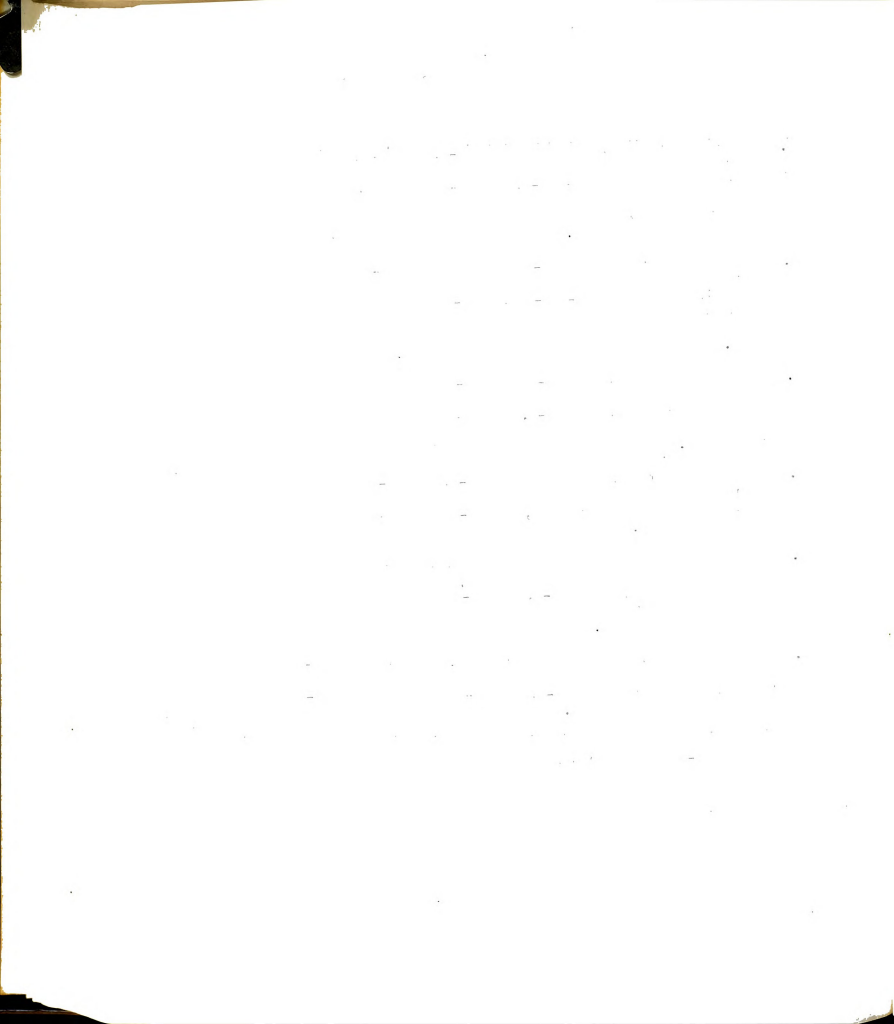
Comments on Staff:

<u>HOME-SCHOOL RELATIONS</u>	Always Necessary	High Priority	Low Priority	Never Necessary
69. The establishment of good home-school relations is essential to the success of the compensatory pre-school program.	T-2 P-5,6,8	T-1,4 P-7	T-3	
70. The program should provide released time for the teacher and teacher aide to make home visitations.	P-8	T-1,2,4 P-5,6,7	T-3	
71. The program should provide opportunity for the parents to participate in the program.	P-5,7,8	T-1,2,4 P-6	T-3	
72. The parent participation program should be based on the expressed needs of the parents.	T-3 P-5,8	T-1,2 P-6,7	T-4	
73. The parent participation program should provide opportunities for the parents to gain an understanding about the physical needs of the child.	T-1 P-5,8	T-2,3,4 P-6,7		
74. The parent participation program should provide opportunity for the parents to gain an understanding about the intellectual and emotional needs of the child.	T-1 P-5,8	T-2,3,4 P-6,7		

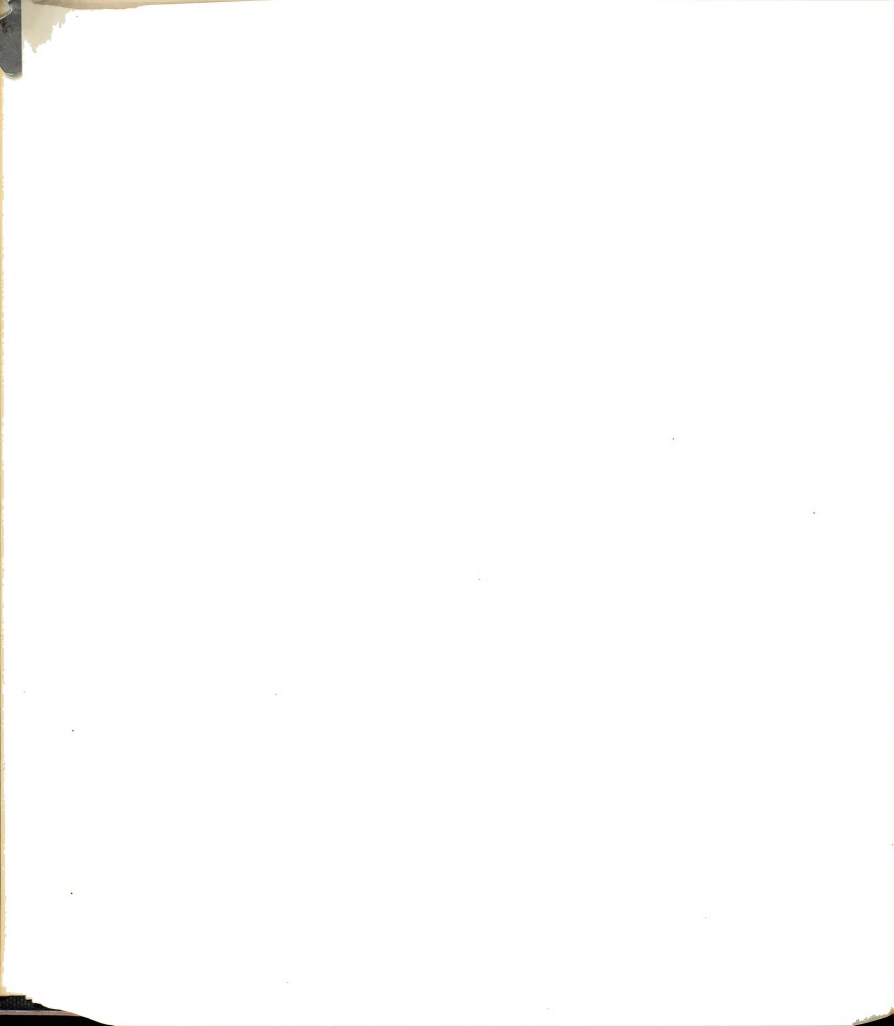


	Always Necessary	High Priority	Low Priority	Never Necessary
75. The parent participation program should provide opportunities for the parents to understand their own identity and their relationship to the child.	P-5,8	T-1,4 P-6,7	T-2,3	
76. The parent participation program should provide opportunities for the parents to make a positive identification with the school.	T-1 P-5,6,8	P-7	T-2,3,4	
77. The parent participation program should be directed by the teacher with the involvement and aid of the entire staff.	T-1 P-5,6,8	T-4 P-7	T-2,3	
78. The parent participation program should provide for meetings on a regular and frequent basis.	P-5,8	T-1,4 P-7	T-2,3 P-6	
79. The parent participation program should provide for continued person to person contact between the home and the school.	P-5,6,8	T-1,2,4 P-7	T-3	
80. Participation in the home-school program should be a prerequisite for enrollment of the child in the program.	P-7,8	T-1,2 P-5	T-4	T-3 P-6

Comments on Home-School contacts:



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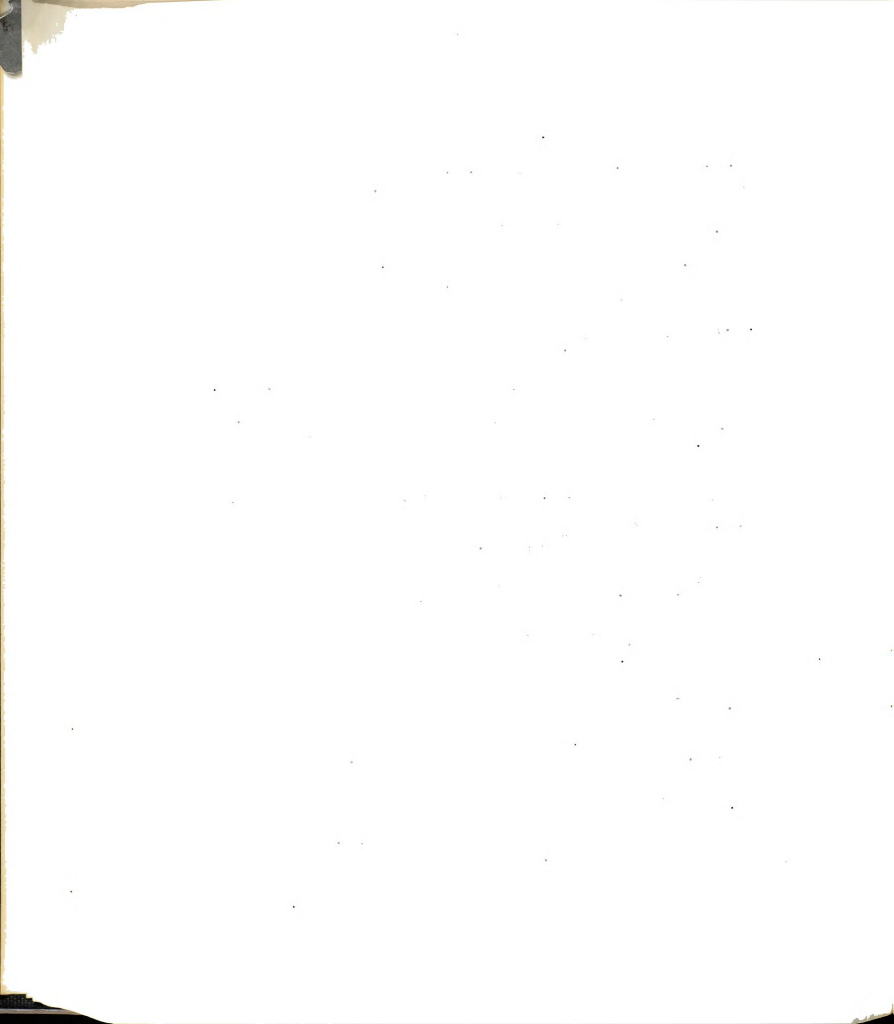
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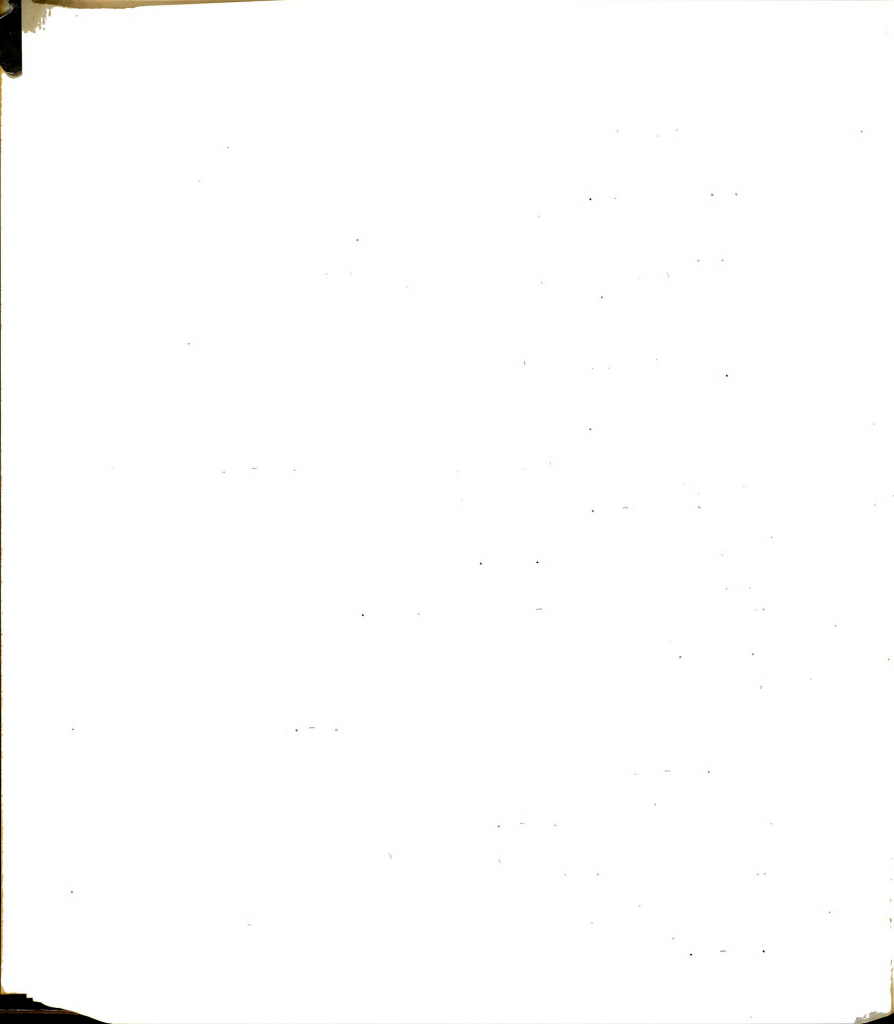
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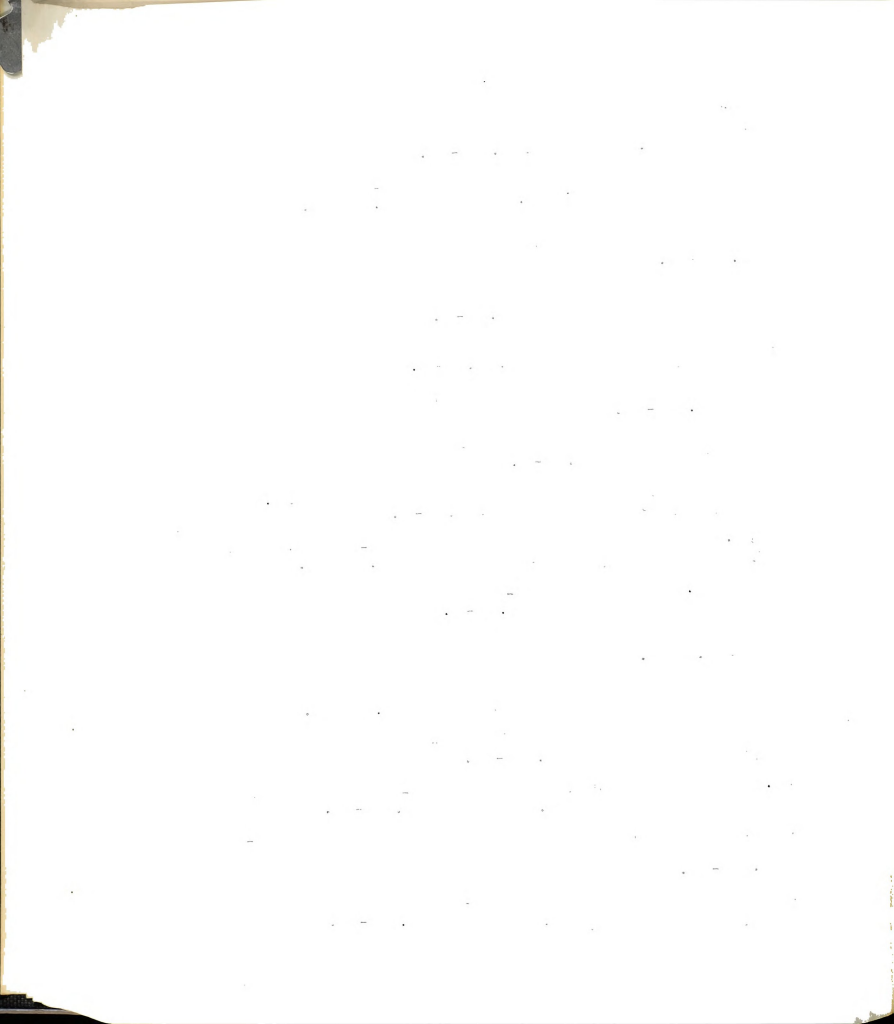
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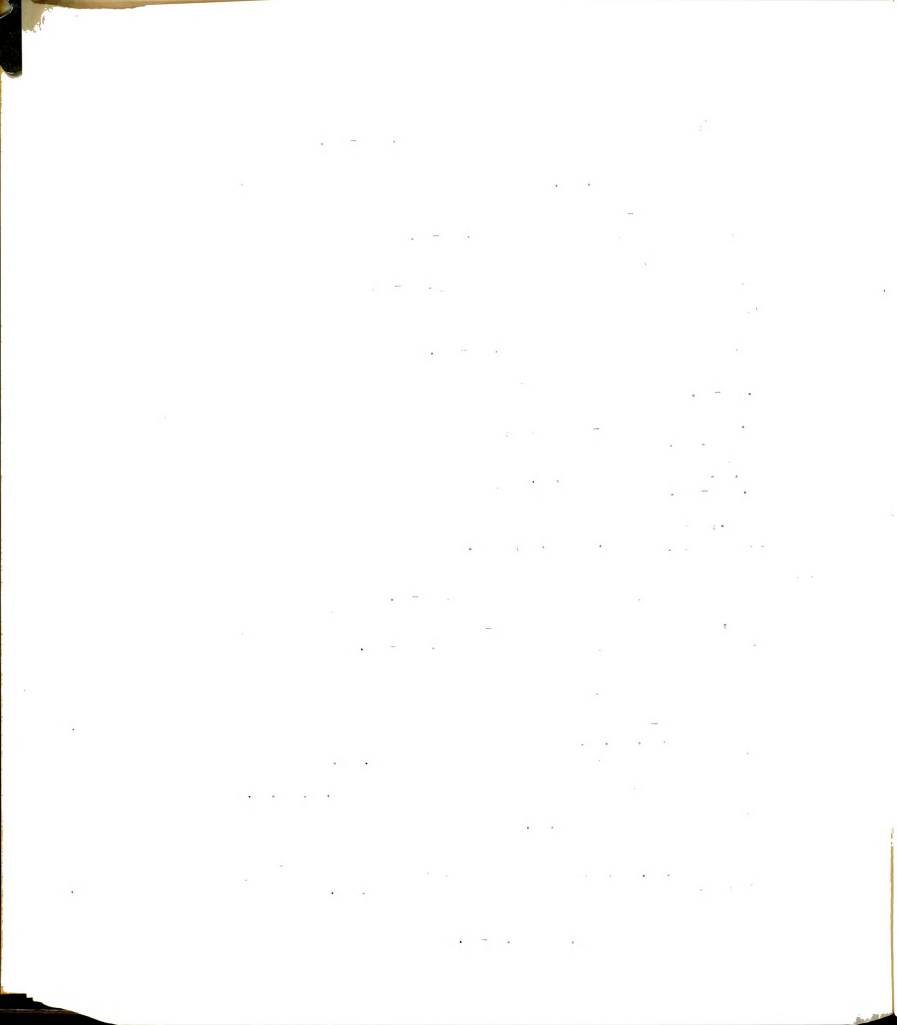
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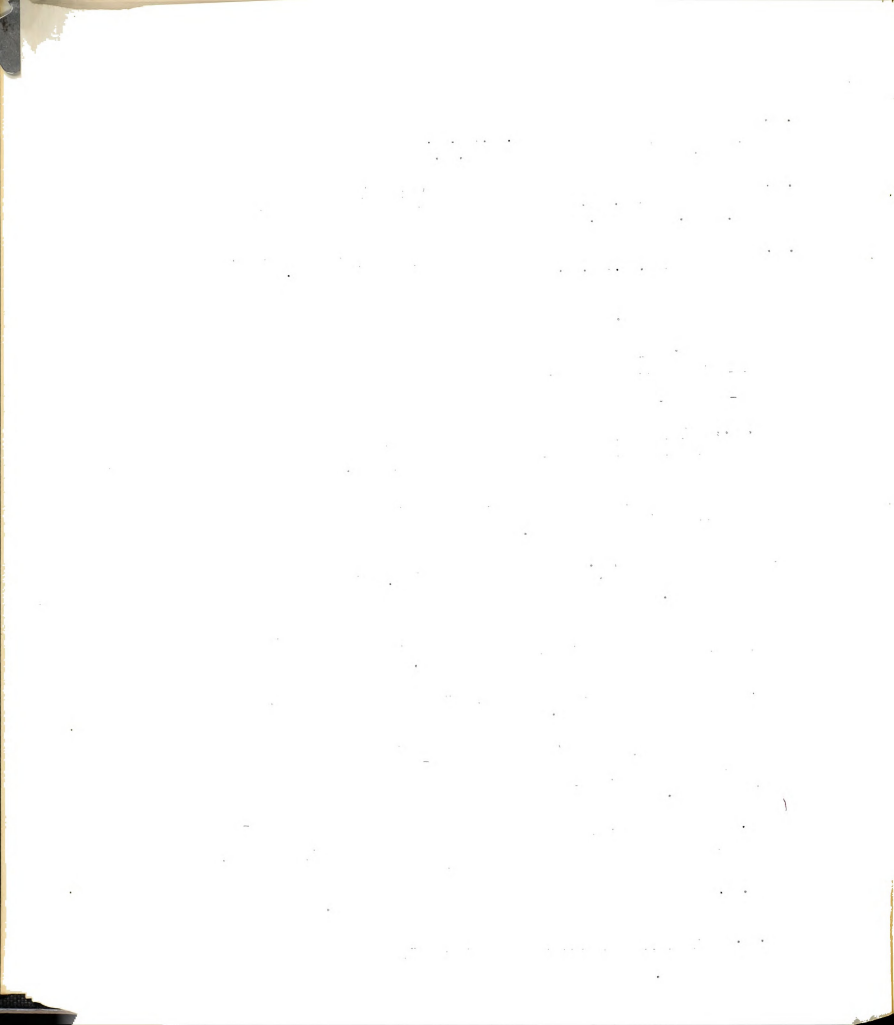
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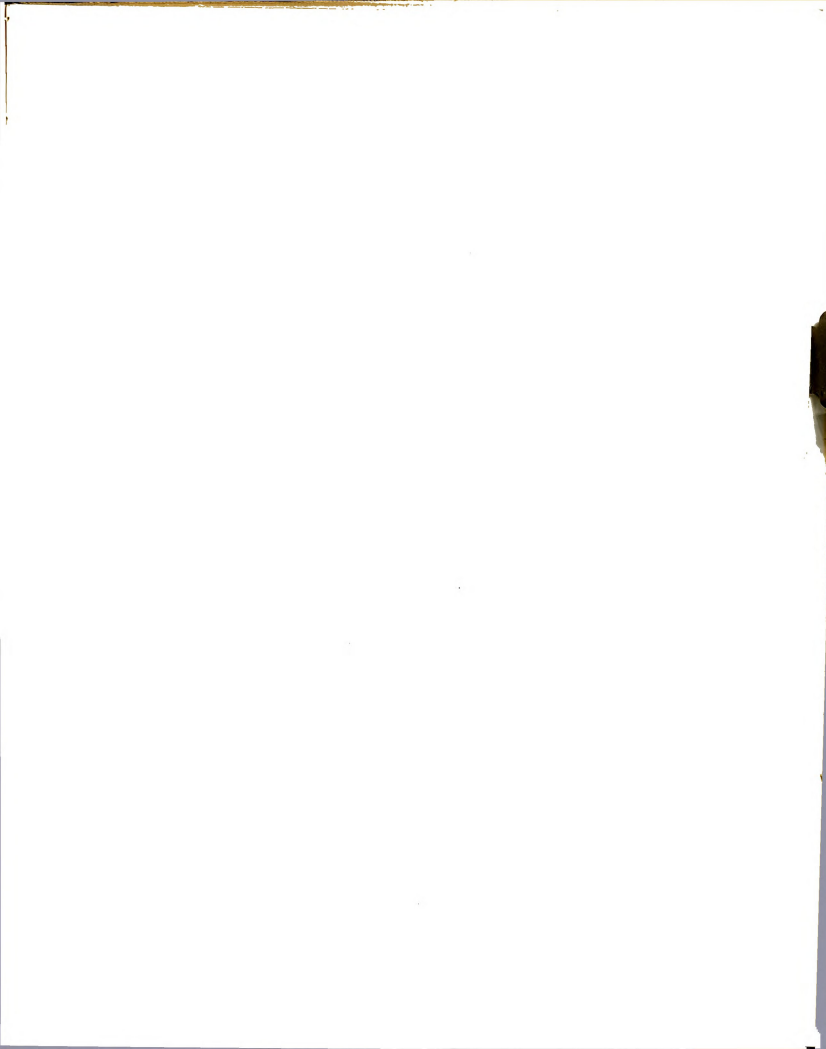
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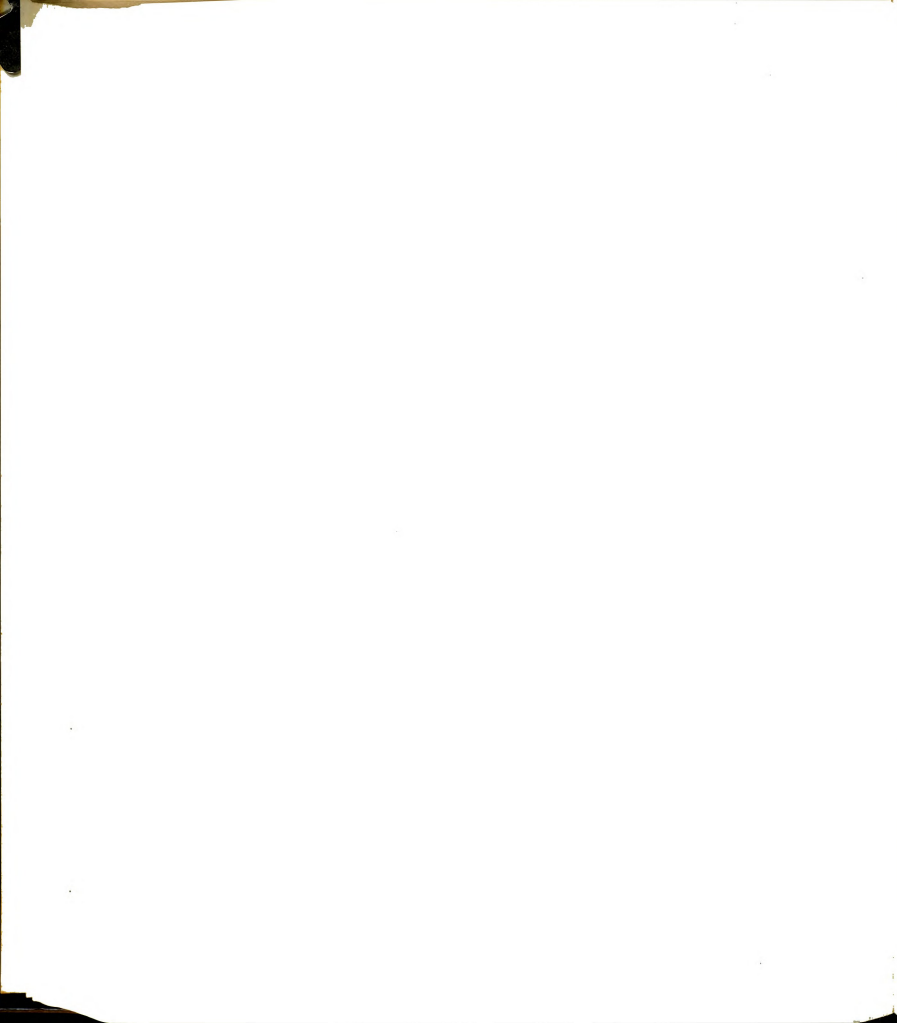
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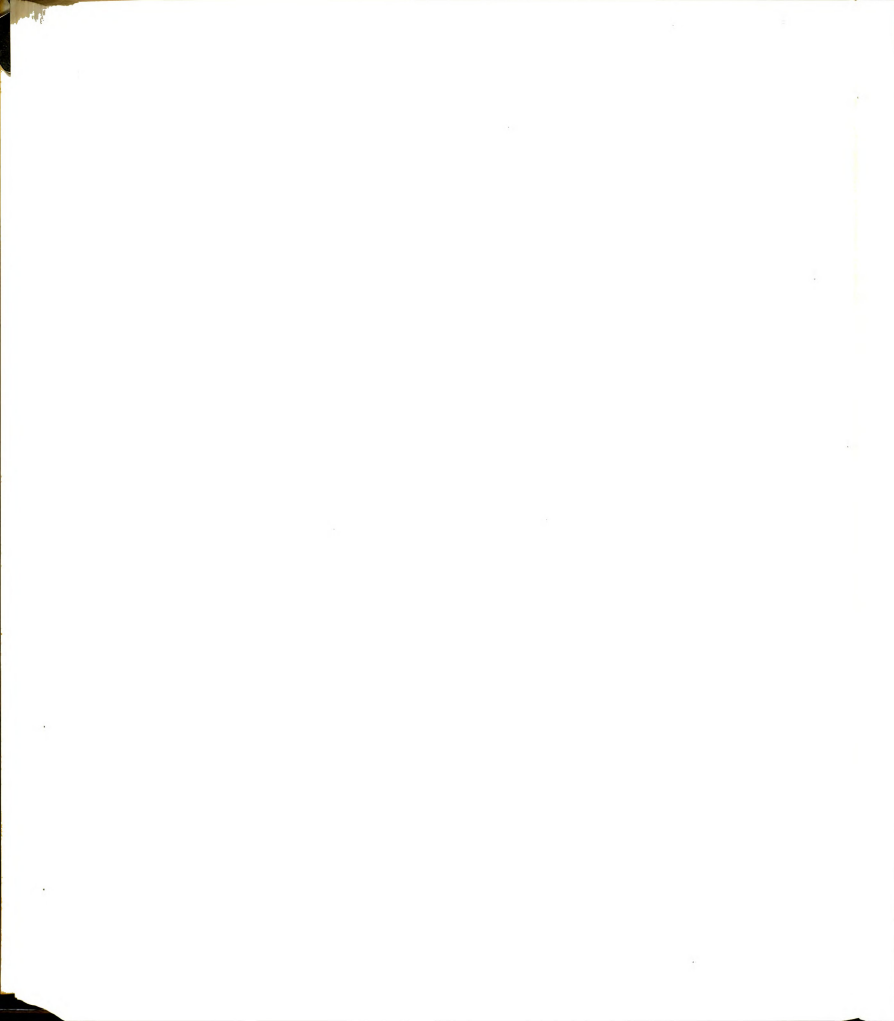


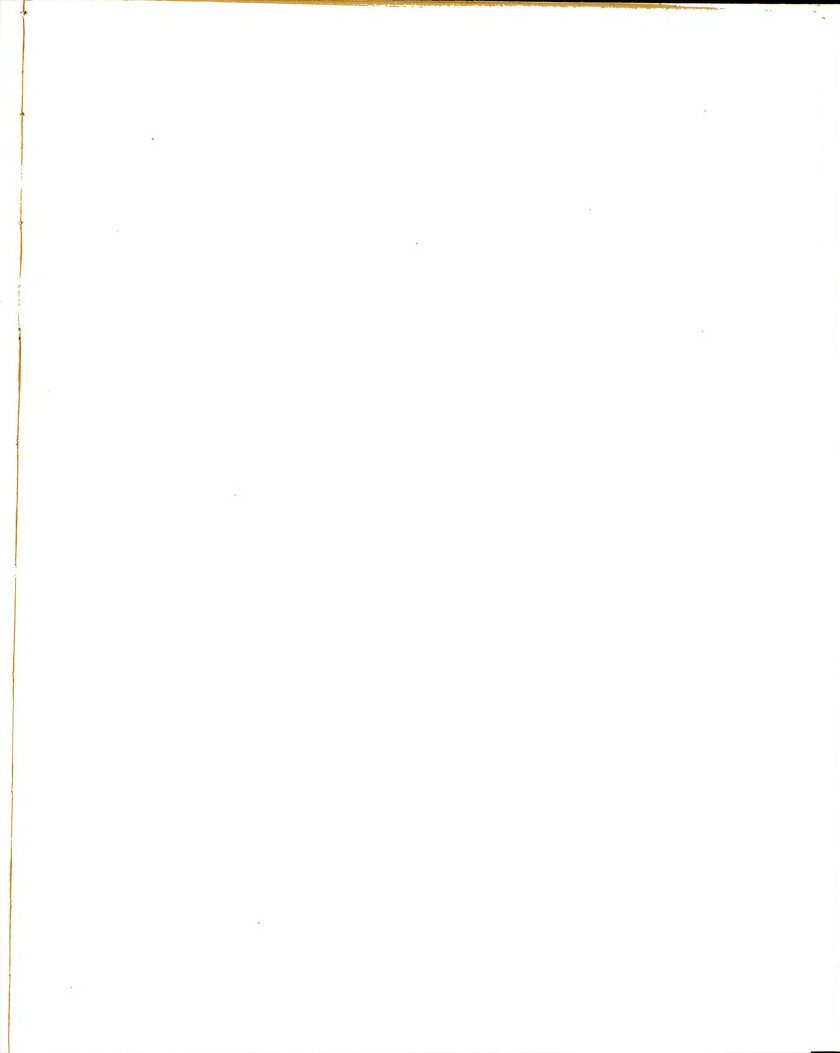


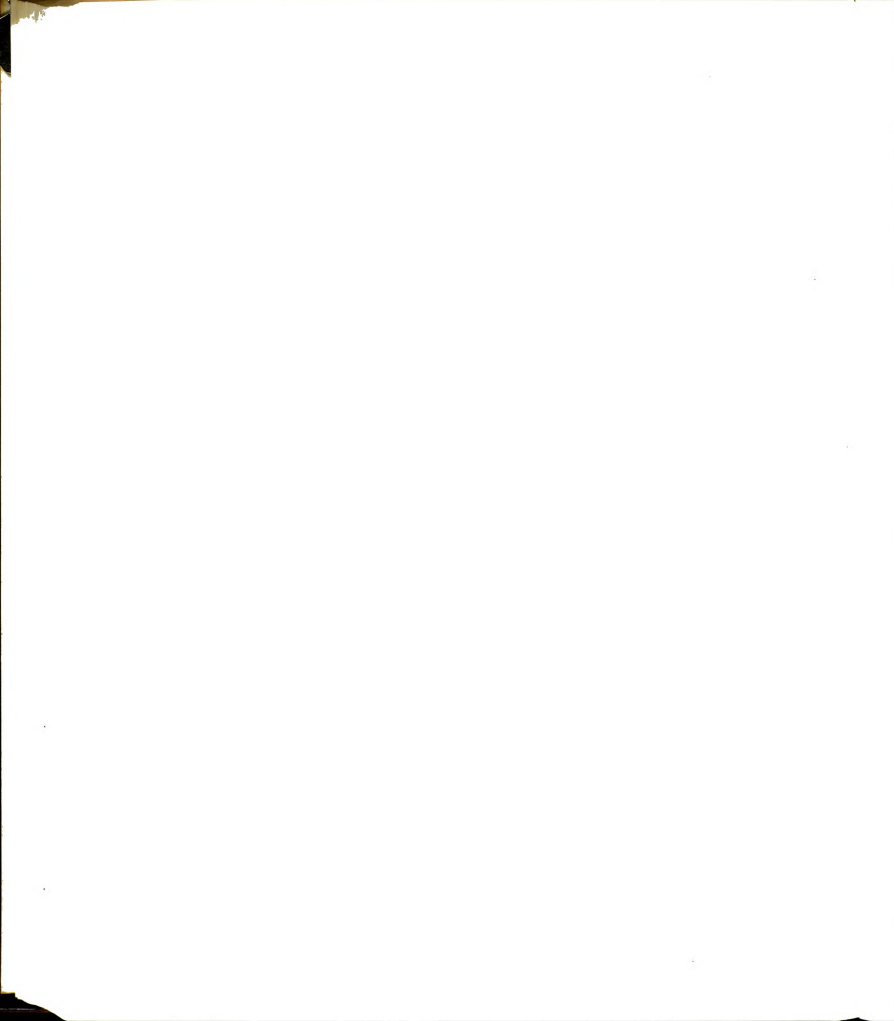


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