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BOOK I

Identification and Characteristics  
of the Culturally Different.

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## **IDENTIFICATION AND CHARACTERISTICS OF THE CULTURALLY DIFFERENT**

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## DISCUSSION

To understand or identify the culturally different child, an understanding of his characteristics is necessary. The culturally different child suffers from a disadvantage that prevents fifteen to thirty percent of our nation's children from learning anything useful in schools. But who are these children?

The home has the greatest impact in shaping the lives of these children. In a rural situation, sometimes the home is three miles from its nearest neighbor. The house itself is sub-standard, often with no plumbing or electricity. There are numerous children, as many as ten in a three room cabin. Food is the barest essentials. The atmosphere is one of hopelessness and despair. The urban home is also overcrowded. Many of the homes consist of one room devoid of toys, crayons or books. The homes are ugly with no flowers, pictures or attractive furnishings. There is a constantly high noise level consisting of television, radios and human bickering.

The culturally different child often lives with aunts, uncles, grandparents and friends sharing their family. Broken homes are common and the family is distrustful of others. The percentage of broken homes is almost three times as great as for the whole country. One fourth of the children are born out of wedlock. Half of the homes are without a male head. The pressure of a large family for physical necessities leaves little time or energy for children. Verbal communication becomes limited to the briefest necessary conversation of daily living. Usually, neither parent has a high school education. The school drop-out rate is twice as great as the national average.

Physical punishment is a part of daily life in these homes. The physical side of life shows up in the aggressive behavior often seen in culturally different youngsters. The home provides less supervision than that of middle-class homes so the aggressive behavior is allowed to develop unchecked.

Littered areaways in the neighborhood provide the only playgrounds. The communities are badly disorganized with no trained leadership. The people have no idea where to go for help with their problems. The communities show no evidence of family pride. Children are not taught respect for self, others, or property. Youth delinquency rates are higher in almost all offense categories than for the rest of the country.

With this background, the child comes to school with many problems already developing. The very young children make two kinds of adaptations to their deprived situations. Those who are born strong learn very quickly that if they are going to get anything for themselves they must be quick and aggressive, while those who are not born strong tend to withdraw from competition. They seem shy and isolated. They seem to be the "bottled-up" quiet children who do not interact with peers. These children need to be "uncorked" so they won't go through school being passive takers of information with no output by which to judge them. Both types may tend to be hyperactive. Despite the impulsive hyperactive behavior often found, these school age youngsters must be taught many basic motor skills, even simple things, such as, throwing, catching or kicking a ball.

These children go to school with other defects. They may not be blind or deaf but they do not see or hear. They are unable to see visually or perceive auditorially.

They have a perceptual problem without a lack of acuity.

The culturally different child goes to school tired and angry with no desire to learn. His appearance may be displeasing to the teachers; his language offensive to certain school people. Many times he has no lunch at all.

The schools need to start with an early identification program. While the school's materials and equipment may be excellent according to middle-class standards, they may be useless for the culturally different. Even the pictures of nice homes in nice communities hanging on the classroom walls have no meaning for the Negro child, the Indian youngster, the Spanish-speaking child or the white child of low socio-economic status.

The schools themselves must identify and diagnose the needs of these children attending each individual school. The parents are often fearful of the school due to their own lack of schooling. When parents do apply pressure to the schools, it will be the parents of the intermediate youngsters. Parents of primary-age students have not yet accepted the problem. Yet, the problems need attention in the primary grades. Identification alone is not enough, but, it may provide the first step. It is an inexcusable waste of professional time to argue about "labels" for these children. To know and understand what general characteristics they may have will help lead to better diagnosis and remediation.

It is hoped that the above has provided a brief overview on identification and characteristics of the culturally different child. The following annotated bibliography invites further study in this area.



# BIBLIOGRAPHY:

## *Articles*

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Discusses problems of the disadvantaged child and recalls specific cases of children from diverse cultures and their attitudes.

**Ausubel, D. P. "Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations." *School Review*, 71:454-63, Winter 1963**

Discusses development of adequate motivations for higher academic and vocational achievement among the culturally deprived children and solutions to the problem. Outlines a program to reverse the effects of cultural deprivation through development of extrinsic motivations for academic and vocational achievement.

**Barbe, W. B. "Who Are The Educationally Retarded?" *Education* 85:451-4, April 1965.**

Divides the educationally retarded into three groups and discusses each. No solutions are offered.

**Berlin, I. N. "Special Learning Problems of Deprived Children." *NEA Journal* 55:23-4, March 1966.**

Relates causes for learning problems among the culturally deprived children and how these problems can be alleviated.

**Billings, T. A. "UPWARD BOUND Accomplishments." *Phi Delta Kappan* 80:95-8 October 1968**

Discusses UPWARD BOUND Project for disadvantaged high school youth and pilot programs which were funded on 18 college and university campuses, involving approximately 2,000 high school students from America's rural and urban slums. Discusses questions involved before launching this program and forecast for the future.

**Brunner, C. "Early Intervention: What Are the Dividends?" *Instructor* 75:25+ March 1966.**

Tells about the Early Admissions Project initiated in the Baltimore City Public Schools in November, 1962 and its progress through the years, its results, and the problems that have emerged.

**Brunner, C. "More than An Ounce of Prevention: Early Schools Admission Project." *Childhood Education* 42:35-43 September 1965**

Discusses the Early School Admissions Project in Baltimore City Public Schools and discusses how four year olds are effected by school.

**Cartwright, G. P. "Note on the Use of Peabody Picture Vocabulary Test with Disadvantaged Children." *Journal of Educational Research*, February 1968, v. 61, p. 285.**

Discusses administration and results of the PPVT Form B to 360 children in

the Linapuni School System, Honolulu, Hawaii in September, 1966. The children were from a variety of ethnic groups and various combinations. Form A was administered in May, 1967. The Revised Stanford-Binet was administered to a 10% random sample of the children in the school. Compares results.

**Cauthem, L. and others. "Sand, Sugar, and Peanut Butter; Study of City Living." il. *Texas Outlook* 53:32-3 February 1969**

Relates how three teachers from Deer Park made 56 students ranging from 9-14 years with an IQ of 80-113 feel smart in a complex and competitive world.

**"Children of Despair." *American School Board Journal* 156:5-6 January 1969**

Relates the details of a conference sponsored by the National School Boards Association at which local "teams" of community leaders from business, labor, and social agencies participated along with school and government officials and lists essential remedies for children of despair.

**Clark, A. D. and C. J. Richards. "Auditory Discrimination Among Economically Disadvantaged and Non-disadvantaged Preschool Children." *Exceptional Children* 33:259-62 December 1966**

Assessment of auditory discrimination ability in economically disadvantaged and non-disadvantaged preschool children using the Wepman Test of Auditory Discrimination was made. The results indicated a significant deficiency in auditory discrimination in the economically disadvantaged group, suggesting the need for further research, as well as a modified curriculum in the education of this group.

**"Community Relations; I Want Them to Know That We Care." II. *School Management* 12:36-44 S '68**

Relates how Principal John Solberg of Seaside, California and his staff tries to better "community relations" by personally visiting the homes of the disadvantaged youth in his school.

**Crosby, M. "Poverty and the School." *Educational Leadership* 22:536-9, May 1965.**

Discusses the hallmarks of poverty, the future for impoverished children and the challenge that faces the American people in remedying the situation.

**DeCarlo, M. "Non-verbal Child." *Childhood Education* February 1968, v. 44, p. 358.**

Defines the non-verbal child and how he differs from the average learner and what can be done to improve his language skills.

**"Deprived Child: What They Learned About Children of Limited Advantages in New Haven, Connecticut, Dade County, Florida, and Baltimore." *Grade Teacher* 83:74-9+ September 1965**

Tells how culturally disadvantaged children are better prepared for first grade, due to Project Head Start, in New Haven, Connecticut, Dade County, Florida, and Baltimore, Maryland.

**Deutsch, C. P. "Education for Disadvantaged Groups," *Review of Educational Research* 35:140-6 April 1965**

Reviews the literature available for the mentally retarded and the socially disadvantaged and the relationship of social conditions to intellectual and language development. Discusses the studies of Piaget, Bruner, Hunt, Passow, etc.

**Deutsch, M. "What We've Learned About Disadvantaged Children," *Nations Schools* 75:50-1 April 1965.**

Dr. Martin Deutsch of the Institute for Developmental Studies answers questions concerning the establishment of a preschool program, role of the parents, goals of the program for the disadvantaged, and practical guidelines for selecting pupils to participate.

**Dunn, L. M. "Special Education for the Mildly Retarded: Is Much of it Justifiable?" bibliog. *Exceptional Children* 35:5-22 S '68**

The purpose of this article is twofold: (1) to provide reasons for taking the position that a large proportion of this so-called special education in its present form is obsolete and unjustifiable from the point of view of the pupils so placed and (2) to outline a blueprint for changing this major segment of education for exceptional children to make it more acceptable.

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This article devotes its attention to "why" the segment of this country's people is economically and socially "out of things." Discusses the substantial number of Americans who have grown up in isolated social pockets and what the American public can do for them.

**Ericksen, C. A. "Uprising in the Barrios." il. *American Education* 4:29-31 November 1968**

Discusses the uprisings in California schools by the Mexican-Americans, their leaders and what the government is doing to help. The Title I programs are being initiated in California to up-date the bi-cultural's education.

**Foster, H. L. "Inner-city Teacher and Violence: Suggestions for Action Research." bibliog. *Phi Delta Kappan* 50:172-5 November 1968**

Relates how the lower class learns to survive. This violence also ruins any prospects of new teachers. The writer states that physical intervention is called for when a student loses control. Teachers need to be trained in the lower-class verbal and non-verbal method of communication.

**Foust, C. D. "Bringing the World to His Doorstep." *Ohio Schools*, 44:25-5+, November 1966.**

Discusses how the creative social studies teacher can fill in the missing gaps in a young person's background and make up for the lack of certain meaningful experiences in the students' past. Newspapers, Radio-TV, Audio-visual aids, students' papers on their neighborhood, and field trips will help to bridge this gap.

**Glatt, C. A. "Who Are the Deprived Children?" *Elementary School Journal* 65:407-13, May 1965**

The deprived are clearly explained in this article. The writer proposes that the lower-income families are not the only deprived ones. The upper class also is deprived. Four case studies illustrate this. Enrichment, experiences, and good education are the prescriptions for the schools.

**Gordon, A. "Throw out the Textbooks." *American Education*. September 1967 v. 3, p. 5.**

Relates how Daniel Fader, a University of Michigan English professor, became restless when he saw children reject the traditional textbooks. He accepted an offer to teach at the W. J. Maxey Boys Training School.

Paperbacks, magazines, and newspapers were his teaching materials. The U.S. Office of Education gave Fader a grant to test his results. Another training school group was compared with Fader's. His group showed a 20 percent improvement in the length of words they could formulate from a set of letters. Paragraph understanding was twice as much as for the control group's and the classroom anxiety level was lower.

**Gordon, S. "Mythology of Disadvantage." il. *Grade Teacher* 86:70-5 December 1968. same cond. *Educational Digest* 34:5-7 March 1969**

This article attacks the accepted rules of education and new educational innovations. The writer avidly endorses the use of Dr. Seuss' books for children. The myths dealt with are: 1. Schools need more psychologists; 2. Readiness must precede instruction; 3. Remedial reading programs are essential; 4. Disadvantaged children need structure; 5. Teaching programs must be developed by university professors; 6. Community control inhibits education; 7. Integration is the key to quality education; 8. Federal money can provide solutions; and 9. The problems of ghetto schools are insurmountable. Mr. Gordon offers his views on the above myths.

**Gray, S. W. "Before the First Grade: The Imprint of the Low Income Home." *Claremont Reading Conference Yearbook*, 1967, v. 31, p. 141.**

This speech tells what is being done to help preschoolers. Slides are discussed and low-income housing is shown. The problems facing the disadvantaged child and the solutions being researched at the George Peabody College are presented.

**Henderson, L. J. "Don't Overlook Our Own Language Barrier." *Grade Teacher* 83:24, March 1966.**

English, though spoken by most people, may not be understood by all. The disadvantaged children learn a vocabulary similar to the middle class but when pronouncing words, the variations are evident. Their vocabulary is limited. "April showers" is a term unknown. When it rains, it rains. The phonetic approach corrects part of the problem. The teacher must understand their frustrations, teach them the art of listening and help them build self-confidence.

**Hjermstad, E. F. "Selling Your Soul: An Application For the Classroom." *Elementary English* 46:77-9 January 1969**



In working with elementary school disadvantaged children, and in planning curriculum innovations with future and practicing teachers, the author approached the writing process in a different operational manner. It is the author's belief that the idea of "self-study" is at least a partial answer to the problem of initiating successful classroom work in writing. The curriculum for these new ideas is outlined in the remainder of the article.

**Kapp, M. A. "Cultural Deprivation: An Academic Alibi." *Catholic School Journal* 66:45-7, October 1966.**

This article discusses the educational needs of the culturally deprived and tries to determine if the fault lies with the school or preschool conditions. To achieve educational flowering, the writer concludes that three necessary ingredients exist of which only two can be achieved by the individual school and faculty members: 1. appreciation by the teacher; 2. integration with other cultures and racial groups and 3. democratization of the classroom atmosphere.

**Koch, M. S. and C. Stivers. "Poor speak and the presidents listen: higher education council on urban affairs." *Baltimore il Jun Col J.* 39: 18-21 F '69**

Seventeen college presidents in the Baltimore metropolitan area met recently with residents of low-income neighborhoods. The purpose was to give the presidents an opportunity to hear directly how the poor perceive higher education. The long-range objective was to bring the vast resources of higher education to bear on urban problems. The groundwork began with a grant from the Sears and Roebuck Foundation. A joint effort of the higher education institutions resulted in the formation of the Higher Education Council on Urban Affairs (HECUA), two years later.

The substance of the charges leveled at colleges and universities were: (1) employment, (2) admission requirements (3) curriculums, (4) student involvement (5) community services, and (6) the establishment.

**Kuschman, W. E. "Education and society in disadvantaged suburbs" *School and Society*, 94: 386-7, Nov. 12, 1966.**

This article deals with suburbia as the disadvantaged child's area. The suburban child knows the distress of having money tied up in a new home, a pool, a second car, whereas the slum child knows only a status of mere existence. "Wall-to-wall indebtedness" is characteristic of the suburbanite.

**Levine, D. V. "Stereotypes regarding disadvantaged students" *Journal of Secondary Education*, 40\* 102-4, March, 1965.**

The culturally disadvantaged youth are the center of myths in present day teaching. Some of the myths arise partly because they serve our own psychological needs. Few of these children have had experience either at home or at school which would help them appreciate that long hours of struggle are necessary in translating high aspiration into educational preparation. As a result, both the quality and quantity of classroom output are low, and they respond resentfully to school assignments. Our attention on the causes of their poor performance rather than on misleading symptoms and inertia-producing stereotypes will help them to be more successful.

**Moore, W. Jr. "Cultural barrier in the classroom." *School and Community*, 53: 26+, Nov. 1966**

This article discusses how the culturally disadvantaged child should be treated to develop a better person. Treat him as he is and he will remain so, but, treat him as he could, should, or might be and change will occur.

**Munat, C. E. "Four, poor, nonwhite and out-of-sight." bibliog. il *Young Children* 24:4-14 O '68**

The author presents the self-concept problem that research has ascertained to be the lot of the Negro preschool child of the impoverished inner city. He reviews briefly the recent history of that research and then discusses the problem in terms of the four titular factors: (1) four-ness, (2) poor-ness, (3) Nonwhiteness, and (4) Out-of-sight-ness.

**Olim, E. G. "Role of mother's language styles in mediating their preschool children's cognitive development." *School Review*. Winter, 1957, v. 75, p. 414.**

Focuses on the role of mother's language behavior in mediating the potential educability of preschool children. The research group consisted of 163 non-working, urban Negro mothers and their four-year-old children, selected from four social-status groups.

The implications of this research for the potential educability of the culturally disadvantaged preschool child appears to be two-fold.

(1) From the correlational data, a great deal was learned about the kind of mother who facilitates or inhibits the preschool child's cognitive socialization and (2) The structure of the family and the attendant family control systems, embedded as they are in the larger structure of society, lend weight to the view that any sizable and long lasting benefits from intervention must involve social reform as well as attention to the individual victims of social deprivation and cultural disadvantage.

**Ornstein, A. C. "Who are the disadvantaged?:" *J. Sec Ed* 41: 154-63 April, 1966**

Although no one program can itself lead to a solution to deprivation on a mass scale, education is most important, because, without it there is no hope that the disadvantaged will ever acquire skills to hold a decent job so that they can break from their complex fold of impoverishment. More money is needed in elementary schools than in college, and more money in slum and rural schools than in suburban schools.

**Polifroni, M. "Including our Spanish-speaking neighbors." *Young Children* 20: 351-6 September 1965.**

This article relates how Pacific Oaks Children's School sought to serve the broad community. During the summer of 1964, an effort was made to include "disadvantaged" children from the nearby Mexican-American community in activities. A good relationship was established with the parents. The children, after a period of adjustment, were left at the school to make it on their own. Each child was observed and comments recorded. The teachers and author conclude that (1) language development can take place in a normal nursery school setting. (2) Interpretation to families needs to be done on a one-to-one relationship. (3) Most

families wanted their children to receive this education and wanted to be cooperative. (4) Volunteers were indispensable to the implementation of all aspects of the program. (5) The support and cooperation of the public schools was a significant factor in the recruitment of children. (6) Administrative time spent on the project by the director was greater than anticipated. (7) Evaluation should be built into the program and (8) Consensus of the staff and parents is that the summer experience was valuable and that progress was made toward achieving the objectives of the program.

**Sacadat, E. and G. P. Liddle "Culturally disadvantaged" III Ed 54: 117-19 Nov, 1965.**

To help the disadvantaged child in kindergarten and primary grades is the primary aim of Quincy, Illinois educators. The University of Chicago selected Quincy because of the low mobility of the population. When the study, five years in length, ended in June 1962, it was found that four of Quincy's fifteen elementary schools were furnishing 60 percent of the dropouts in the junior and senior high schools, whereas the average dropout rate for all of Quincy public schools was 35 percent.

The National Institute of Mental Health approved a study grant to discover if there were ways to influence children from these four schools as early as possible, before their basic pattern of failure in school subjects and in social development became ingrained.

The WISC and the PPVT were administered to 225 children in two groups. Sixty-five percent of the children are still in the school system; of these, two-thirds are still in the four experimental schools.

**Spodek, B. "Poverty, education and the young child" Ed. Leadership 22:593+ May, 1965**

This article discusses the developments that have occurred in the past decade concerning the culturally disadvantaged child. The past accomplishments are stated and works to be done in the future are presented. The author also reviews the accomplishments of Hess, Piaget, Almy, Hunt, Bloom, Deutsch, Bernstein etc.

**Torrance, E. P. "Human intelligence: culture-related view" bibliog. Sci Teach 35: 21-3 S '68**

This article relates the procedures and findings of studies by Kennedy, Van de Riet, White, and other researchers. Their research has helped to clear away three erroneous concepts about human intelligence: (1) intelligence is a single function; (2) intelligence is fixed and not susceptible to change by environmental influences, and (3) the process of intellectual development is predetermined.

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