According to a survey of 294 elementary school teachers in 16 schools serving disadvantaged pupils, high teacher turnover is prompted by the "peculiarities" of the disadvantaged student, by administrative and organizational deficiencies in the schools, and by the teachers' own shortcomings. To reduce the rate of turnover, four educational improvements are suggested. They include--(1) reduction of class size, (2) reconstruction of curriculum and teaching procedures, (3) administrative support for teachers with discipline problems, and (4) judicious selection of teachers according to experience, willingness, and lack of prejudice. Also, teacher education colleges should train students to work with disadvantaged pupils. This article was published in the "Phi Delta Kappan," Volume 45, Number 2, November 1963. (LB)
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No amount of increased appropriations, and no change in procedures or organization, can be effective without a fundamental faith in the ability of the children. It is not enough to know intellectually that Negro and Puerto Rican children can learn as well as other children. It must be felt in the marrow of the bones and in the pit of the stomach.

This belief in the children and pride in their accomplishments must run like a golden thread through the fabric of the school's daily existence. With this feeling, the school poor in services can yet be rich in achievement; without it, the richest services yield but the poorest results.

Our great enemy is the phrase "as well as can be expected." It implies that the school merely reflects the community, but cannot affect it. It implies an acceptance of the status quo, rather than a struggle to change it.

The true Higher Horizons program spreads faith in children and hope for their future.

The variety of programs which have been developed illustrates that this faith in children and hope for their future can be expressed and fostered in different ways. There will naturally be questions about the most practicable, economical, and beneficial kind of program to develop in a given community. These questions are embraced by the issues discussed here. Only by confronting these squarely and unequivocally will school districts be able to develop successfully their own programs for disadvantaged pupils.

The responses of these elementary teachers suggest that to reduce the rate of turnover four improvements are critical. One is the reduction of classes to manageable size. Classes must be small enough to allow the necessary time and space to work with the CD child individually if his work habits, his attitudes toward school, and his social aspirations are to be improved. Second, principals and teachers must reconstruct the curriculum, find proper teaching materials, and organize instructional procedures to promote achievement in the three R's. The variety of programs which make a successful Higher Horizons program spreads faith in children and hope for their future.