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Analysis of selected periodical literature related to culturally disadvantaged children and the implications for the school library, 1965-1967

Annette Willis Thomas

Atlanta University

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ANALYSIS OF SELECTED PERIODICAL LITERATURE RELATED TO
CULTURALLY DISADVANTAGED CHILDREN AND THE
IMPLICATIONS FOR THE SCHOOL LIBRARY,
1965-1967

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE
IN LIBRARY SERVICE

BY
ANNETTE WILLIS THOMAS

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
JUNE 1968
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CHAPTER I

INTRODUCTION

It has been assumed that culturally disadvantaged children cannot make normal progress in school unless conditions in their homes are improved. Lessie Carlton and Robert H. Moore of the Department of Education and Psychology, Illinois State University, feel that this assumption is false and that the school can bring about normal learning progress by providing effective learning experiences, developing favorable classroom climate, and fostering positive self concepts.¹

Many other educators, legislators and lay people share this belief as evidenced by the passage of legislation which began the war on poverty and helped upgrade both home and school conditions.

The War on Poverty is concentrating where it should, on preventing a generation from growing up to become members of a permanent welfare class. We know that a large subgroup of children are growing up in city slums and our pockets of rural poverty without the kind of educational experience that will enable them to become self-supporting.²

The President of the United States has said in clear and simple terms that we can and should do something about this condition. We cannot afford to have the social pathology -- the juvenile delinquent, adult crime, family disorganization, physical and mental disease -- that goes with un-


employment, illiteracy, and slum living. Neither can we afford in terms of our social pride to be part of an affluent society which has such a seamy side to it.¹

With this in mind, the culturally disadvantaged are often left unmotivated until the school steps in and provides the guidance needed to stimulate the child to use the materials at hand to improve his cultural outlook on life. Books, magazines, records, filmstrips and other media found in the library are used to provide this motivation.

The schools in disadvantaged areas find it exceedingly difficult to accomplish the goals set for them by tradition because children come to school lacking the background ordinarily furnished by their first teacher, their parents. As a result, it is necessary for schools to provide those experiences that are taken for granted as part of a middle-class child's everyday life. The differences have significance for education, and it requires reflection for adults to understand the extent, the depth and the seriousness of the problem involved.²

Federal attention has been given to the culturally disadvantaged child in the modern American school. These children will be benefited by a 1964 revision of the National Defense Education Act which Congress has broadened to include, among other subjects, the teaching of disadvantaged youth. Cutts comments in a book by Beck that:

Improving of reading instruction and help for disadvantaged youth will be implemented in three ways: Improvement of the quantity and quality of instructional equipment and materials. Such improvement may also include minor remodeling in order to make best use of new equipment and materials (Title III).

¹Ibid., p. 7.
²Ibid., pp. 45-46.
Provision of supervisory and consultative services from the state, half of the cost of which would be paid from NDEA funds (Title III). Training through state sponsored workshops (Title III) and help through college sponsored NDEA institutes (Title XI).  

Elementary school systems across the nation have moved in a variety of directions in attempting to meet the challenge of educating culturally disadvantaged pupils. "Culturally disadvantaged youth, and by this we usually mean poverty stricken youth, are the subject of growing interest among the nation's educators."  

In racial and ethnic terms, culturally disadvantaged children are about evenly divided between whites and nonwhites. They consist mainly of the following:

- Negroes from the rural South, many of whom have migrated recently to the Northern industrial cities.
- Whites from the rural South and the Southern mountains, many of whom have migrated recently to the Northern industrial cities.
- Puerto Ricans who have migrated to a few Northern industrial cities.
- Mexicans with a rural background who have migrated into the West and Middle West. Also rural Spanish-Americans in Southwestern states.
- European immigrants with a rural background, from eastern and southern Europe.  

The school has been recognized as needing support to provide additional materials for culturally disadvantaged children as seen through federal legislation in Titles I and III of the Elementary Secondary Education Act. Funds from Title I go to those schools which serve only cultur-

1Ibid., pp. 46-47.
2Ibid., p.33.
3Ibid., p.10.
ally disadvantaged children.

The school library has been recognized as being equipped to serve the advantaged child; it should take an active part in all areas to help reach the culturally disadvantaged child at his most impressionable age. Therefore, libraries and schools must constantly seek new books and new materials aimed at the special needs and capacities of the poor.

Purpose and Scope

Increased interest in and emphasis on the culturally disadvantaged child underlie this study. This interest is seen in the following hypotheses: (1) that the antipoverty proposals made by Congress pointed up the need for aid for culturally and economically disadvantaged children, spurred educators to provide programs to bridge the gap of cultural deprivation, and heightened public interest in the culturally disadvantaged; (2) that school libraries must provide materials for and a challenge to the culturally disadvantaged through its various book and non-book materials; and (3) that the periodical literature written about the culturally disadvantaged will reflect the emphasis placed on providing for and challenging the culturally disadvantaged.

In view of the growing emphasis on providing adequately for the culturally disadvantaged child, the purposes of this study are: (1) to reveal a better understanding of the needs of the culturally disadvantaged child by the administrative staff and teachers in the school; (2) to find in which magazines the articles appeared most frequently; and (3) to reveal the implications for the school library as mentioned in the literature and to serve as a goal toward which librarians and school administrators can work.
This thesis is a continuation of "An Analysis of Periodical Literature Related to the School Library and the Culturally Deprived Child, 1960-1965," which was recently written by Mrs. Rosalie S. Peterson, a student in the Atlanta University School of Library Service.  

Methodology

This study was developed by the following procedures: An annotated bibliography was made up of the literature relative to the subject from Library Literature, Education Index, and Readers' Guide to Periodical Literature, from 1965 through 1967. The bibliography was arranged by year in alphabetical order by author or title (see Appendix A).


Twenty-eight articles were found to have information concerning the library and the culturally disadvantaged child. The articles were read in detail and the paragraph was used as the unit of analysis. A checklist which consisted of the following categories was drawn up to analyze the

---


An analysis was made of the literature by date in order to determine how many articles appeared from 1965 through 1967, thereby determining the frequency of occurrence for the three-year period. For the year 1965, articles were used that had not been used in the Peterson study. After determining the frequency of occurrence of articles, an analysis was made of the sources in order to determine the frequency with which the sources were cited.

Definitions of Terms

For the purposes of this study, the terms "culturally disadvantaged" and "culturally deprived" are used interchangeably in a broad sense to include many different groups of disadvantaged children. When used in this general way a degree of caution must be used for the term refers to a child living in a depressed area of a city with problems of academic retardation, truancy, insecurity, lack of motivation for the task of learning, poor health, malnourishment and the lack of cleanliness. The culturally disadvantaged child can be classified as the lowest socioeconomic group. The term "child" is not restricted to elementary school ages, but may extend through high school.

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1Peterson, op.cit.
CHAPTER II

ANALYSIS OF PERIODICAL ARTICLES RELATED TO THE CULTURALLY DISADVANTAGED CHILD, 1965-1967

In order to analyze periodicals on the culturally disadvantaged child, certain categories have been set up to determine what writers have said about education for the disadvantaged child, and how schools could bridge the gap in educating this special group. These categories were selected from Library Literature, Education Index, and Readers' Guide to Periodical Literature. The literature covers the period 1965 through 1967 located in these indexes. A total of 28 articles was revealed dealing with the subject.

Of the 28 articles six specific topics are directly or indirectly related to the school library, and the culturally disadvantaged child. After analyzing the articles by date and by source, the content of these articles was analyzed in this chapter.

Analysis of the Articles by Date

According to the indexes consulted, there were 28 articles analyzed because they contain data related to the culturally disadvantaged child with implications for the school library. The largest number of articles, 1

1 Library Literature, op.cit.
2 Education Index, op.cit.
3 Readers' Guide to Periodical Literature, op.cit.
14, or 50 percent, was published in 1966. There were seven articles, or 25 percent, published in 1965, and seven, or 25 percent, published in 1967 (see Table 1).

### TABLE 1

**ANALYSIS OF THE ARTICLES BY DATE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Articles</th>
<th>Percent of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1966</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>1967</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Analysis of the Articles by Source**

An examination of the literature by source indicated that the articles were published in two types of periodicals, namely; library and education. Library periodicals are those which are concerned with the theory and practice of librarianship and the administration of libraries and are intended to aid in the selection of books and materials. Education periodicals are those that are concerned with the practical and theoretical sides of education. *Education Index,*1 *Readers' Guide to Periodical Literature,*2 and *Library Literature*3 were consulted for the

---

1*Education Index, op.cit.*


3*Library Literature, op.cit.*
28 articles analyzed. Education periodicals contained the larger number of articles found relative to the culturally disadvantaged child. The distribution of articles according to types of periodicals is as follows: 22, or 70 percent, in education periodicals, six, or 21 percent, in library periodicals (see Table 2).

Analysis of the Articles by Content

The literature pertaining to the culturally disadvantaged child from 1965 through 1967 varies in content. The 28 articles analyzed reveal information on eight major categories directly or indirectly related to the culturally disadvantaged child with implications for the school library. The eight major categories include 11 different aspects on this subject. The category receiving the greatest amount of emphasis is Identification and Definition of the Culturally Disadvantaged Child, with 21 frequencies. Discussion on the Needs of the Culturally Disadvantaged Child ranked second and was identified 19 times. Two topics, Programs for the Culturally Disadvantaged Child and School Library Services for the Culturally Disadvantaged Child ranked third with nine articles each. Next in order is the topic, The Librarian's Role in Educating the Culturally Disadvantaged Child, which is treated in eight articles. Choosing Books for the Culturally Disadvantaged Child ranks fifth with six articles. Federal Funds for the Culturally Disadvantaged Child ranks six with five articles, and Preparation of Teachers for the Culturally Disadvantaged Child ranks eighth with three articles (see Table 3).
### Table 2

**Analysis of the Articles by Source**

<table>
<thead>
<tr>
<th>Periodicals</th>
<th>Types of Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
</tr>
<tr>
<td>Instructor</td>
<td>...</td>
</tr>
<tr>
<td>NEA Journal</td>
<td>...</td>
</tr>
<tr>
<td>Education</td>
<td>...</td>
</tr>
<tr>
<td>Grade Teacher</td>
<td>...</td>
</tr>
<tr>
<td>American Library Association Bulletin</td>
<td>1</td>
</tr>
<tr>
<td>American School Board Journal</td>
<td>...</td>
</tr>
<tr>
<td>Arkansas Libraries</td>
<td>1</td>
</tr>
<tr>
<td>Audiovisual Instruction</td>
<td>...</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>...</td>
</tr>
<tr>
<td>The Clearing House</td>
<td>...</td>
</tr>
<tr>
<td>The Education Forum</td>
<td>...</td>
</tr>
<tr>
<td>Elementary English</td>
<td>...</td>
</tr>
<tr>
<td>English Journal</td>
<td>...</td>
</tr>
<tr>
<td>California Teachers Assoc. Journal</td>
<td>...</td>
</tr>
<tr>
<td>Library Journal</td>
<td>1</td>
</tr>
<tr>
<td>Nations School</td>
<td>...</td>
</tr>
<tr>
<td>Negro History Bulletin</td>
<td>...</td>
</tr>
<tr>
<td>North Carolina Libraries</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania School Journal</td>
<td>...</td>
</tr>
<tr>
<td>Southeastern Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Top of the News</td>
<td>...</td>
</tr>
<tr>
<td>Wisconsin Library Bulletin</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
</tr>
<tr>
<td>Subject Content of the Literature</td>
<td>Frequency of Occurrence</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Identification and Definition</td>
<td>21</td>
</tr>
<tr>
<td>Negroes</td>
<td>19</td>
</tr>
<tr>
<td>Children of Illiterate Adults</td>
<td>11</td>
</tr>
<tr>
<td>Migrants</td>
<td>10</td>
</tr>
<tr>
<td>Children from Slum Areas</td>
<td>12</td>
</tr>
<tr>
<td>Needs of the Culturally Disadvantaged Child</td>
<td>19</td>
</tr>
<tr>
<td>Cultural Needs</td>
<td>13</td>
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<tr>
<td>Educational Needs</td>
<td>14</td>
</tr>
<tr>
<td>Exposure to Books</td>
<td>10</td>
</tr>
<tr>
<td>Motivational Needs</td>
<td>15</td>
</tr>
<tr>
<td>Programs for the Culturally Disadvantaged Child</td>
<td>9</td>
</tr>
<tr>
<td>Head Start</td>
<td>7</td>
</tr>
<tr>
<td>Community Action</td>
<td>4</td>
</tr>
<tr>
<td>School Library Services for the Culturally Disadvantaged Child</td>
<td>9</td>
</tr>
<tr>
<td>The Librarian's Role in Educating the Culturally Disadvantaged Child</td>
<td>8</td>
</tr>
<tr>
<td>Choosing Books for the Culturally Disadvantaged Child</td>
<td>6</td>
</tr>
<tr>
<td>Federal Funds for the Culturally Disadvantaged Child</td>
<td>5</td>
</tr>
<tr>
<td>Preparation of Teachers for the Culturally Disadvantaged Child</td>
<td>3</td>
</tr>
</tbody>
</table>
Identification and Definition of the Culturally Disadvantaged Child

Of the 28 articles analyzed in this study, 21 of them include information concerning the different types of culturally disadvantaged children. The culturally disadvantaged are identified and defined by the following: Negroes, children of illiterate adults, migrants, and children from slum areas (4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 21, 22, 23, 25, 26, 27, 28).

Negroes.— According to the literature, Negroes rank highest in the culturally disadvantaged population with 19 articles focusing attention on their cultural and economic status (4, 5, 7, 8, 9, 10, 12, 14, 15, 16, 17, 20, 21, 22, 23, 25, 26, 27). George W. Henke states:

Disadvantaged has frequently been found to exist among the large population of the native non-white children in the country — Negroes mentioned most. However, one may note the existence of the same problem to no lesser extent among Indians, Puerto Rican and Mexican youngsters in many parts of this nation.¹

Johntz adds that "Negroes compose the largest group of the culturally disadvantaged because their problems are due to cultural or environment conditions and not to any intrinsic characteristic of the people themselves."²

Migrants.— Technological changes have influenced the rural population so that some cannot adapt themselves to the change. Some migrate to cities where their inadaptability becomes even more conspicuous. In some geographical areas across the United States, there is an outgoing shift


of families with children of elementary school age, included are migrant workers and their families following crops. "It is estimated that tens of thousands American migrant children do not have an opportunity for education equal to that of other children in our society."¹

The Office of Education pointed out that institutionalized and migrant children are among the most seriously disadvantaged. Migrant youngsters suffer the cultural deprivation that accompanies poverty and also have the handicap of sporadic school attendance.²

Frost states that:

Migrants are burdened by poverty and disease, deprived of education and legislation which could alleviate their conditions. They are rejected by communities and unwelcomed in schools. Temporary residence status makes them ineligible for public assistance and other legal benefits. Many are illiterate; most are educationally retarded. With an annual income of about $800 per family, migrants are among the poorest people in America.³

The problems of migrant families and their children are discussed in 10 of the articles (3, 4, 5, 8, 11, 15, 20, 22, 23, 27).

Children of illiterate adults.— Children who come from homes of illiterate adults are the point of interest in 11 of the articles (3, 4, 5, 6, 7, 8, 10, 16, 17, 21, 23). These children come to school characterized by defeat, fear, insecurity and conflict, and without any background to value education. It was pointed out in one article (18) that: "Children whose parents see only failure and defeat when they look back on their own school days grow up in an atmosphere which makes them fearful or apathetic if not actually hostile, to the idea of education."⁴ "The


²Ibid., p.35.


⁴"Project Get Set," NEA Journal, LV (October, 1966), 17.
literature reveals that in order to provide the needed educational stimuli, the school needs to provide carefully structured experiences that give children a clearer picture of themselves.¹

Community life in urban regions of the United States must be changed to improve the cultural background of adults and their children, to develop and improve skills of adults, to help adults see worth in improved behavior patterns, and to increase the parents' knowledge and conviction of the importance of education -- especially reading -- and its direct relation to better job opportunity. The article indicates that members of the underprivileged group value education for their children. The literature also pointed out that among the things which society must do is that of providing compensatory, motivational, and educational programs for both adults and their children. Eddie G. Ponder states:

Disadvantaged parents want their children to improve educationally. They realize the necessity of a good education. It should be realized that many racial and ethnic groups which presently enjoy high cultural and social position in the social stratification of our society are descendants of disadvantaged parents and depressed neighborhoods.²

Children from slum areas.—These children are discussed in 12 of the articles (4, 5, 8, 10, 11, 14, 15, 20, 21, 23, 27, 28). The articles reveal these children as having great difficulty in school because they do not have the chance to acquire the skills, knowledge and attitudes needed to benefit from formal education. Olson states:

Children from slum areas frequently have problems in school for one or more reasons. Inadequate language skills (listening

¹Ibid.

and speaking), poor work habits, frequent tardiness and absenteeism, lack of familiarity with concepts needed for successful school experiences, poor motivation, and low self confidence and self esteem.¹

Schools serving children from disadvantaged areas must provide experiences that are taken for granted as a part of a middle-class child's everyday life. The school should provide a wealth of materials with which the child can identify, and give the child contact with persons who support rather than protect and dominate him.

Needs of the Culturally Disadvantaged Child

Nineteen of the articles identify the needs of the culturally disadvantaged child as being the needs from which all children profit (2, 3, 5, 6, 7, 8, 9, 10, 12, 15, 16, 17, 18, 19, 20, 21, 23, 27, 28). According to Arbuthnot as stated by Rusk, the basic needs that are common to most people are: "the need for security, the need to belong, the need to love and be loved, the need to achieve, the need for play, the need to know and the need for aesthetic satisfaction."² Washington adds that:

The goal of public education should go beyond giving the individual an opportunity to fulfill his basic material needs. It should also give him a chance to acquire a feeling of dignity and worth. The self-concept from the kinds of experiences they have in life, at home, on the street corner, and in school. They discover that they are liked, wanted, and accepted from having been wanted and accepted and having experienced success. The child, in particular, learns that he is understood and loved, not from being told, but from ways which he is treated.³

Basic needs are necessary before children can become concerned with and perform higher-level functions. Adequate living conditions, clothing, exercise and the availability of medical care contribute to the heightened probability of increased capability in school situations.

**Cultural needs of the disadvantaged child.**—Environmental restriction and experiences greatly affect the culturally disadvantaged child. Culturally disadvantaged children's life experiences are often so limited that they do not develop the vocabulary or form the concepts and attitudes they need for regular school work even at the kindergarten level. They have uncorrected physical handicaps which impede their school progress. Disadvantaged children whose social and cultural backgrounds are limited are the children who are unable to make the desired and necessary responses to the academic or social learning situation with which they are faced in the school. In order for the culturally disadvantaged child to overcome his cultural deprivation, the child needs to develop a positive self-concept, the child needs sufficient motivation, to see the advantages of education and think well of himself as an individual. There are 13 articles which mention these needs (2, 7, 8, 9, 10, 12, 14, 15, 18, 19, 20, 22, 28).

**Educational needs of the culturally disadvantaged child.**—Fourteen articles focus attention on the educational needs of the culturally disadvantaged child (2, 3, 6, 8, 10, 11, 12, 13, 16, 17, 18, 22, 24, 26). What is needed to solve our current as well as future problems in education that can prevent or overcome earlier deficiencies, is the development of each individual. Compensatory education should help disadvantaged students without reducing the quality of education for those who can progress satisfactorily under existing conditions. The literature reveals that
school systems all over the United States are engaging in project activities for the culturally disadvantaged child. These projects include special classes, summer school, guidance, in-service education for teachers, early admission, special training for teachers and home visitors of the disadvantaged. "It is becoming widely accepted that compensatory education programs are a necessity for children and youth in culturally disadvantaged areas."¹ The trend is toward greater utilization of school facilities after school hours. Administrators, teachers and librarians can develop enrichment, recreational, study and remedial programs. Educators have come to the conclusion that compensatory education is the proper solution in reaching the culturally disadvantaged child.

Exposure to books.—The need for books and printed materials is necessary for all children. These needs are stated in 10 of the articles. (7, 9, 11, 14, 15, 16, 17, 20, 23, 28). Morris says: "If books and reading are potent forces in a child's life, they may be even more effective in his life in a limited depressing environment."² Any child who does not have access to and an exposure to books is culturally deprived. Esser adds:

Books and audio-visual materials like television offer an opportunity to escape from depressing surroundings; and more than that, they are the symbols of hope, aspiration, and opportunity that the poor must have to break out of poverty.³

Motivational needs.—Increasing stress must be placed on education which will promote the further growth of the culturally disadvantaged

¹Beck and Saxe, op.cit., p.297.


child to enable him to find satisfaction in the things he does, and help him find meaning and fulfillment in his life. He must be given activities which are concrete and have immediate and tangible rewards. He must also be given materials which describe the kind of society in which he lives. The culturally disadvantaged child's horizons must be expanded, he must be given encouragement and materials which will stimulate his desire for a better way of life. Libraries can play an important role in motivating the disadvantaged child to love books and reading. The use of the library during school hours and beyond should be encouraged. All children must be guided to use library materials that will help them to understand themselves, their community, and their country better. The need for proper motivation is discussed in 15 articles (2, 6, 7, 8, 9, 11, 12, 14, 16, 17, 18, 22, 26, 27, 28).

Programs for the Culturally Disadvantaged Child

Two programs for the disadvantaged child are of interest in nine of the articles (2, 3, 6, 7, 11, 14, 17, 18, 21). Head Start received attention in seven of the articles (2, 3, 6, 8, 10, 14, 23). Community Action programs are reported in four of the articles (6, 10, 16, 18). Cooper states:

Head Start is the U.S. Office of Economic Opportunity Program which is financed by a grant in President Johnson's 1965 education program, which assists rural and urban communities in financing summer programs for children of limited ability who are eligible for kindergarten or first grade. The program has rich experiences and is related to the realities of the child's life and must be closely related to the school program that will follow.¹

The Community Action program is designed to meet the needs and capacities of underprivileged children and parents in fostering a better understanding of cultural deprivation. These programs are supporting projects designed to aid the pre-school child, involving child development centers, day care centers and special recreation. The library should take an active part in all of these to help reach the culturally deprived child. Librarians must work with parents and community agencies, aid teachers in planning library periods, help to set up libraries, build new and better collections and promote public library activities.

School Library Services for the Culturally Disadvantaged Child

The school library can play a significant role in educating the disadvantaged child to success in the school world. Libraries can work in close cooperation with schools and teachers, and supplement the availability of materials in the form of books and programs. Libraries for disadvantaged should be provided with suitable easy reading materials as well as high quality reading materials in book and periodical form. Reference books useful for students, periodical indexes, and adequate back files of magazines must be made available. Library services for the culturally disadvantaged child were reported in nine of the articles (9, 11, 14, 15, 17, 20, 23, 25, 28). Bumpass states:

Libraries in low-income neighborhoods should have increased personnel, longer hours of service and more adequate book and periodical collections in bringing libraries up to standards recommended for them. Libraries should be equipped with audio-visual devices for individual group listening and viewing. Libraries should also provide programs that would include classroom experiences with materials covering all areas of instruction.1

Librarian's Role in Educating the Culturally Disadvantaged Child

The role of the librarian is an important and varied one in the education of the culturally disadvantaged child. The librarian has a responsibility to work with teachers and other agencies within the community to assist the culturally disadvantaged child in whatever way possible. She is responsible for helping the child to develop a positive attitude toward books and learning. The librarian is also responsible for providing material suitable for the child who is retarded in reading.

Some of the activities which the librarian might use in fulfilling her role in the education of the culturally disadvantaged child are: storytelling, story reading, book talks, and book fairs. The librarian can also encourage parents in building home libraries and understanding the importance of books in the lives of their children. Eight articles focus attention on these needs (9, 11, 14, 15, 17, 20, 21, 28).

Choosing Books for the Culturally Disadvantaged Child

Every child has basic emotions. He needs enriching experiences. A book can lift him from his environment and give him a new vision of life. "Any child who does not have access to and knowledge of good books is culturally deprived. Regardless of his economic status, his racial or ethnic background, a child is disadvantaged if he has not been introduced to childhood literature." Choosing books for the disadvantaged child is discussed in six articles (12, 14, 15, 17, 20, 28). In choosing

1 Elizabeth Petgen, "Inside to Outside and Back Again," Southeastern Librarian, XVI (Summer, 1966), 107.
2 Morris, op.cit., p.105.
books for the disadvantaged child, the books must cover a wide variety of subjects. Morris states:

The criteria for selecting books for deprived children should be similar to those now in use for beginning readers. Interest level should be high, the characters familiar and well done. Narration should be smooth, with clarity, and attention to detail. Plot should be simple and information clearly presented. Sentences should be short, and vocabulary familiar.\footnote{Ibid., p.107.}

Federal Funds for the Culturally Disadvantaged Child

The Elementary and Secondary School Act of 1965 provides funds to improve school libraries in the following way: Title I calls attention to the needs of children in low-income families and tries to close the opportunity gap between the low-income family children and the middle-income family children by providing funds for the purchase of a variety of materials, such as periodicals, films, recordings and models for school libraries located in the low-income areas. School libraries that are improved with Title I funds can do much to enhance the education of deprived children.

Title II, which is a state-administered program, provides funds for the purchase of instructional materials with the exception of equipment. Under Title II, the cost of processing, cataloging and the delivery of materials may be included. Also included under Title II are salaries of administrators, supervisors and consultants to the limit of 5 percent of the amount of the project approved by the state.

Title III is mainly concerned with innovations in educational activities and supplementary centers, such as child development centers, day
care centers and special recreation. Materials approved through Title III projects are made available to children who are enrolled in nonprofit private schools.

These are examples of what the federal government has been and is doing to improve education through elementary school libraries. From these examples, one can see that the government is playing an important part in providing opportunity for high quality education for the culturally disadvantaged. Federal funds received attention in five of the articles (1, 3, 14, 16, 24).

Preparation of Teachers for the Culturally Disadvantaged Child

Four articles discuss the preparation of teachers for culturally disadvantaged children (2, 7, 12, 27). The articles reveal how the disadvantaged child can be challenged by his teachers. It is important that these teachers are prepared to perform their duties. The literature stresses in-service teacher education programs which will assist in bridging the gap between teacher competencies possessed and those which are acquired. Many school systems initiated specialized educational programs particularly suited to the needs of these disadvantaged children.

"To reach underprivileged children, a teacher often has to reshape his techniques." Herman, referring to a statement by Riesman pointed out:

What the inner city youngster needs is respect. To show him this respect, a teacher must build into his classroom

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2Barry E. Herman, "To Help the Deprived Child, You Have to Talk His Language," Grade Teacher, LXXXIV (October, 1966), 12.
approach an appreciation of the child's way of life and his efforts to overcome the negative aspects of his environment. Classroom activities should reflect the special competencies and understanding of the pupils.¹

There is a real need for a specialized teacher education program directed toward preparing teachers and administrators for working with underprivileged children. This program should enable education majors to integrate courses in many fields. The program should be concerned with problems of urban migration and redevelopment. Special workshops should be directed toward integrating the program and discussing the culture of the various minority groups. A special in-service program for school principals is advisable because of the important role they play in establishing the atmosphere of the school and in teacher selection.

¹Ibid.
CHAPTER III

IMPLICATIONS FOR THE SCHOOL LIBRARY

The discussion in the foregoing chapter concerns itself with the education of culturally disadvantaged children and meeting their needs in particular. This chapter is devoted to discussing the implications for the school library in working with the culturally disadvantaged child as found in the literature analyzed. After reading and examining the 28 articles from the compiled bibliography, only six mentioned the library and how it could better serve and meet the needs of the culturally disadvantaged child.

The library is a busy center where persons of all ages can seek knowledge. A library makes it possible to share experiences of many other persons by reading about their thoughts and achievements. It also provides up-to-date information in all fields with collections of books, newspapers, magazines, pamphlets, photographs, phonograph records, films and filmstrips. A wide variety of book and non-book materials are being provided in order to be more effective in fighting poverty.

The school library program must be interesting enough to meet the needs of the learner. The Racine program which was developed to aid the school serving the disadvantaged child recommends that the school librarian attempt to interest children in using the public library since many disadvantaged children do not have encouragement from parents, and often seem unaware of what the public library has to offer.¹

Educators, legislators and lay people are focusing attention on

this neglected group, the culturally disadvantaged. This group can be motivated and stimulated through library programs and its resources. Esser states that:

In terms of program ideas generally, outreach must be one of your objectives, whether in the form of more intensive bookmobile services in rural areas, or use of neighborhood centers in urban areas, or an alliance with the neighborhood workers who can bring the poor into existing library facilities.¹

It has been established that libraries have been in the business of widening horizons for a long time; although in some cases they may be left out of the antipoverty picture at the time when resources are being mobilized to widen horizons and opportunities on an unprecedented scale. Elaine Von Oesen of North Carolina State Library in an article by Esser has observed, "We see this opportunity to serve the disadvantaged but in many cases we can hardly manage to serve the advantaged."² In trying to serve the disadvantaged child, librarians must expand their understanding of the term "culturally deprived" and recognize that a person can be materially well-off but still be culturally deprived. "They are culturally deprived, in short, because they, too, are victims of poverty of the mind and the spirit."³

The school librarian assumes the responsibility of selecting books for the disadvantaged child; although teachers and administrators can share in this responsibility. The needs of the culturally disadvantaged child as has been mentioned in the literature are varied and complex,

¹Esser, op.cit., p.176.
²Ibid., p.175.
³Ibid., p.178.
and the materials are difficult to find. However, books and materials must be chosen which describe the kind of society in which a student lives. Petgen states: "The library must have the best possible resources to help overcome young children's cultural deprivations, their abnormal vocabulary concepts, and the limited experiences of an environment confined to the block on which they live." ¹

In selecting books for the culturally disadvantaged the literature reveals three main areas: employment, education and daily living. The librarians must not only assume the responsibility for selecting books and providing programs to meet the needs of the disadvantaged, they must know the needs of these children as being the need to belong, the need to achieve and the need for aesthetic satisfaction.

The literature says that libraries should contain books for the deprived child so that he can read about the things he sees, feels and does. "Books must be selected which mean something to the child; and provide captions for inner emotional pictures: love, hate, and fear."²

E. J. Josey emphasizes that:

Because of the pressure and demands of Negro parents in the economic sector of American life, nothing short of a preschool educational program which encompasses verbalization, e.g. reading and storytelling will be a good "replacement therapy" for Negro children. Only through this kind of an approach can we create ambitious achievers among Negro children.³

The study reveals that many youngsters from minority groups fail

¹Petgen, op.cit., p.107.

²Joe L. Frost and Betty Frost, "What It Takes to Make a Difference," Grade Teacher, XL (December, 1966), 92.

in school because the material in the classroom does not correspond to anything they experience in life. Washington says that:

One means of attacking the problem is through the utilization of books which stress the inherent worth of all people, as will books and other learning materials which describe the kinds of urban multiracial society in which the students live.¹

The federal government has recognized a deficiency of library programs and materials in the elementary and secondary schools serving disadvantaged children.

The purpose of this study was to analyze education and library literature in order to find what librarians, school officials and teachers are doing and can do to strengthen educational programs for the culturally disadvantaged child. A search of periodical indexes for articles directly related to the topic and an examination of the articles for the purpose of finding the types of information contained in the articles was conducted.

The content analysis method was used in this study. Library Literature, Education Index, and Readers' Guide to Periodical Literature were consulted from 1965 through 1967 for references to libraries and educational programs for the culturally disadvantaged child.

Twenty-eight articles were found to have information concerning the culturally disadvantaged child with implications for the school library. Education and library periodicals were consulted. Education periodicals contained the larger number of articles.

In this study, the term "culturally disadvantaged" was used inter-

¹Washington, op.cit., p.21.
changeably with "culturally deprived" to include many different groups of disadvantaged children. In this general way a degree of caution was used for the term refers to a child living in a depressed area of a city with problems of academic retardation as well as cultural deprivation.

As pointed out in Chapter II, there are eight categories used to discuss the culturally disadvantaged child. The literature reveals that foreign and racial minority groups, Negroes, Puerto Ricans, and Mexicans, constitute the larger portion of the deprived group. However, some whites, particularly in the Appalachian region of the South, are also culturally disadvantaged. Economic background rather than ethnic group is the one real measure of children belonging to this group. Most authors in this category warned against stereotyped methods of classification of children who are disadvantaged. This is revealed in the fact that cultural and environmental conditions play an important part in cultural deprivation.

Education of the deprived child calls for the library to extend its services and to embrace the total instructional program. In some instances the library must provide individualized reading programs; motivation for more thirst for knowledge; programs which change the self-concept of the child, increase his respect for authority, and help him to see the advantages of an education. Work with classroom teachers is necessary to supplement or augment instructional programs. These programs may require extending the library day for an hour or more after school, or having "buzz" sessions to get acquainted with the students and discover their personal needs before suggesting materials that will meet these needs.

Librarians should make the stories they tell and read meaningful
to the children, plan visits to other libraries within the community, especially the public library, and should encourage parents to develop home libraries for their children.

The librarian's role is to expose the disadvantaged child to books covering a wide variety of subjects. Children should be encouraged to select books to stimulate and facilitate their reading. Books should be attractive and stimulate interest through illustrations and other media used to draw attention to the basic needs of the culturally deprived.

The federal government has become increasingly aware of the problems of the culturally deprived as evidenced by the passage of legislation which provides funds to purchase a variety of materials to close the educational gap for children from low-income families. It also provides for supplementary educational materials through the library and for specialized training programs for teachers and librarians who work with the disadvantaged child.

With these conclusions drawn from an analysis of periodical articles related to the culturally disadvantaged child, it is important that librarians in schools where cultural deprivation exists accept the challenge to improve library services for their students by:

2. Providing activities and programs that stimulate an interest in reading.
3. Providing encouragement in the use of other library resources.
4. Engaging in community programs whereby the librarian's skill in storytelling and other activities will motivate and stimulate children to love books and reading.
facilitate meaningful communication and to provide a starting point from which to build on the language he possesses.

   Describes a program for parents who lack interest in their children's educational advancement. With this premise in mind the Berkeley, California, Public Schools set up a program for parents of children enrolled in their Head Start program. This program caused parents to seek solutions to many of their problems.

   A description of techniques that can be used by librarians in aiding the underprivileged. Describes the culturally disadvantaged child and his need for library experiences and materials that will meet the needs of his everyday life experiences.

    Disadvantaged children follow a defeated course from home to school because they know no other course. These authors feel that much of the conditioning of these children to learning depends upon the teacher who must substitute hope for fear and confidence for insecurity. They stress the fact that teachers must counsel with the child so that he can understand the child's feelings and provide skills that lead to verbal communication on terms that the child can understand. To do this they suggest more than providing materials through involving parents and other siblings in each child's family to create a feeling of belonging and need for each member of the family.

    A discussion of steps taken by the Unified School District No.1 of Racine County, Wisconsin, to improve the educational program for disadvantaged children.

12. Herman, Barry E. "To Help the Deprived Child, You Have to Talk His Language," Grade Teacher, LXXXIV (October, 1966), 12-18.
    The major premise of this article is that the teacher of disadvantaged children must use techniques which the children understand, appreciate and can use for their own.

A comprehensive study of the use of phonics in beginning reading instruction. Results of an experimental program used in 32 geographically separated but disadvantaged areas were tabulated to determine whether or not the teaching of phonics in the first grade helped disadvantaged children to read better.


The theme of this article is that the community, teacher and librarian should provide books, periodicals and newspapers for disadvantaged children who have never had the opportunity to be exposed to these media. The author suggests using a program of a Head Start character so that Negro children can overcome the lack of opportunity to share in dialogue to have the occasion for paraphrase and to internationalize speech as a vehicle of thought.


Definition of culturally disadvantaged children in terms of their racial and ethnic backgrounds. An explanation of the need for choosing books for the disadvantaged child.


A discussion of steps taken by the National Book Committee to meet the special needs of the disadvantaged child, and to improve the effective use of books and access to library resources.

17. Petgen, E. A. "Inside to Outside and Back Again," *Southeastern Librarian*, XVI (Summer, 1966), 107-12.

Details of methods used by the Public Library of Charlotte and Mecklenburg County, North Carolina, to bring the resources of the library to pre-school, culturally disadvantaged children.


A program for pre-kindergarten children, designed to provide enriched experiences for the disadvantaged child.


Describes a program in which schools aimed at raising educational and cultural levels of the culturally disadvantaged child through art activities.
   Discusses the kinds of books that will assist the disadvantaged child in understanding the world of today as well as that of the past.

   Discusses ways the library can serve nonreaders, and programs to help urban and slum children move forward.

1967

   Identifies disadvantaged children and describes ways in which audio-visual equipment is being used to aid the disadvantaged educationally.

   Defines the kinds of disadvantaged people in terms of minority groups, and discusses some of the myths and realities that our society has set up about each group. The author suggests the library as one of the best means of combating the myths which society has set up by providing materials which will give the disadvantaged ideals and ideas with which to work.

   Describes the programs financed by the federal government which provide library buildings, staff, and materials to help educate the culturally disadvantaged.

   Identifies and defines the disadvantaged child, and suggests ways to educate this special group and to deal with their problems.

   Discusses the need for the acceptance of new educational techniques in reaching the disadvantaged.

   Discusses problems encountered in teaching culturally
disadvantaged children and suggests guidelines which, if kept in mind by the teacher, will enable these children to make significant progress.

APPENDIX B

CHECKLIST FOR RECORDING DATA ON THE CULTURALLY DISADVANTAGED CHILD WITH IMPLICATIONS FOR THE SCHOOL LIBRARY

Author ______________ Page _______ Vol. _______ Date ______

Periodical ______________ Title ________________________________

Identity of Author: Library ___________ Educator ______________

Other ________________________________

Type of Periodical: Library ___________ Educational ___________

Other ________________________________

Opinion of authors regarding the role of the library toward the culturally disadvantaged child: Library has a special place ________

Library does not have a special place _______________________

I. Identification and Definition of the Culturally Disadvantaged Child

II. Needs of the Culturally Disadvantaged Child

A. Cultural Needs

B. Educational Needs

C. Exposure to Books

D. Motivational Needs

III. Programs for the Culturally Disadvantaged Child

A. Head Start Program

B. Community Action Program

C. Project Get Set

IV. School Library Services for the Culturally Disadvantaged Child

A. Extended Hours of Service
B. Increased Personnel

C. Programs to include all areas of instruction

V. The Librarian's Role in Educating the Culturally Disadvantaged Child

A. Interest in, and an understanding of the Culturally Disadvantaged Child

VI. Choosing Books for the Culturally Disadvantaged Child

A. Book Selection

1. Criteria
   a. Vocabulary limited covering a wide range of subject areas
   b. Information clearly presented
   c. Quality in Format

2. Subject Areas
   a. Employment
   b. Education
   c. Daily Living

VII. Federal Funds for the Culturally Disadvantaged Child

A. Elementary and Secondary Act of 1965

B. National Defense Act

C. Economic Opportunity Act

VIII. Preparation of Teachers for the Culturally Disadvantaged Child

A. In-Service Education Program

B. Special Workshop


