

ED 028 217

UD 007 840

By-Gordon, Edmund W., Ed.

IRCD Bulletin: Volume 1, Number 1, January 1965.

Yeshiva Univ., New York, N.Y. Graduate School of Education.

Pub Date Jan 65

Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-*Bibliographies, *Clearinghouses, Cognitive Development, Compensatory Education, *Disadvantaged Youth, Education, *Educational Resources, Psychoeducational Processes, Publications, Resource Centers

Identifiers-Information Retrieval Center on the Disadvantaged, IRCD

The first issue of the IRCD Bulletin describes the scope and functions of the Information Retrieval Center on the Disadvantaged. Noted is its focus on the psychoeducational development of socially disadvantaged children and youth. To aid professionals working in this field, IRCD serves as an information clearinghouse and publishes bibliographies on selected aspects of compensatory education. The various other services are described. The document also contains a selected bibliography on cognitive development of disadvantaged children and youth, with an introductory overview by Edmund W. Gordon. (NH)

ED 028217

IRCD BULLETIN

A bi-monthly publication from the Information
Retrieval Center on the Disadvantaged

Project Beacon, Graduate School of Education, Yeshiva University
150 West 56th Street New York, N.Y. 10019

Volume I, Number 1 **THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.** January, 1965

Introducing a Service to the Profession

The IRCD BULLETIN is addressed to educators, psychologists and others who are concerned with the psycho-educational development of socially

disadvantaged children and youth. It is one of several related services now available to the profession from the Information Retrieval Center on the Disadvantaged, recently established at the Graduate School of Education, Yeshiva University, as part of its "Project Beacon" — a program of research, training and dissemination activities related to the psycho-educational development of disadvantaged populations.

One of the most significant developments in American education during the past few years is the upsurge of interest in programs and practices which are designed to help compensate for the observed educational handicaps of socially disadvantaged young people, mainly children and youth who predominate in rural and urban slums. In the wake of this development, there is widespread need and demand for relevant information and insights. Just what do we know about the developmental patterns and special educational needs of socially disadvantaged children and youth? What educational programs and practices are effective in coping with the problems involved? What helpful instructional and other materials are available?

The Information Retrieval Center on the Disadvantaged undertakes to help satisfy this need. It is designed to serve as a clearing-house for information concerning problems, theory, research, programs and practices, materials and other developments in the field of compensatory education — on the elementary, secondary and collegiate levels, in this country and abroad.

Operationally, the Center assembles as complete a collection as possible of materials relating to the education of socially disadvantaged children and youth — books, reports, articles, newspaper clippings, curriculum bulletins, research proposals, and descriptions of compensatory programs and practices. Many articles and other materials are abstracted and entered on coded Keysort Cards, thus facilitating their immediate retrieval when needed. Bibliographies on selected aspects of compensatory education are continuously developed. All of these materials are made available to persons with professional interests in the field.

More specifically:

1. The collection of books, reports, articles, newspaper clippings and other materials is available for use at the Center.
2. Copies of available abstracts of articles and reports on specified topics are supplied upon request.

LD 007 840

3. Selected bibliographies are published and distributed from time to time, and special bibliographies are prepared and supplied upon request.
4. Other requests for information are fulfilled in so far as resources permit.
5. The IRCD BULLETIN is published and distributed regularly to persons and institutions indicating a desire to receive it.

These services are available on a non-profit basis, although there are nominal charges to help cover publication and distribution costs of the BULLETIN and for requests which make substantial demands upon the Center's personnel.

Although the Information Retrieval Center on the Disadvantaged is quite new, a very substantial body of materials has already been assembled, classified and organized for use — and the Center's collection is expanding constantly. Students, teachers, administrators, investigators and others who are concerned with the education of socially disadvantaged young people are invited to make use of these materials. They are also invited to send (or call attention to) materials which they think should become a part of the Center's collection, and also to suggest developments warranting mention in the BULLETIN.

Scope of the IRCD BULLETIN

The IRCD BULLETIN is published bi-monthly, September to May. It will usually include (1) the identification and discussion of some sub-

stantive issue, research finding or notable programmatic development in the field of compensatory education; (2) brief notes on significant events in the field; and (3) bibliographies on selected topics.

One such bibliography is included in this issue. Others will follow — on such topics as social and emotional development among disadvantaged children, academic achievement, compensatory programs and practices on the sub-collegiate and higher education levels, relevant instructional materials, professional personnel for depressed-area schools, and school segregation and integration.

The Cognitive Development of Socially Disadvantaged Children and Youth: A Selected Bibliography

Introduction

The bibliography in this issue is drawn from work related to cognitive development in disadvantaged populations. This is by no means accidental, but reflects the fact that the major relevant research efforts to date have concentrated on problems more directly related to cognition and have tended to neglect problems more traditionally viewed as having affective development at their core. On the other hand, demonstration and service efforts have tended to give equal emphasis to cognitive and affective development in statements of objectives, but in practice have been found to give operational emphasis to cognitive function. This dichotomy in emphasis is understandable but unfortunate.

Much of the research and service effort directed at the disadvantaged has come from persons who have deep humanitarian as well as professional and scientific concerns. In an earlier period, this humanitarian commitment and the great influence of progressive education and psychoanalytic concepts led to an affective emphasis — often to the neglect of a cognitive emphasis. However, these same concerns, more recently influenced by revised and new concepts in learning, educability and cognition, have resulted in the current emphasis on cognitive development. This emphasis is also a product of our rapidly increasing recognition of the demand for conceptual competence in modern technological societies.

We know that the disadvantaged child will be an even more disadvantaged adult if we are unsuccessful in helping him to master the basic academic skills and to move on to mastery of the process of problem conceptualization, analysis and synthesis. This concentration on cognitive development reflects, in part, the conviction that we must not be so consumed by our sympathy for these children or our concern with their social adjustment that we continue to neglect to prepare them as conceptually adequate participants in society's mainstream, where they must meet mainstream standards.

The choice between cognitive and affective emphases in the education of disadvantaged children is complicated by at least two facts.

First, many of the same societal forces which make conceptual competence essential to survival¹ also make personal-social-affective adequacy an equally essential tool of survival. In the rapidly emerging new society of man, the ability to create and utilize ideas and the ability to manage one's self and to utilize one's self in meaningful and productive relations with others have replaced the ability to use one's physical strength and manual skill as tests of survival and instruments of upward mobility. Both affective and cognitive competence have emerged as critically essential.

Second, we have not made much progress in significantly improving the intellectual functioning and academic achievement of disadvantaged children through unilateral approaches. Questions of motivation, attitude, self-concept, life-space perception, aspiration and affiliation-alienation are gaining recognition as phenomena, not of greater importance than intelligence, cognitive style, perceptual habituation, level of symbolization and quality of intersensory exchange, but of co-importance — of equal importance as mechanisms of adaptation and learning which interact in the developmental process.

There is then no choice between affective and cognitive emphases, but rather the imperative that our research and service efforts reflect a single affective-cognitive emphasis — a dual focus to which a few educators have consistently given at least theoretical emphasis through the years. IRCD BULLETIN'S choice of cognitive development as its initial bibliographic supplement is not intended to give support to a unilateral focus on cognitive development in the education of either disadvantaged or more privileged children, but to call attention to one of the two critical areas of development involved.

E.W.G.

Bibliography*

- Almy, Millie, "New Views on Intellectual Development in Early Childhood Education," in Intellectual Development: Another Look. Washington: Association for Supervision and Curriculum Development, 1964.
- Berlyne, D.E., "Soviet Research on Intellectual Processes in Children," Social Research and Child Development Monographs, Vol. 28, No. 2, 1963.
- Bernstein, Basil, "Social Class and Linguistic Development: A Theory of Social Learning," in A.H. Halsey, J. Floud and C.A. Anderson, Economy, Education and Society. New York: Free Press of Glencoe, 1961.
- Birch, Herbert, "The Relevance of Learning Theory to Directed Learning in Children." Paper presented at the 40th Annual Meeting of the American Orthopsychiatric Association, March, 1963.
- Boger, J.H., "An Experimental Study of the Effects of Perceptual Training on Group I. Q. Test Scores of Elementary Pupils in Rural Ungraded Schools," Journal of Educational Research, 46: 43-52, 1952.
- Bloom, Benjamin, Stability and Change in Human Characteristics. New York: Wiley and Sons, 1964.
- Brodbeck, A.J., and Irwin, O.C., "The Speech Behavior of Infants Without Families," Child Development, 17: 145-156, 1946.
- Bruner, J.S., "The Cognitive Consequences of Early Sensory Deprivation," in P. Solomon (ed.), Sensory Deprivation. Cambridge: Harvard University Press, 1961.
- Casler, L., "Maternal Deprivation: A Critical Review of the Literature," Social Research and Child Development Monographs, Vol. 26, 1961.
- Cohn, Werner, "On the Language of Lower Class Children," School Review, 67: 435-440, Winter 1959.
- Cutts, Warren, "Reading Unreadiness in the Underprivileged," NEA Journal, 52: 23-24, April 1963.
- Dave, R.H., "The Identification and Measurement of Environmental Process Variables that are Related to Educational Achievement," Unpublished Ph.D. Dissertation, University of Chicago, 1963.
- Davis, Allison, Social Class Influences Upon Learning. Cambridge: Harvard University Press, 1948.
- Davis, Allison and R.J. Havighurst, "Social Class and Color Differences in Child-Rearing," American Sociological Review, 11: 698-710, 1946.
- Della-Dora, Delmo, "The Culturally Disadvantaged: Educational Implications of Certain Social-cultural Phenomena," Exceptional Children, 28: 467-472, May, 1962.
- Deutsch, Cynthia P. "Auditory Discrimination and Learning: Social Factors." Merrill Palmer Quarterly, 10: 277-296, July 1964.
- Deutsch, Martin, "Facilitating Development in the Pre-School Child: Social and Psychological Perspectives," Merrill Palmer Quarterly, 10: 249-263, July, 1964.
- Deutsch, Martin, "The Disadvantaged Child and the Learning Process," in A.H. Passow (ed.), Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
- Deutsche, Jean M., "The Development of Children's Concepts of Causal Relations," in R. Barker, J. Kounin, and H. Wright (eds.), Child Behavior and Development. New York: McGraw-Hill, 1943.
- Elam, Sophie L., "Acculturation and Learning Problems of Puerto Rican Children," Teachers College Record, 61: 258-264, February, 1960.
- Fowler, W., "Cognitive Learning in Infancy and Early Childhood," Psychological Bulletin, 59: 116-152, 1962.

* Not including the many comparative studies of Negro-white intelligence, a comprehensive bibliography of which is available in Thomas Pettigrew, A Profile of the Negro American (Van Nostrand), 1964.

- Gordon, Edmund W., "The Relevance of Behavior Theory to Directed Learning in Culturally and Socially Disadvantaged Children," paper presented at the 40th Annual Meeting, American Orthopsychiatric Association, March, 1963.
- Havighurst, Robert J., "Conditions Favorable and Detrimental to the Development of Talent," School Review, 65: 20-26, March, 1957.
- Hunt, J. McV., Intelligence and Experience. New York: Ronald Press, 1961.
- Hunt, J. McV., "The Psychological Basis for Using Pre-School Enrichment as an Antidote for Cultural Deprivation," Merrill Palmer Quarterly, 10: 209-248, July, 1964.
- Iscoe, Ira and John Pierce-Jones, "Divergent Thinking, Age, and Intelligence in White and Negro Children," Child Development, 35: 785-797, 1964.
- Jensen, A.R., "Learning in the Pre-school Years," Journal of Nursery Education, 18: 133-138, 1963.
- John, Vera P., "The Intellectual Development of Slum Children," American Journal of Ortho-Psychiatry, 33: 813-822, 1963.
- John, Vera P. and Leo S. Goldstein, "The Social Context of Language Acquisition," Merrill Palmer Quarterly, 10: 265-275, July, 1964.
- Jordan, Thomas E., The Developmental Basis of Learning Disability: Final Report. Carbondale: Southern Illinois University, 1963.
- Kawi, A. and B. Pasamanick, "Prenatal and Paranatal Factors in the Development of Childhood Reading Disorders," Social Research and Child Development Monographs, Vol. 24, No. 4, 1959.
- Kellmer-Pringle, Mia Lilly, "Learning Difficulties of Deprived Children," European Journal of Psychology, Vol. 19, 1961.
- Knobloch, Hilda, and B. Pasamanick, "Environmental Factors Affecting Human Development Before and After Birth," Pediatrics, 26: 210-218, 1960.
- Larson, R. and J.L. Olson, "A Method of Identifying Culturally Deprived Kindergarten Children," Exceptional Children, 30: 130-134, 1963.
- Luria, A.R. and F.I. Yudovich, Speech and the Development of Mental Processes in Children. London: Staples Press, 1959.
- McGhee, W. and W.D. Lewis, "Socio-Economic Status of the Homes of Mentally Superior and Retarded Children and the Rank of Their Parents," Pedagogical Seminary, 60, 375-380, 1942.
- Milner, E., "A Study of the Relationship Between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interactions," Child Development, 22: 95-112, 1951.
- Montague, D.O., "Arithmetic Concepts of Kindergarten Children in Contrasting Socioeconomic Areas," Elementary School Journal, 64: 393-397, 1964.
- Newton, Eunice S., "The Culturally Disadvantaged Child in Our Verbal Schools," Journal of Negro Education, 31: 184-187, Spring, 1962.

SUBSCRIPTION FORM

Enclosed is \$1.00 for my subscription for the next five issues of IRCD BULLETIN.

Name (print) _____ Date _____

Address _____

Post Office _____ Zip Code _____

Tear off, enclose \$1.00 and mail to:

IRCD BULLETIN

Graduate School of Education, Yeshiva University
150 West 56th Street, New York, N.Y. 10019

- Niemeyer, J.H., "Home-School Interaction in Relation to Learning in the Elementary School," in D. Schreiber (ed.), The School Drop-Out. Washington: National Education Association, 1964.
- Pasamanick, B., "A Comparative Study of the Behavioral Development of Negro Infants," Journal of Genetic Psychology, 69: 3-44, 1946.
- Pasamanick, Benjamin and Hilda Knobloch, "The Contribution of Some Organic Factors to School Retardation in Negro Children," Journal of Negro Education, 27: 4-9, Winter, 1958.
- Passow, A. Harry and Robert R. Leeper (eds.), Intellectual Development: Another Look. Washington: Association for Supervision and Curriculum Development, 1964.
- Riessman, Frank, The Culturally Deprived Child. New York: Harper and Brothers, 1962.
- Schwebel, Milton, "Who Is Educable?" Paper presented at the 40th Annual Meeting of the American Orthopsychiatric Association, March, 1963.
- Siller, J., "Socio-Economic Status and Conceptual Thinking," Journal of Abnormal and Social Psychology, 55: 365-371, 1957.
- Skodak, M., and H.M. Skeels, "A Final Follow-up Study of One Hundred Adopted Children," Journal of Genetic Psychology, 75: 85-125, 1949.
- Taba, Hilda, "Cultural Deprivation as a Factor in School Learning," Merrill Palmer Quarterly, April, 1964.
- Thomas, D., "Oral Language, Sentence Structure, and Vocabulary of Kindergarten Children Living in Low Socio-Economic Urban Areas," Unpublished Ph.D. Dissertation, Wayne University, 1963.
- Tomlinson, Ethel, "Language Arts Skills Needed by Lower Class Children," Elementary English, 33: 279-283, May, 1956.
- Tomlinson, H., "Differences Between Preschool Negro Children and Their Older Siblings on the Stanford-Binet Scales," Journal of Negro Education, 13: 474-479, 1944.
- Weaver, S.J., Interim Report: Psycholinguistic Abilities of Culturally Deprived Children. Nashville, Tenn.: George Peabody College for Teachers, 1963.
- Wheeler, L.R., "A Comparative Study of the Intelligence of East Tennessee Mountain Children," Journal of Educational Psychology, 33: 321-334, 1942.
- Wolf, R.M., "The Identification and Measurement of Environmental Process Variables Related to Intelligence," unpublished Ph.D. Dissertation, University of Chicago, 1964.
- Wortis, H., J.L. Bardach, R. Cutler, R. Rue and A.M. Freedman, "Child Rearing Practices in a Low Socio-Economic Group: The Mothers of Premature Children," Pediatrics, 32: 298, 1963.

IRCD BULLETIN

Vol. I, No. 1, January, 1965
Edmund W. Gordon, Editor

Graduate School of Education, Yeshiva University
150 West 56th Street New York, N.Y. 10019

Non-Profit Org.
U. S. Postage
PAID
New York, N. Y.
Permit No. 1920

TO SUBSCRIBERS:

On which aspects of the education of socially disadvantaged children and youth do you prefer to receive bibliographies in the next two issues?

In what other ways can the IRCD BULLETIN be made to serve your needs?

The Editor.