This annotated bibliography was prepared under the supervision of the Elementary and Secondary Education Act, Title I, Office of the New York State Department of Education. Citations are presented under 17 headings which cover a wide range of facets of the education of the disadvantaged. The two sections with the greatest number of annotations are those concerned with general reference works and with intergroup relations. (NH)
ANNOTATED BIBLIOGRAPHY

EDUCATING

THE DISADVANTAGED CHILD
THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1970 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor ---------- White Plains
1978 Alexander J. Allan, Jr., LL.D., Litt.D. ---------------------- Troy
1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D. --------------- Buffalo
1972 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S. --------------- Purchase
1977 Joseph T. King, LL.B. ---------------------------------------- Queens
1974 Joseph C. Indelicato, M.D. --------------------------------- Brooklyn
1979 Francis W. McGinley, B.S., LL.B., LL.D. --------------------- Glens Falls
1981 George D. Weinstein, LL.B. -------------------------------- Hempstead
1971 Kenneth B. Clark, A.B., M.S., Ph.D. ------------------------- Hastings on Hudson

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary and Continuing Education
Walter Crewson

Coordinator, Title I, ESEA
Irving Ratchick
FOREWORD

"FROM CONTEMPLATION ONE MAY BECOME WISE
BUT KNOWLEDGE COMES ONLY FROM STUDY."

This annotated bibliography is provided for your use in identifying various publications pertinent to the education of disadvantaged children. A careful review of this publication will reveal sources of information applicable to the problems confronting school district and program administrators in their efforts to program for and satisfy the needs of the disadvantaged. Included are references to the multiple causation factors contributing to educational deprivation as well as sources of information for the resolution of the factors.

Realistic and effective programming in this critically important educational endeavor is dependent upon the rapid professional acquisition of knowledges and understandings pertaining to the nature and needs of the disadvantaged. Ways of neutralizing the detrimental effects of a poverty environment must be developed. Efforts must be expended in focusing the total resources of the educational community in tempering the factors negating personal motivation to achieve. Common educational methodology must be examined and altered where necessary to result in an improved, more productive learning atmosphere. Basic administrative and supervisory practices and policies must be examined in reference to their direct and indirect effect upon the teaching and learning process.

Reliable procedures must be identified and implemented which will result in quality integrated education. The revolution in educational doctrine demanded by sensitive planning for the improved educational opportunities for these children and youth necessitates a concerted effort
on the part of educators to convert knowledge and understanding into desirable action. The extreme urgency of the needs of the deprived prohibit the natural evolution of desirable educational practices.

This annotated bibliography is the result of the efforts of several individuals. We are particularly thankful for the contributions made by Edmund W. Gordon, formerly Professor and Chairman of the Department of Educational Psychology and Guidance, Yeshiva University and presently at Teachers College, Columbia University; Mrs. Barrie Cassileth, Research Assistant at Yeshiva University; and Mrs. Dorothy Goldman, Consultant to the New York State Title I, ESEA Office. This publication was developed under the supervision of John L. House and Donald White of the Title I, ESEA Office and under the direction of Irving Ratchick, Coordinator.

WALTER CREWSON
Associate Commissioner for Elementary, Secondary and Continuing Education
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ADMINISTRATION AND ORGANIZATION

   The article describes the working details of a high school program in which size of classes and individual schedules were highly varied and designed to meet student needs as well as to best develop subject matter. Implications of the program, its positive and negative results, are discussed and would be helpful for planners of innovational programs.

   The reader is asked to "disregard the conventional and immediate..." and "wear the cloak of conformity lightly...." A detailed account of how and why Melbourne High School (Melbourne, Florida) was established as a non-graded school in 1958. Included are such topics as independent study, concept-centered curriculum, and flexibility. Good arguments are presented in favor of the non-graded program.

   This book details the 1957 Cape Kennedy experiment with a non-graded approach to high school. Six individualized organizations for learning were created; marks and promotion were eliminated; new approaches to learning and motivation were employed. An important reference for those dissatisfied with the traditional graded format.

   Description of nine work-study programs for secondary students. Examples of ways several public school systems and one group of private individuals are combining classroom and job experience for certain youngsters to prevent them from becoming alienated from society.

   This article discusses pros and cons of grouping within classroom or school but presents no definite conclusions. It does plead for further research on the effects of homogeneous grouping.

   A strong argument for the inclusion of work experience in the senior high school program is set forth in this article. The writer explains why he feels such a program will contribute to individual development, to economic literacy, and to general preparation for living in an industrial society.

   Article presents a possible new approach to adjusting achievement levels and rates of learning. Pupil teams, comprised of equip-ability students for skill work, and of heterogeneous pupils for other areas of study, work together, help one another, and progress at their own rate, allowing teachers to spend more time with under-skilled students.
   Author presents his ideas for an academic approach to primary education in urban slum areas, in which creative thinking rather than curriculum innovation and early prevention rather than remediation are stressed. Suggests teacher and parent involvement and influence; discusses academic goals.

   The author has evolved a model system for running an elementary school, with emphasis on organization and administration. Includes discussion of staff, curriculum, meetings, and parent contact.

    Achievement test scores of first through third graders in traditional and non-graded schools were compared. Non-graded pupils performed better than their traditionally schooled peers.

    Describes team-teaching of over 8,000 heart-of-the-city public school students. Advantages of the approach are discussed: decreased frequency of behavioral problems, use of male teachers to serve as father images, etc.

    Experimental, non-graded students progressed to new reading levels as they were able, achieving significantly higher scores on measures of reading ability than did pupils in graded organizations after three semesters.

    A statistical review of non-graded schools is presented; advantages and disadvantages of the non-graded system are discussed. A good reference for administrators considering changing to a non-graded format.

    In an analysis of past research on homogeneous and heterogeneous grouping, the author finds results to be conclusive. Studies and their deficiencies are described; suggestions for future research designs are given.

An introduction to new plans of school organization which may result in financial economies and provide more education for all pupils. The document is designed for, those who wish to experiment, or to use it as a how-to-do-it manual, or to instruct graduate classes. May be helpful in arriving at basic understandings about the force and effect of an extended school year.


A brochure discussing some concepts of school organization which may be answers to the educational problems facing educators today. Recommended Extended School Year Plan can provide communities with extra classroom and special facilities needed to expand present programs or to provide a more desirable learning environment for disadvantaged children. These proposals will have special impact on the disadvantaged through the provision for extra instructional time.
 DEVELOPMENTAL AND REMEDIAL READING

1. Bond, G. L., and Miles Tinker. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century Crofts, Inc., 1957. A well-organized and adaptable text with materials and approaches that can be used by the classroom teacher. It includes highly practical section on diagnostic techniques.


   A practical book for the secondary school teacher which includes specific suggestions for dealing with a variety of reading situations. Attention is given to such areas as word recognition, comprehension, study skills, speed, and reading in the content fields.

   This article expresses concerns for the factors which interfere with the teaching of reading to Negro and Puerto Rican youth in conflict between non-standard and standard English; namely, a mechanical conflict between the two structures of English which affect the child's ability to perceive and produce sound patterns and grammar of standard English, and a conflict of values which may persist even when the structure conflict is resolved. Additional information is explored concerning (1) Nature and Origin of Negro - White Differences (2) Structural Conflicts in the Sound System (3) Contrast Within the Sound System and (4) Grammatical Implications of Sound Patterns.

   This article places the blame for poor reading ability of some children on limited experience. The writer does not dwell on the child with limited ability. He is concerned with the boy or girl with ability. The article explains the great degree of success these students can attain with proper environment and methods.

   A guide for the classroom teacher. Includes the following kinds of lists, many of which have annotated entries: trade books useful with poor readers, adapted and simplified materials, textbooks, workbooks and games, magazines and newspapers, series books, book clubs, indexes and reading lists.

   Especially valuable as a reference for the secondary school teacher. Developmental reading, reading in the content fields, and methods and materials of instruction and appraisal are detailed.

   This is an annotated bibliography designed to help teachers, administrators and librarians select books for those youngsters who have difficulty reading at a particular grade level. Materials presented cover vocabulary levels from grade one through seven, the interest level in each case extending beyond the vocabulary level. Useful comments include uses of the list and devices to help the teacher using the list.
Contains a set of guidelines designed to help administrators in planning programs that may be funded through Title I and/or Title III of the Elementary and Secondary Education Act of 1965. The programs are suggestive in nature and will need to be adapted and modified to meet the needs of individual school districts.

Selected readings from various sources grouped into eight areas, including: Teaching Begins with Philosophy, Groundwork for a Reading Program, Developing Reading Skills, and Teaching Reading in the Content Fields. Though selections are uneven in quality, the collection on the whole is useful for the secondary school teacher.

A very interesting report on the reading program of the Detroit school system. An unusual feature is the introduction of preprimers illustrated with multiracial characters, especially prepared with the culturally deprived child in mind. These books were designed to meet the particular needs of urban children.

Discusses the possible adaptation of a program developed during World War II for functionally illiterate men to meet the needs of today's culturally disadvantaged children.
DROP-OUTS

1. Barger, Ben, and Everette Hall. "Interaction of Ability Levels and Socio-Economic Variables in the Prediction of College Drop-outs and Grade Achievement." Education and Psychological Measurement 25. Summer, 1965. This is a summary of a study held at the University of Florida to determine whether the relationship of socioeconomic variables to dropping out of college is the same for different ability levels and whether there is a relationship between these same variables and grade achievement when ability is controlled. Suggestions are made as a conclusion to the study.


3. Bertrand, Alvin L. "School Attendance and Attainment: Function and Dysfunction of School and Family Social Systems." Social Forces 40 (3). 1962. Interview data was obtained from rural Louisiana students, drop-outs, parents, principals and teachers. The article discusses the family and school factors which operate to produce drop-outs.

4. Bledsoe, Joseph C. "An Investigation of Six Correlates of Student Withdrawal from High School." Journal of Educational Research. September, 1959. This article attacks the problem of drop-outs. It points up four specific needs in education today to prevent withdrawal from school:
   1. Early recognition of factors in any given community which encourage boys and girls to drop out of school;
   2. Early identification of symptoms of withdrawal;
   3. Taking preventive steps with prospective school leavers as soon as possible; and
   4. Treating each potential drop-out as an individual and not as part of a group.

The findings suggest that boys are more likely to drop out than girls, that students who shifted enrollment dropped out more than those who did not, that students whose parents were more skilled dropped out less than their counterparts, and that students with greater reading comprehension dropped out less than their counterparts.

5. Cangemi, Joseph P. Some Symptoms and Causes Connected with Dropping Out of School. Syracuse, New York: Syracuse City School District, Madison Area Project, May, 1964. A description of causes and symptoms of maladjustment which may be used to identify the potential drop-out. Prevention must be put into effect before the student has identified himself as a drop-out.
   A discussion of Syracuse's STEP Program, which was instituted to cope with the drop-out problem. The failure of STEP is analyzed; recommendations for a stronger program are made.

   In this compelling and interesting study, we learn how the young dropout feels about his family, friends and teachers. We also gain insight into his many basic emotions and attitudes while comparing his views with those of a high school graduate having the same I.Q. and a similar social and economic background.

   Noted experts in theory and practice set forth new techniques for handling drop-outs, especially among disadvantaged children. The entire volume is in line with current interest and efforts stemming from the President's Anti-poverty Program and the Elementary and Secondary Education Act. In addition to the readings, the editors have placed in suitable chapters a considerable number of annotated bibliographic references, believing that these addenda will materially aid the scholar in uncovering additional sources.

   The program for the drop-out is discussed relative to the characteristics of the large cities in which it exists. Numerous tables are included.

    Preliminary results of a study of mothers of drop-outs concurrently receiving public aid are reported.

    Effective elements of secondary school drop-out programs are noted. An original paper helpful to administrators as a guideline to potentially good anti-drop-out programs.

      Well-thought-out ideas for counselor action are presented.
   b. Riendeau, Albert J., "Facing Up to the Drop-out Problem."
      Several techniques are offered for approaching the actual situation as it exists today.
12. (Continued)


13. "Drop-Out, The" A Symposium. Education 85. December, 1964. The drop-out problem and what may be done to prevent and deal with it are discussed by one leader in each of the following organizations: Family Service, The Urban League, School Counseling, Vocational Rehabilitation, Armed Forces and the Juvenile Court.

14. Jansen, William, Ethel F. Haggard and Morris Krugman. Experiment in Guidance of Potential Early School Leavers. Board of Education of the City of New York, Bureau of Education and Vocational Guidance, 1956. This is the report of a five-year study in four high schools in New York City. The purpose of the project is to provide intensive guidance service to high school students who present the characteristics of the drop-out. The report describes the project step-by-step from its very beginning to its conclusion.

15. Lichter, Solomon O. et al. Drop-outs, The. New York: The Free Press, 1962. The experiences and findings of a three-year treatment study of a group of intellectually capable Chicago youngsters who wanted to leave or who left high school. The authors examine the serious emotional problems and difficulties at home that were the primary reasons for dropping out of school. The usefulness of prolonging counselling is graphically illustrated.

16. Longstreth, Longdon E. "Experimental Evaluation of a High School Program for Potential Drop-outs." Journal of Educational Psychology 55. August, 1964. This is a report on the results of a three-year project devoted to evaluating a program for drop-outs. The report concerns itself with details on seventy-five potential drop-outs enrolled in a work-study program as compared with an equal number of potential drop-outs enrolled in the regular school program.


18. Maryland State Department of Education. Our Drop-outs - What Schools Can Do. Baltimore, Maryland: 1963. This is a collection of data on the school drop-out-number, reasons, and other identifying characteristics - which might give clues to the prediction and prevention of future drop-outs.


21. Moore, James W. How High Schools Can Reduce Their Drop-Out Rate. Albany, New York: The State Education Department, Bureau of Guidance, 1964. Reducing the school drop-out rate reminds one of Mark Twain's comment on the weather: "Everybody talks about it but nobody does anything about it." This guide to action is a plan offered to counselors and cooperating colleagues in secondary education. The guide outlines the concept and content of a number of approaches which may prove to be of some assistance to school districts earnestly seeking to reduce their local incidence of early school leaving.


23. O'Neil, John H. "High School Drop-outs." Education 84. November, 1963. This article considers the reasons for drop-outs leaving school, listing five specific factors, such as the low-socio-economic status of the pupil's family, with six additional factors, such as broken homes, indicating that the cause seems to fall within these or a combination of them. Some proposed solutions are suggested, with emphasis on preventive guidance early in the elementary school.


26. Schreiber, Daniel, Ed. The School Drop Out. Washington, D. C.: National Education Association, 1964. This publication involves papers originally submitted for discussion at a symposium convened by the National Education Association's Project on School Drop-Outs. The objective of the symposium was to define the "drop-out problem" as comprehensively as possible. It
26. (Continued)

was hoped that from these discussions would evolve a clear statement of the nature of the problem and some broad indications of how and where educational intervention could be effective. The most important aspect of this symposium was its refusal to accept the common notion that there must be something "wrong" with the drop-out.

27. Taber, Robert C. "The Critical Dilemma of the School Drop-out." *American Journal of Orthopsychiatry* 33. April, 1963. Discusses resources developed by schools to reduce drop-out rate; suggests that communities share responsibility in order that the problem be successfully handled.

28. University of the State of New York. "High School Dropouts," *Highlights* Volume XV, No. 4. Albany, New York: The New York State Education Department, Bureau of Guidance. December, 1964. This issue of Highlights focuses special attention on one of the most discussed educational topics of recent times - high school dropouts. Included are brief descriptions of programs for dropouts and potential dropouts, a list of recent publications, magazine articles and audio-visual aids.


The article discusses implications of deprivation during periods of greatest learning susceptibility; increasing academic differentiation of deprived children. Implications for I.Q. Test evaluation, academic programs and teaching of language.

This paper was used at the conference on Bio-Social Factors in the Development and Learning of Disadvantaged Children, held in Syracuse in April 1967, under the terms of a United States Office of Education contract. Certain selected conditions of health which may have consequences for education are discussed. Among these are the conditions of obstetrical and prenatal risk affecting the child in utero and at birth and the circumstances, particularly those relating to nutritional opportunities, which may significantly affect his development and ability as a learner subsequent to being born. The fact that ill health is an important variable for defining differentiation in the learning potential of the child is amply brought out by this investigation.

An analysis of the development of human characteristics and how limitations such as environment produce a variation in the development. An attempt to understand how human characteristics may be identified, explained and eventually modified.

The article discusses the problems of the socially underprivileged child and the reasons why school often becomes a painful experience for him. A case study is included.

A report of a research project. A seventh-grade class of children of low socio-economic background in Norfolk was exposed to an innovational program featuring several aspects of the Higher Horizons Program. Positive results indicate what can be done with a modified, low-budget version of the Higher Horizons Program.

A summary of conclusions drawn at the 1959 National Academy of Science Conference. Develops four major themes and one conjecture: the themes of structure, readiness, intuition and interest in learning; and the conjecture of how best to aid the teacher in the task of instruction.

A collection of papers on rural youth and the problems they must face and resolve in our growing and changing society. Severe problems in building a meaningful productive life are anticipated for rural youth whether they remain in their home communities or are drawn to large metropolitan centers.


This compact book considers the changing nature of urban life. Topics covered include a profile of the university and its relationship to the urban scene, urban needs, university sources, the campus, the student and the arts. The challenges and responses of the urban university in an urban culture are also considered.


The so-called Coleman Report, which represents the most extensive survey of the U.S. public school in the entire history of that institution. It questioned the extent of segregation and discrimination in the public schools and concluded that integration is an essential step in providing equality of educational opportunity but that more important to pupil achievement is improvement in general school quality and effectiveness.


Teachers are alerted to the special learning needs of disadvantaged children, and ways of enlisting the cooperation of parents are suggested. The book is of interest to teachers wanting to gain insight into the background and specific learning problems of culturally deprived children.


The child in school cannot be understood without considering the influence of his background. The book investigates the different social class environments of children and how they may influence his learning.


For the educational problems that may arise from social and cultural differences, this article considers current social and cultural forces which interact with the functions assigned to public schools. It also discusses the effects of these forces on the teaching-learning process.

The Urban R's is a collection of 18 articles -- 16 of them published for the first time -- that focuses on the general question of how the school, together with the community, can provide a meaningful education for the changing population of the city's children. The emphasis is on Northern big cities, but the contents contain clear implications for school systems and communities throughout the country.


Unfavorable environment can inhibit language development. If uncorrected, language deficit will accumulate. Implications are drawn for the school's role.


In the first part of the book, the reader is told how the school can help meet the emotional needs of children in the classroom. The second part of the book presents specific cases of disturbed children and suggests ways of dealing with their problems. The final portion of the book is devoted to stressing the need for cooperation between school and home.


This book is concerned with the urban educational system and the urban poor within its schools. The transition of American society from an agrarian to a technological base and the changing role of the family and the school in preparing the child for his place in society is reviewed. Whether a school based on a middle-class value system can succeed in the "inner city" where the majority of the people do not subscribe to those values is a question which receives considerable attention.


This booklet concerns itself with the problems of the disadvantaged child and ways and means of overcoming the problems through learning. The role of the public school is sharply pointed out.


School systems represented in the 1963 Circular were asked to submit articles bringing the descriptions of their programs up to date. Selected additional systems were invited to send material on their programs of compensatory education. Forty-four school systems are represented in this publication.

This issue includes five separate articles which provide considerable insight into ways in which socially disadvantaged children differ from their more privileged counterparts and into the types of evaluation of and remedial approaches to problems of the disadvantaged. Subjects include: Characteristics, Language Development, Psychoeducational Appraisal, Learning Disabilities and Remediation, and Programs and Practices in Compensatory Education.


In such chapters as "Does Everyone Need a Job?", "The Specter at the Banquet," and "Economic Opportunity for All," the author discusses the dimensions of poverty and its remedies.


This study concerns the degree to which students' attitudes affect their subsequent achievement and the influence of different teaching methods on the development of such attitudes. Data are furnished which should prove valuable to those wrestling with problems of teachers preparation, in-service training, supervision, and evaluation. Pertinent information is also provided for teachers interested in self-evaluation and in the development of the social skills of competent classroom management.


The pamphlet describes some of the Foundation's projects -- the ideas they represent, the people enlisted, and the youth toward whom the whole effort is directed.


A brief description of the program planned to alleviate big city school problems. Cities represented are Chicago, Philadelphia, Detroit, Pittsburgh, and Cleveland. Ford Foundation grants subsidized the program.


The author takes a critical look at some of the issues involved in evaluating programs for disadvantaged children. He also discusses the necessity for clearly defined and clearly specified theoretical and operational definitions in doing research or developing programs for evaluation.


This book is an organized compilation of representative literature relating to the characteristics and education of children from disadvantaged or culturally deprived homes. These articles have been gathered from many sources. Teachers, school administrators, and others will find this publication to be one of the most comprehensive sources of valid information concerning the disadvantaged child.

In addition to identifying the disadvantaged of all races and national origins and describing programs, the authors discuss such vital subjects as recruitment, preparation and inservice training of teachers; curriculum innovations; guidance and counseling services and the role of parents and the community. The final chapter is a searching critique of the entire field of education for the disadvantaged. This volume also includes a comprehensive "education", containing city-by-city, area-by-area outlines of past and present programs.

27. Goldberg, Gertrude S. *Job and Career Development for the Poor -- The Human Services*. New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, September, 1966.

This paper describes the new-careers plan in which persons lacking the requisites for professional status in health, education and welfare organizations have been employed in meaningful rather than menial services roles. Some of the early experiments utilizing nonprofessionals have been in education where teacher aides and school-community coordinators were employed in slum schools; school-community relations, program planning and the teaching of home-management skills. When employed to make programs more compatible with the disadvantaged, non-professional in a variety of innovating programs appeared to make a positive, in some instances unique, contribution to human services.


The purpose of the experiment was to investigate the influence of 5 variables on intelligence test performance under control conditions and the findings justified by 13 statements as to the results. A total of 671 children took part, subdivided into 28 sub-groups of about equal size.


The pattern of emotional and socio-economic deprivation and its effect on the child's ability to learn are closely examined by the authors. Many helpful suggestions are given which will be of value to those who work with disadvantaged children in school.


A descriptive analysis of America's poor: the aged, the unskilled worker, the minorities. Provides valuable background information for the classroom teacher.

   This report is addressed especially to social scientists to provide effective help in designing and conducting research into urban problems.


   An account of the growing up of an age group in "River City", a midwestern city of 45,000. It presents the results of a research study carried on by a group of social scientists from the University of Chicago during the years 1951 to 1960.


   The author feels there is an enormous waste of human resources in our country. In this book, he endeavors to show that schools are a significant causal factor of this waste, citing several proposals for reforming education. He is also somewhat heartened by the recent interest in utilizing all available human talent.


   An analysis of the way the social system of a Middle Western Corn Belt Community organizes and controls the social behavior of high school aged adolescents reared in it.


   A collection of papers by a variety of specialists, presented at a two-day conference, titled the same as the book. "Can it be Done?" "Disadvantaged - and What Else," and "Teachers of the Poor: A Five-Point Plan" are a few of the titles included.


   A study of Kentucky's Berea College: the academic, economic and occupational data on its student population and a discussion of its practices and philosophy.


   This publication is based upon a review of the most recent and pertinent studies relating to low income life styles. Attention is focused on family organization, children's preparation for school, health care and economic behavior. Clearly, economic deprivation is a fundamental limitation which permeates all of life. However, the total picture of poverty is not here, only a limited account of its results in a few of the more vital areas of living.

A survey and summarization of available sociological knowledge about lower class family life in the present-day United States. Includes information on the characteristics, types, cultural values, family life and special problems of the lower class family.


The Necessary Revolution is related to the equality of opportunity. Major topics covered include inequality based on race and class, human resources and national interests, capacity of the states in a national educational policy and equality in education as related to teachers, curriculum, research development, the instruments of learning and the need for leadership. Also included are Presidential messages to Congress on education from Presidents Kennedy and Johnson.


The problems tackled in Higher Horizons are nationwide -- waste of potential among the disadvantaged, depressed achievement, and large numbers of dropouts. In this report, the outlines of the Higher Horizons program are reviewed and discussed, while major attention is focused on the activities and the rationale behind them. Efforts are also made to indicate broad patterns, generalizations or conclusions which might be of value to others struggling with similar problems.


This annotated bibliography presents the views of writers currently concerned with many aspects of educating the disadvantaged. Includes books and articles which appeared principally between January 1960 and June, 1965, and is designed especially for educational leaders at state and local levels who are providing programs for disadvantaged children. The Education Index was used as a basic guide and was supplemented by extensive perusal of source material.


This 1,193 page volume, an annotated bibliography, contains a section on minorities, one on Negroes and one on slavery, the Civil Way and Reconstruction. It lists representative books reflecting the development of American life and thought.


Written by school people for school people, with many new ideas and programs for teaching disadvantaged children, the book is based on the theory that disadvantaged children often have intellectual capacities far greater than they are given credit for.

Describes a striking characteristic of the human condition -- the discrepancy between aspiration and opportunity. Includes information regarding the background of the problem, ways and means of overcoming the problem, and de facto segregation as a special problem.


The entire issue is devoted to the educational problems of disadvantaged youth. Includes, among others, titles such as, "If Johnny Doesn't Care," "Guidance for the Disaffected," and "The School's Job With the Disaffected."


In this issue, various articles deal with desegregation, riot control in schools, opinion polls, plant operation, school lunch, school modernization, and audiovisual management. Also included are articles dealing with a school bus symposium; mediation board operations; Reagan High (Austin, Texas), school of the year; and the negotiating dilemma of superintendents. These discussions should provide much valuable information for people involved with the improvement of the disadvantaged.


The materials included were derived from a workshop on school social work administration held at Lake Forest, Illinois, July, 1958. Defines school social work and relates the responsibilities of school administrators to school social work programs.


In this booklet, articles covering Community Action Programs, poverty in 1959-1960 by county and state, poverty in the United States, Census Bureau reports of poverty statistics, a new look at the war on poverty, and a definition of poverty are included. These discussions and reports should add new insights on the need for more and varied approaches to the education of the disadvantaged.


Upward Bound is a pre-college preparatory program designed to generate the skills and motivations necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary-school preparation. It acts to remedy poor academic preparation and personal motivation in secondary school and thus increase a younger's promise for acceptance and success in a college environment.
50. O'Hara, James M. "Disadvantaged Newcomers to the City." NEA Journal, 52 April, 1963.

The mass exodus, in recent years, of rural families to cities has resulted in many problems which are brought to light in this article. Not only are problems highlighted, but also remedies are suggested.


The article considers the effective procedures which guide work in the classroom with the disadvantaged child. Three areas are explained: 1. attitude; 2. classroom management; and 3. preventive disciplines.


Editor Passow has gathered together a collection of fifteen papers, each written by a specialist in his field and thirteen of which were produced originally as part of the work conference on Curriculum and Teaching in Depressed Urban Areas held at Teachers College, Columbia University, in July 1962. A secondary consideration is the fact that many rural and small town areas, because of existing conditions, foster cultural deprivation.


These articles, developed through research, concentrate their attention on the culturally disadvantaged child and his special educational difficulties. Teaching techniques, strategies and devices proving effective in special education are some of the areas covered. Important conclusions drawn indicate that children progress very well when teachers ignore their I. Q. scores and proceed as if these disadvantaged had superior ability, that more direct language and speech pattern instruction is needed, that reading skills are highly important to the disadvantaged and that the learning situation should provide for a positive approach.


The so-called Koerner Report, after the chairman of the Presidential Commission appointed to investigate the racial disorders of the summer of 1967. The Commission attempted to answer the questions What happened? Why did it happen? What can be done to prevent it from happening again? The basic conclusion is that the nation is moving toward two societies, one black, one white - separate and unequal. Recommendations are made toward preventing that drift away from national unity.

All the promising practices which are explained in this bulletin are to some degree compensations for disadvantaged youth. Too often, the adding on of services and monies builds a wall around the teacher and stifles initiative and resourcefulness. An inherent caution is that promising practices not become institutionalized and an inhibiting force to the development of future innovations.


For the "untreatable" children found in every city, this book suggests an unusual program for treating destitute, despairing, and emotionally inhibited children which merits some consideration.


This book is a valuable guide for teachers, social workers and others concerned with helping the culturally deprived child. It points out that educational neglect of children who most need help has bred one of the nation's most critical social problems. The author analyzes this unhappy situation and challenges a public school system attuned to conventional middle-class culture to adapt its programs to include children who come to school with a warped anti-intellectual resistance to formal education. This book gives a frank assessment of a grave yet little explored problem and concrete proposals for correction.


These well-known writers offer new approaches for treating mental illness among low-income people. Commonly held beliefs are reevaluated, and new ideas are offered for rehabilitating criminals, drug addicts, and delinquents.


This book proposes procedures to reduce the great surplus of low-skilled workers co-existing with skilled workers. It suggested a program of hiring the poor to help the poor. The basic idea is to develop four to six million meaningful positions -- not merely jobs -- for the poor in the helping professions, such as social work, teaching, recreation and health services.

This book is produced through Project True (Teacher Resource of Urban Education) under the United States Office of Juvenile Delinquency and Youth Development. It is an effort to apply social scientific findings to urban education. This edition, for teachers or teachers in training in our urban centers, tells of the plight of children who live in the slums of our big cities.


A special report describing how potentially talented high school students from backgrounds that ordinarily offer little hope for college can be prepared for the best in higher education. Youngsters on the campus of Princeton, and others like them at Dartmouth and Overlin, became part of an experiment that sought to answer a question vital to social and economic progress in our country.


Intended for teachers, librarians, supervisors, etc., this book is a reference guide to the aid programs which provide federal funds to be used to strengthen elementary and secondary schools and school libraries.


Much technical language and several statistical tables are included in this report. One important conclusion is that many backward children are "underestimated" in that they are capable of performing many skills, provided little or no reading and writing are required.


How to cut through the complexities of Title I, ESEA, to get projects off and running. A description of twenty-four projects is included.


An interview with U. S. Commissioner of Education, Harold Howe II, on progress, problems, project evaluation and other matters of particular importance in developing programs for disadvantaged students under Title I, ESEA.


This is a frank examination of the distressing situation of those children, almost fourteen million under fifteen years old, who live in poverty in the United States. The book describes a variety of income maintenance programs proposed as remedies if these "poor kids" are to be helped.

This book presents the results of a study of a mid-western industrial city. The author indicates that it is practically impossible for culturally deprived children to compete on equal terms with culturally privileged children.


This booklet reviews the history of poverty, citing the general problems facing the poor and discussing a few specific ones. The publication also lists President Johnson's poverty program objectives, which are to provide the young with an opportunity to learn, to give the poor the opportunity to live in decency and dignity, to move against forces which endanger the well-being of our country and to gain total victory over poverty.


This issue of the journal covers the areas of a pre-school project involving Negro children in Mississippi, the problem of evaluating compensatory educational programs, effective methods of teaching the disadvantaged and the hypotheses which account for the decline in the measured rate of intelligence and achievement of children from low socioeconomic conditions. It is clearly indicated in this work that male aides appeal in a very effective and productive way to disadvantaged children, that food is a universally overlooked instructional material, that actively involved children progress far more than those passively involved, and that instructional methods for instructing disadvantaged should vary a great deal from those involving children from ordinary homes.


Describes racial issues confronting large school administrators; provides a survey of research on the characteristics of children from low-income backgrounds; reports expressed motives of their teachers; includes pertinent book reviews.


Examines expanding roles of inner-city schools, preparation and recruitment of teachers, supportive school staff and classroom instruction. Author expresses view that future prospects lie in boards of education, teacher training institutes, local teachers' associations, N. E. A., and community effort.


Contains information and directives to assist educational agencies in preparing Title I, ESEA, project applications.


A collection of consultants' papers presenting a variety of views on the major problems confronting our schools and colleges.


A bibliography issued by the Educational Materials Center of the U. S. Office of Education on recent books about the education of children of poverty, cultural deprivation, or other handicaps. Three categories are included: Professional Resources, Elementary and Secondary School Textbooks, and Children's Literature.


An overview, addressed to a professional audience, intended to stimulate deeper understanding of some of the human problems associated with poverty. An allied purpose is to provoke further creative thinking about what kinds of action programs might be developed to help poor people leave their conditions of deprivation and despair.


The conference was convened for the purpose of providing a working environment for exchanging ideas and exploring new methods of educating impoverished children. It also concerned itself with problems discussed in the report of the National Advisory Council on Education of the Disadvantaged. To ensure benefits for the disadvantaged in the future, Commissioner Howe and President Johnson plan to make this meeting the forerunner of a series of similar conferences in each state.


The conclusions reached by the participants at the May, 1965, Albany Conference on Problems of Identification and Admission to College of Culturally Disadvantaged Youth should be of interest to all concerned with this significant issue. The report consists of working guidelines and procedures to accelerate the rate at which culturally disadvantaged youth may gain admission to college.
This document is intended to help public schools plan, in cooperation with others, for the best use of funds available under terms of the Elementary and Secondary Education Act of 1965. This guideline contains program suggestions, administrative procedures, the names of Department staff who can help, and legal opinions which will govern the methods by which local plans are carried out.

The theme of this issue is the educationally disadvantaged pupil. It is an attempt to keep Highlights readers attuned to the problem and active in combatting it by focusing on latest developments, recent publications, current practices, and audio-visual aids directed toward improving the school performance of these boys and girls.

Parents of underachievers, as well as teachers, guidance personnel, research coordinators, psychologists, and administrators, should benefit from reading this book, which is a study of existing research on underachievement.
The Handicapped Child


   Teachers of special classes for children with severe learning disorders will find helpful the Fitzhugh PLUS Program which is concerned with the strengthening of perceptual skills. The materials, in the form of workbooks, are designed to help overcome learning defects in two main areas: impaired ability to comprehend and deal with spatial and time sequence problems; and impaired ability to learn, understand and develop skill in handling language symbols and numbers. The complete set of materials consists of a Spatial Organization Series (Three workbooks), and the Language and Number Series (Five workbooks) which includes a teacher's manual and a self-scoring system for the student. An additional source of helpful materials for children with severe learning disabilities is available from Teaching Aids, 159 West Kinaie Street, Chicago, Illinois. Its catalogue lists a number of unique teaching aids developed under the Montessori philosophy.


   In this book an attempt has been made to introduce and outline a few of the main problems of exceptional children. All efforts must be directed toward unification of a program for all of the exceptional, no matter what their afflictions may be. The aims of economic efficiency and civic responsibility likewise will not be realized unless optimum programs, both educational and vocational, are available.


   The purpose of this book is to help guide teachers who are new in the work of educating children with communication disorders. The teacher is described as often being directly responsible for diagnosing and developing methods to educate these children. Methodology techniques, materials and much practical information acquired by the author is presented as an effort to aid new teachers in this special area of special education.


   This book represents a comprehensive approach to a total program for the retarded child of living and learning at home, school, and work. It is a distinct contribution to the literature in the special education field.


   Includes chapters on program organization, records and reports, facilities and equipment, community resources, therapy techniques and others.

The bibliography is designed to assist teachers, supervisors, teacher-education personnel, curriculum planners, administrators and guidance personnel in the development and implementation of sound educational programs for the emotionally disturbed children in the public school population. It attempts, therefore, to explore the literature to determine current authoritative thought and practice related to the characteristics of emotionally disturbed children; the relationship of emotional disturbance on curriculum design, materials and methods; and types of programs which have been undertaken to provide an education for emotionally disturbed children here and in various parts of the country.


Activities are classified on the basis of developmental areas such as social, physical, language and intellectual.


The entire December 1964 issue is devoted to learning disabilities, a rapidly developing concern in special education. A series of selected papers by several specialists in the field of learning disorders clarifies many issues and provides a more logical and systematic approach to both theory and practice.


This book includes chapters on emotionally disturbed, mentally retarded, blind, deaf, speech handicapped and other children.


A study of teaching methods involving hyperactive, aggressive children, including children classified as brain-injured and those having learning and behavior disorders without brain-injury.


This book emphasizes the need for qualified teachers of brain-injured children. The basis of competency for these teachers is to be found in an interlinking of information which stems from a wide variety of disciplines. Education is one of these disciplines. There are specific areas of competency and general areas which teacher preparation programs could utilize as a basis from which the teacher education program can and must take form.

Presents physical education activities to meet the needs of handicapped or physically unfit pupils who frequently come from economically deprived homes.


This book is presented as a guide to laymen and presents a comprehensive picture of all aspects of hearing impairment. The social and economical problems as well as the education and psychology of hearing handicapped individuals are presented so as to enable laymen to understand hearing and the problems of its loss.


This book is concerned with the communication problem of the deaf. It contains a brief history of the education of the deaf as well as a section on the language needs so vital in their education. The author devotes a section on the speech production of the deaf. This book should be a valuable reference to teachers of the deaf and to others interested in the education of deaf children.


Dr. Egg's detailed description of specific ways in which parents can help the mentally retarded child develop at his own pace and according to his own needs will be useful to many who feel they are facing the problem alone.


This book presents theoretical approaches to the study of mental retardation and evaluates behavioral research and theory in this field.


Presents a direct, simple procedure for attacking the problem of educating the slow learner.


A step-by-step training program in visual perception designed to improve the child's ability to read.


Mrs. Garten describes characteristics of these children, objectives for their education, curriculum suggestions and methods for carrying out the suggestions. The inexperienced will find here a practical daily guide.
Increasing interest in programming for emotionally disturbed children is of particular concern in New York State because of the recent mandatory legislation. The book deals with case studies and a description of the educational facilities at Hawthorne Cedar Knolls School in Westchester County.

This publication is a survey of the thinking of administrators of severely disturbed blind children. It is felt that continued research will indicate the educational placement of these children.

Much of the information comes under the heading "Talks with Parents" and consists of an accumulation of answers to questions asked by parents of the deaf, students and teachers in training, and professional staff in related fields over a period of almost 20 years.

Sets forth the challenges educators face in caring for and educating these children; the basic principles to be observed in their education; the practical problems to be encountered.

The contributors to this volume are distinguished authorities in the fields of medicine, psychology and special education. The papers are addressed primarily to practitioners in these fields who are interested in the diagnosis, treatment, training and education of the child with mental retardation, neurological impairment and special learning disabilities.

Presents the results of three years of experimentation in the organization of work in schools with dull and educationally retarded children.

Written with the hope that the school administrator, the supervisor, and particularly the teacher who faces the problem of the slow-learning child, may find help in solving their problems.
   For teachers of dull and mentally retarded children. Also helpful to those who instruct culturally deprived children. Is concerned with the objectives that should be kept in mind when planning school work for dull and retarded children.

   Represents the first systematic study of "self-organized" groups of parents and relatives, which in the last decade have become one of the most prominent features of health and welfare scenes in the U.S.

   Gives the teacher an insight into the reading problems of the mentally retarded child and the dull-normal child. This book will fill a definite need for teachers who wish to help their slow-learning pupils.

   This new edition combines Dr. Levinson's own sound advice to parents with the latest materials on research, education, and the development of clinics and parents' organizations.

   Presents successful methods used by the author in teaching retarded children. Emphasizes individual approach. Stresses the need for sensitivity to the unique problems of these children.

   This article explains how, under Title I, ESEA, generous provision has been made to extend and improve programs for the education of handicapped children.

   This book's purpose is to help parents and also teachers of very young retarded children who have not yet started to talk or who talk poorly. Listing causes of speech difficulty, it describes speech and the normal process of learning it and sets forth the successive steps to be followed in developing speech.

   Suggests classroom practices for mentally retarded children placed in special classes. Evaluates techniques and devices that are helpful to teachers of these classes.

The book is concerned with the testing, diagnosis and rehabilitation of the hard of hearing. Descriptions of diseases and kinds of hearing loss are explained. Equipment and types of tests used for evaluation are explained, with a discussion of teaching procedures used.


An encyclopedia source highlighting new approaches and research and presenting completely a comprehensive background and reference materials.


The book explains the general principles for educating the brain-injured child and describes over sixty specific teaching devices.


This book examines the problem of posture in the blind, particularly as it relates to appearance and mobility.


In this book, the author, an accomplished worker in the field of the mentally retarded, makes another noteworthy contribution to the field with stimulating materials in the form of a textbook and a guide to teachers and prospective teachers.


A comprehensive review of current research, bringing important work from all the major scientific disciplines into focus in a single volume. This volume will serve for many years as an authoritative reference work in teaching, research and therapy.


In March 1961, a work group was convened to discuss the preparation of teachers for emotionally disturbed children. The following year, a committee outlined the scope of a report that appears here in final form. The object of this pamphlet is to provide practical assistance to schools and colleges. The content is focused on attainable steps which may be taken at present.


Several chapters in this book describe and discuss current programs for "educationally retarded" and "disadvantaged" students in a number of cities and in other countries. The programs described encompass the pre-school through adult levels and include those designed for the "drop-out." Consideration is also given to administrative problems and to teacher education.
INTER-GROUP RELATIONS

1. Bloom, Benjamin S., Allison Davis and Robert Hess. *Compensatory Education for Cultural Deprivation.* New York: Holt, Rinehart and Winston, Inc., 1965. Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation, held at the University of Chicago on June 8-12, 1964. Special areas of interest are the reports on basic needs, early experience, the elementary school, the special case of Negro students, and adolescent children.


5. Clark, Kenneth B. *Prejudice and Your Child.* Boston, Massachusetts: Beacon Press, 1963. This book presents an open and frank analysis of the reasons for prejudice in a child. Schools can help primarily by desegregating and then by breaking down the subtle discrimination practiced in non-segregated schools on the part of the educators themselves. A social agency which demonstrates through its own structure genuine interracial activity will be most effective in helping members of minority groups.

6. Conant, James B. *Slums and Suburbs.* New York: McGraw-Hill Book Co., Inc., 1961. Two totally different neighborhoods, the public schools that serve them, and the basic problems that face each are described. Among the wide variety of topics discussed are City Slums and Negro Education, Schools and Jobs in the Big Cities, Problems of Curriculum and Organization and the College-Oriented Suburbs.
   This book traces the American Negro artist from colonial days to the present. An unusually interesting study.

   50 case reports on Negroes at work in the General Electric Company: how they earned their jobs in industry...their progress on the job...their hopes and plans for future progress.

   The standard history of the Negro by an eminent historian. Regarded as a judicious and excellent survey text.

    A study focusing upon the Negro community and its institutions and its interactions with other elements of American society.
    The aim of the present work is to study the Negro in a sociological frame of reference with particular emphasis upon the problems of racial and cultural relations in this country as well as in other parts of the world.

    Statistical data on backgrounds of socially different college youth; specific suggestions for educational planning.

    This book is a report of a participant observation study of native-born Americans of Italian parentage who live among other ethnic groups in West End, a Boston neighborhood. The author's interests were twofold: to study a slum and to study the way of life of a low-income population. His conclusions are quite unusual and should be of interest to city planners and to professionals working in kindred areas.

    An examination of the background of the current racial conflict in the schools and reports on a 13-state survey made on mixed-class problems. The author also analyzes social attitudes and suggests procedures and teaching aids for dealing with the integrated class.

    The interacting functions of education, environment, and segregation are discussed in a factual and impartial report on the research of the Conservation of Human Resources Project at Columbia University. The major concern of this monograph is to analyze the problems that must be solved before the Negro can take full advantage of his new and rapidly growing opportunities resulting from the steady reduction of discrimination in employment.
15. Glazer, Nathan and Daniel P. Moynihan. Beyond The Melting Point. Boston, Massachusetts: M. I. T. Press, 1963. Published under the auspices of the Joint Center for Urban Studies, a cooperative venture of the Massachusetts Institute of Technology and Harvard University, this book is an in-depth treatment of the story of the accommodation of the migrants of the 50's—the Puerto Ricans and Southern Negroes—to life in New York and New York City's reaction to this great influx.

16. Gordon, Edmund W., ed. "Equalizing Educational Opportunity in the Public Schools." IRCD Bulletin. Vol. III, No. 5, New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, November, 1967. This article discusses the Coleman Report, the most extensive survey of the U.S. public school in the history of that institution. This survey has produced some valuable data related to the general problem area of equality of educational opportunity. The four principal findings are summarized as follows:

1. The great majority of children in this country attend schools in which most of the students are members of the same ethnic group;
2. Negro children are likely to attend schools which are inferior to those attended by white children;
3. With the exception of pupils of Oriental family background, the average student from the minority groups studied scored distinctly lower at every level than the average white student; and
4. When differences in socioeconomic background factors for pupils are statistically controlled, differences between schools account for only a small fraction of differences in academic achievement.

The report strongly suggests that for the disadvantaged improvements in school quality will make the most difference in achievement.

17. Greene, Mary Frances, and Orletta Ryan. The School Children Growing Up in the Slums. New York: Pantheon, 1965. An account by two young school teachers who report skillfully on their day-to-day experiences in an East Harlem and a Harlem School. In the second part of the book, the children speak for themselves: how they feel, what their homelife is like, and how they are affected by poverty and prejudice.

18. Henderson, George, "Occupational Aspirations of Poverty-Stricken Negro Students." The Vocational Guidance Quarterly 15. 1966. This article points out that there are basically two types of aspirations, ideal and real, but that middle-class Negro youths project significantly less difference between ideal and real aspirations. As Negro youths look around them and see others socially like themselves who have "made it," they, too, may tend to become motivated to aspire for higher occupations.
   This book contains a number of poems that are racially distinctive. The Negro in Western civilization has been exposed to overwhelming historical and sociological pressures that are reflected in the verse he has written and inspired. There are also tributary poems by non-Negroes.

   The Negro's contributions to the American theater are recorded in this book, which includes a number of unusually beautiful photographs.

   The work of forty Negro poets, with critical sketches, is included in this anthology.

   This article emphasizes the fact that teachers have fulfilled their responsibilities to children in the ghetto schools only if they have prepared the children to leave the ghetto and enter the main stream of American life. Teachers must arm the children with the necessary tools to escape the ghetto. The children must be convinced that they are not "bad". They must be shown love. Importantly, they must see themselves achieve, no matter how much or how little. They must sense success.

   In defining the school's role in the total process of integration, the book demonstrates the need for clear policy in all aspects of integration, from school site selection to curriculum planning; emphasizes the need for special training for all who work in intercultural situations; and questions the validity of ability groupings that promote de facto segregation and encourage low educational and vocational goals. The authors suggest sources of funds to cover these and other changes. This book should be helpful to teachers, parents, principals, and all who are concerned with integration.

   This bibliography consists of a list of books that contribute to the understanding and appreciation of the Negro American heritage. It includes annotated listings of over two hundred fifty books, current to September 1, 1966. The books are grouped by subject matter, and the reading levels reflect national norms.

An interesting and highly sensitive work which traces the story of a Boston school teacher who sees the children trapped by the destructive attitudes and policies of their teachers. The author has no doubts about the oppressiveness of the "system."


This study indicates that cultural limitations impose serious handicaps on children from deprived backgrounds in all areas of school functioning. These children have the same basic drives for acceptance, recognition and self-respect as all children; but their deficiencies in experience, their differences in motivation, and their family and social difficulties, and often concomitant emotional deprivations, place them at a disadvantage in school. Generalizations concerning the subculture of the lower class are drawn from the information gathered.


A publication composed of position papers by Jean D. Grambs, Bradsbury Seasholes, and William C. Kvaraceus and the reactions of their colleagues to the materials presented. The effects of a color-caste system on the self-concept of the Negro are discussed by the conference participants. The evidence presented indicates that equality of opportunity is a goal, not an accomplished fact. This book is a disturbing scholarly examination of a pressing problem in American society.


The authors seek to add to the understanding of the challenging problem of equality of opportunity in American society. The main theme of the papers comprising this publication is the necessary obligation of educational institutions to help reduce the twin handicaps of poverty and discriminatory race relations. No panaceas are offered but substantive and hopeful strategies are reviewed. Many of the chapters of this book are available as lectures by the authors on videotapes and kinescopes.


The author believes that the degree to which the question of the American Negro is admitted and resolved will increase the probability of a world free from racial strife. This book represents an American Negro's comprehensive and informed report on his people's mood of militancy, and a searching examination of the reasons for it.


This speech by a deputy superintendent of schools in New York City acknowledges the existing problems of Puerto Ricans in the city and outlines plans for continuing to remedy same.
A moving account of slavery in New York from the importation of Negroes to New Amsterdam by the Dutch in the early sixteen hundreds to their emancipation in the nineteenth century. The author cites the contributions of the Negro to colonial life and discusses the effect of Negro slavery on New York's social, legal, economic and political structure.

A book aimed at promoting an understanding among young people of Negro heritage. The volume begins with the return of the Negro soldier from World War I and ends with the threatened March on Washington in 1941 that culminated in the first Fair Employment Practices Commission.

This book, written under the auspices of the Carnegie Corporation, is the classic study of the Negro in America. The entire treatise is organized around one single sequence of thought. It proceeds from the American scene at large to the facts and problems of Negro life, to the trends, to the specific policies, and then to their final integration into the structure of national policies.

A teacher in a ghetto school describes his students' plight and recommends an all-day, all-year school, isolating children from their unfavorable environments.

This book is intended as "The most comprehensive survey of the problems and status of the Negro in American society since An American Dilemma."

This book presents some of the approaches and conceptions in a variety of critical realms - personality, genetics, health, intelligence, crime, and the current protests for change. The volume attempts to understand the Negro-American and to ascertain what happens in his quest for the right to participate fully in American Society with the dollars and dignity of other Americans.

A review and evaluation of the work done by the National Scholarship Service and Fund for Negro Students and others to increase the quantity and quality of Negroes enrolling in college; suggests enlarging NSSFNS type efforts to meet student needs and potential social gain more realistically.
This almanac studies Negro life in three facets: history, biography and statistics. The history places the Negro in the mainstream of American life; the biography documents the presence of countless important Negroes who have contributed to that mainstream; the statistics present their own graphic picture of the social and economic situation in which most Negroes of today live. The hope is expressed that many teachers will use the book with classes of disadvantaged students, especially those of the Negro, in view of the need to enhance the dignity of their race.

The oral language of the disadvantaged child is usually on the "vulgar" level which is defined as the lowest level of language. Based upon this statement, the author explores the causes of "vulgar" language development such as environment and the extended family. Other factors considered are: "Should We Try to Change the Language of the Disadvantaged Child?" "Can We Change the Language of the Disadvantaged Child?"

The purpose of the book is two-fold. It draws a rather detailed portrait of East Harlem so that the reader can truly see what a slum looks like, and it also seeks to identify problems and solutions in the slum. Many questions are asked; answers to some are given. Worthwhile reading for good insight into big city problems.

A critical analysis of the relationship between the "Negro" and the "White" problem in America. The author examines this relationship from the introduction of slavery into the U.S. to the present time. Education is seen as a vital social institution that can help restore balance to an unbalanced condition in human relations.
This book pinpoints the individual and group attitudes and actions that mean the difference between violence and non-violence in school desegregation. It is a good guidebook, which offers concrete, practical suggestions to educators and members of boards of education, as they face the crises of integration. Some of these proposals are: to set a definite plan and follow it; to ensure that the board of education makes all decisions affecting the schools; that all board decisions be firm and well-thought out, not based on street opinions; that decisions should show loyalty to the social patterns of the community, yet common sense in the face of the inevitable; that publicity should cover only the facts; that all individuals should be treated with respect and dignity, that all students be treated alike; and that the best legal counsel should be available for advice in procedures.

This pamphlet points out that the fundamental problem of the Negro is that of family structure: that almost one-fourth of Negro families are headed by females. There are numerous charts, graphs and statistics detailing the breakdown of the Negro family. The pamphlet delves into the roots of the problem, via slavery, through the Reconstruction period, to the present. Such alarming facts as that 1/3 live in broken homes, unemployment is at a catastrophic level, illegitimacy rampant, education inadequate, delinquency multiplying, and crime increasing are all too meaningfully substantiated, substantiating the case for national action.

A review of the economic situation of Negroes, showing both gain and lag.

The categories included in this bibliography are: Basic Texts, Supplementary Texts for the Social Studies, Other Supplementary Materials for Classroom Use, Resource Materials for the Teacher, and Other Bibliographies of Materials for Intergroup Education. Sources, appropriate age levels, and descriptions are included.
A handbook designed to provide meaningful learning experiences in human relations in the classroom. It provides ideas and suggestions on how to integrate facts and figures about the cultural groups in America into classroom activity. Variations in skin color can be explained in a science class, family origin can be studied in citizenship education and language arts classes, classes can study the status jobs held by specific minority group members and a picture chart can be made depicting types of jobs held by all groups.

A handbook designed to present materials elementary teachers can use to supplement what they are already doing in the classroom to develop good intergroup and interpersonal relationships among children of different races. It offers materials and methods for including present-day information about the contributions and the problems of Negroes as part of the day's work, when it is pertinent. It is designed to familiarize teachers with the available resources which can be used to supplement the inadequate treatment of minorities in textbooks. It should increase the use of information about the Negro which accurately illustrates his position along with other people who contributed to building America. It also encourages the use of community people as motivating influences.

This handbook presents material designed to be integrated into everyday teaching and learning situations in the classroom. So used, it should help the teacher provide students with meaningful information about Negro life. The approach suggested in this publication for integrating the information into normal classroom discussions in the social studies can be applied to other related subjects. The handbook suggests discussion topics, research questions, films, books, and other instructional materials which broaden the textbook information about the contributions of minorities.

A brief but thorough analysis of Title VI of the Civil Rights Act of 1964. This booklet outlines the evolution of our federal policy on civil rights. It lists many of the sub-programs under the 190 federal-aid programs. It gives an illustration of sections 601-605 of Title VI from the Federal Constitution. It gives eight specific examples of federal violations of civil rights and methods to be used to eliminate these specific violations.

This publication contains articles depicting Peace Corps-men coming home to teach, education of Indians, what's new in E.S.E.A. amendments, desegregation guidelines, the International Education Act of 1966, and an interview with a school administrator. In the article regarding innovation in E.S.E.A., it is pointed out that neglected, delinquent, foster, Indian, and migratory children are now covered by Title I, that the formula of distribution of funds among the states has changed so that poorer regions of the country will receive more adequate grants, and that one percent of a school district's grant or $2,000 may be used for Title I project planning.


The photographs and reproductions of early sketches and cartoons do much to tell the story of the struggle of the Negro for freedom and equality. Also included are excerpts from early speeches and writings by and about Negroes. The bibliography, although not extensive, is well selected.


A record of the author's attempt to investigate the problem of "Who Speaks for the Negro?" It is primarily a transcript of conversations, with settings and commentaries, which make it possible for the reader to see, hear and feel what the author experienced.


This book is an excellent research guide prepared to be an encouragement to wider reading and study in Negro history. Included are Titles, with descriptive notes, in science, philosophy, race history, and sociology; civil rights, education, politics, economics and the arts. The appendices list bibliographies, periodicals, and Negro organizations. A list of works cited plus an author and title index are most useful.


Amid a disintegrating family situation, starvation and desperation, a Negro boy's life in the South is documented. A good resource for understanding the oppressiveness of discrimination, poverty, and superstition. It simultaneously indictes an unjust social system and vindicates in a triumphant manner the case of human dignity.
   An article on the complex social and economic problems of migrants
   in Florida and the attempts made by state and local authorities to
   cope with the situation.

2. Blackwood, Paul E. "Migrants in Our Schools." Educational Leadership
   Facts concerning the mobile population in the United States and
   implications for schools that focus attention on the special
   problems related to the education of migrant children.

   LXVI. 1958.
   A look at the conditions surrounding the mass migrations of the
   Negro high school graduate from the south to the north. It is
   documented with some statistical data and gives an overall picture
   of the backgrounds of these migrating young people.

   Understanding and Teaching Mexican-American Children and Youth. Sacramento,
   California: Bureau of Elementary Education. Oxnard, October, 1954.
   Partial list of contents includes Mexican-Americans and the public
   schools, some contrasts in cultural and social class, and the specific
   characteristics of second language learning.

5. Edwards, Esther P. "The Children of Migratory Agricultural Workers in the
   Public Elementary Schools of the United States: Needs and Proposals in the
   This article projects curriculum objectives for migrant children in
   three basic areas:
   It should fit them for citizenship as responsible members of
   their community;
   It should help them to partake in the culture of their nation
   and their time, sharing as fully as possible in their heritage; and
   It should give them what they need to reach the fullest growth of
   which they as individuals are capable.
   Education and society will have to give them chances to create and to
   appreciate, to interact with others and to find that they are important
   in a group of peers.

   This article reveals that the average degree of retardation for migrant
   children attending summer school is about three years, ranging from less
   than one year for six- and seven-year-olds to about five years for six-
   teen-year-olds. The teacher of migrant children, to be successful, has
   to practice good human relations: sensitivity and awareness of problems,
   integration, fairness and understanding. However, the total problem of
   the migrant family needs to be attacked by local, state and national
   agencies simultaneously.
A handbook on migratory, seasonal, agricultural workers in Michigan, with sections on educational programs for children and adults.

This is a report of a study concerning enrollment, school attendance, retardation and the effects of migrancy on migrant children. Problems encountered by teachers and school administrators are also explored.

Develops a plan for a uniform inter-school system for transmitting necessary information about migratory children.

The most educationally deprived group of youngsters in the United States is the children of migrant workers. This article discusses such educational problems unique to the migrant child as: seasonal impact, school transfer records, grade placement of pupils, providing teachers for migrant children, the school attendance problem, need for educational continuity, and financing school programs. The article concludes by giving the trends in migrant education at the local, state and federal levels.


A detailed investigation of the services available to the children of agricultural migratory workers who come to New York State annually.

A study of the education of Spanish-speaking children, including topics such as: the problem of education and the public welfare; the handicap of poverty; problems as seen by parents and teachers; and the problems of language, personality and social adjustment.

Presents the needs of migrant children and suggests that these needs can be met best when migrant children are accepted as "normal, educable children" in classrooms with resident children.

Children of migrant parents start school with a deficiency in verbal skills. They rarely catch up in such curriculum areas as reading, writing and mathematics. The Merced County, California, Migrant School Project uses a bilingual teaching approach to close the gap. Both migratory workers and their children are included. These disadvantaged children are helped by employing trained teachers and community aides fully conversant in Spanish and English, operating a child care center, conducting pre-school education and providing adult literacy and citizenship education.


This article covers the history, problems, education and future of the migrant family. The author gives reasons why migrant workers are on the bottom of the economic and educational ladders. He stresses the programs helping the education of migrant families, such as those sponsored by the Office of Economic Opportunity, the State of Colorado and the one in Bexar County, Texas.


Report of proceedings of a workshop for representatives of state departments of education and other educators. Includes suggestions for organization and administration of migrant education programs, teacher qualifications, parent education, community relationships and curriculum content and development.


This is a report of the NEA-Tucson Survey on Teaching of Spanish to the Spanish-Speaking. This survey was designed to call attention to some of the constructive approaches to the problems of Spanish-speaking children and to make possible a sharing of ideas, methods and materials which apply to a bilingual system of teaching.


An article emphasizing the nature of the migrant labor problem in term of its growing population because of the changing farm scene. The widening gap between powerful farm groups and the migrant workers demands federal legislation to combat the migrants' endless plight. The demands for this legislation are now strong enough for passage.


This article explains how the state of Colorado, through a system of regular schools and summer schools, is trying to make up the lost time problem faced by boys and girls of migratory families. The author stresses the difficulty of language and culture differences that face the teachers of these children. The State of Colorado is trying to answer the question, "How can we best prepare these children to live in our society?"
A guide to developing curriculum for the disadvantaged: migrant, culturally disadvantaged, lingually disadvantaged, culturally deprived, and educationally disadvantaged. The guide was developed at a workshop at Adams State College, Alamosa, Colorado.

A comprehensive report dealing with the social, economic, health, and educational conditions among migratory agricultural workers in the United States. Chapter II, "Education," is of particular interest to teachers.

In the agricultural regions of California, disadvantaged children of migrant workers are getting a boost in their educational outlook by the initiation of a five-year program aided by World Day of Prayer funds from the United Church Women. Experimental centers in problem communities will be set up. This will provide laboratory experiences for other communities in learning how to draw migrants into community life.

Report of a five-week workshop on the education of migrant children held at Arizona State College.

This publication is the result of a Workshop on Curriculum for Migratory Children held at Adams State College during July and August, 1959. Included in this report are conclusions and discussions revolving around important issues and problems such as attendance of migrant children, transportation, records and reports, nutrition, curriculum needs, language needs, and the extension of basic educational skills.

This article familiarizes the reader with the migrant child and lists a number of problems which handicap such children in early life.

Discussion of unique experiences and needs of migrant children, held at Arizona State College.

A major publication in pre-school program development. Theory, method and materials are adequately covered.

This article reviewed the experiences of community volunteers organized to improve the lifestyle of Indian migrants. It tells of the organization and growth of programs in recreation, medical and dental services, educational experiences, community involvement, and employment.
MUSIC EDUCATION

   A practical discussion of the materials and methods necessary in the presentation of musical experiences to junior high school students.

   A comprehensive text outlining the teaching of music in the elementary school through the use of games.

   A compilation of tested methods of introducing music to young children which were successful in the situations described.

   A general text providing background information, suggested procedures, objectives and methods of evaluation in presenting music at the high school level.

   A discussion of approaches to the instruction of disadvantaged children in music.

   A guide to teaching all the children through music and for teaching that part of the music program usually directed by the elementary classroom teacher. The text consists of a program for elementary school music and a section devoted to implementing the program.

   An activities approach to the methods and materials to be used in the teaching of music in the elementary school.

   A guide for parents and teachers in presenting music education and the dance through a process of "discovery and guidance."
Title and content descriptions of more than 500-16 m.m. sound films and Kinescope recordings and over 90-35 m.m. film strips recommended for all levels of music teaching. Each film is rated as to quality of production and instructional content and is recommended for utilization in specific subject matter areas for enrichment of musical learning. The film guide also includes a list of film libraries and additional sources for information about audio-visual aids. Both topical and alphabetical indices are included.

A compilation of ideas in teaching music which were successful in their particular situations. Ample illustrations, bibliographies and additional references are included. Excellent for the new or prospective teacher.

An international panel viewed all films selected for listing. Part I (Films for Music Education) lists films appropriate to History of Music, Musical Performance, Study and Teaching, Experimental and Jazz Music. Part II (Opera Films) contains an alphabetical index of titles, an index according to countries, and an index of composers. Available from UNESCO Book Store.

This handbook's purpose is to assist teachers in implementing the sections of the Syllabus in Music which describes the program of general music for grades 7 and 8. It is stressed that teachers of the disadvantaged should exercise judgment in selecting topics and materials that are in harmony with the capabilities and interests of this type of student. Furthermore, it is pointed out that to carry on for too long a time the study of a technical aspect of music or to insist on a level of achievement beyond that of which they are capable is to risk smothering all interest in music.
1. Bienvenu, Millard, Jr. Helping the Slow Learner Public Affairs Pamphlet No. 405. New York: Public Affairs Committee Inc., 1967. This pamphlet is one of a series to develop new techniques to educate the American public on vital economic and social problems. This particular pamphlet provides a number of "tips" or suggestions for dealing with children identified as slow learners.


3. Boiley, R. R. Elementary Industrial Arts. New York: Board of Education of the City of New York. A mimeographed booklet of 90 pages profusely illustrated with the kinds of objects children can make that motivate them to like to learn. Tools and materials are explained.

4. Burchill, George W. Work-Study Programs for Alienated Youth. Chicago, Illinois: Science Research Associates, Inc. 1962. Nine outstanding work-study programs for culturally deprived young people are described in this casebook. Attention is focused on trends in our economy that are admittedly depriving youth of opportunities to attain acceptable goals in either school activities or employment.


7. West Irondequoit Central School District No. 3. So You Teach Track Three: A Handbook for Teachers of Track Three in Irondequoit High School. Irondequoit, New York: 1961. Teachers who work with lower achievers appreciate practical suggestions on classroom management, lesson plan and the supportive personnel in the school. As the teacher seeks a stimulating and motivating program she will employ many alternatives which are suggested in this volume.
PARENT AND COMMUNITY INVOLVEMENT

   Study showed that broken or disrupted homes have significant negative influence on academic achievement. The author suggests reorganization and flexibility of programs for children in such situations.

   Report of services provided to twenty schools in depressed neighborhoods. Points up need for interaction between school and home in preparing the deprived child for his first academic experience.

   The author finds no educational rationale for the neighborhood school, and that strict interpretation of the local-school concept can interfere with the education of children of mobile families.

   This article describes a prevention and treatment program with a team approach. Showed that parents can perform a significant and therapeutic learning role within the school.

   The book discusses how to spot children who are prone to delinquency before they get into serious trouble, how to study pre-delinquent children and diagnose their needs, and how to give them individual treatment, using all the community's resources in a systematic program of therapy.

   Authors describe the handling of community enrichment endeavors in depressed areas; includes organization of community activities and adult education courses. The program showed positive results in students and adults.

   An experiment to raise student achievement level through early development of good work habits and attitudes. Parents were instructed to provide proper attitudes, examples, etc. Children showed promising academic gains.


PRE-SCHOOL PROGRAMS


Examines new possibilities for influencing children's thinking in light of recent views on the nature of intellectual development.


A compilation of research studies designed for Project Help, an educational program to enrich four and five-year-old children who require compensatory educational services.


A retrospective glance at Head Start at the conclusion of its first session. The article suggests that success will depend on follow-through programs. These will have to be adjusted to Head-Starters so that school goals will be the same as those of Head Start. Numerous suggestions are made on how this can be accomplished.


The article documents the case for early intervention by educators and behavioral scientists in the lives of children as potential contributors to society.


The program stresses areas of intellectual functioning as well as school orientation and motivation. The article documents organization, structure, and techniques.


A report of the Indianapolis Pre-School Centers which includes "maximum participation of the poor." At every level, from the Board of Directors to the classroom, representatives of the poor are meaningfully involved. The most provocative aspect of this involvement is their participation as teacher aides in each of the forty classrooms. The article describes in-service training, formal education and training, resulting in certification for some of the aides. Not all aides will become certified teachers, but if, in the process, aides can infuse a new perspective into the educational system, the investment will be worth it.


This book is a helpful, practical text for those working with disadvantaged pre-school children. Day-by-day activities used by teachers to build perceptual skills that are necessary for reading readiness are presented.

9. Stein, Ray. Pre-School Environmental Enrichment Demonstration. Harrisburg, Pennsylvania: Department of Public Instruction, 1964. One hundred and fifty-nine four-to-five year-old under-privileged children in Bethlehem were assigned to neighborhood schools for four weeks. A master teacher and a team of teaching assistants worked with each class in an attempt to counteract the effects of environmental deprivation.

10. Urban Child Study Center. Condensed Inventory of Pre-School Projects. Chicago, Illinois: University of Chicago, School of Education. 1965. A representative group of pre-school projects from 27 states is detailed, giving location, personnel, financial support, and a brief description of each program.

11. Wolman, Thelma G. "A Pre-School Program for Disadvantaged Children - The New Rochelle Story." Young Children 21. November, 1965. This article describes a pilot project established in suburban New Rochelle, New York, where a pre-school center for low-income children was set up. Included is data on pupil selection, transportation, staff, community relations, parent-school program, and curriculum development.

The complete text of an address by the well-known author to a group of public school teachers in New York City. His message is a hard-hitting, straight-from-the-shoulder one in which he suggests we are trying, by inept approaches, to delude both ourselves and the Negroes.

Proposal of a demonstration project to use community talent to thwart the potential effects of cultural deprivation in a class of kindergarten children. Unique suggestions for maximal use of community skill and involvement.

Report of the massive study to develop more effective means of teacher preparation. Inexperienced teachers in three classes of disadvantaged youth were intensively studied for three years; reactions of college undergraduates to contact with underprivileged children were studied in after-school centers.

Of special interest to teachers, this study found a positive relationship between children's perceptions of their teachers' feelings towards them and self-perception, academic achievement and classroom behavior.

A description of the Queens College BRIDGE on-the-job project to prepare teacher candidates and to study the needs of beginning teachers in slum ghetto junior high schools. The program experimented with various teaching methodologies, classroom management, curriculum adaptations and instrumental materials. Project teachers became increasingly effective in the classroom.

Three aspects of teacher training are discussed within a conceptual framework: curriculum; leadership; and the initiation and continuance of programs.

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   Booklet suggests many different environments in which rural supervisors work and highlights some of the special tasks and problems they face.

   This article concerns itself with the subject of preparing teachers to work more effectively with culturally deprived children. Masses of these "in-migrants" entering our large cities are changing the character of city populations and thus are changing the educational problems of the cities.

   A practical guide for teachers, with emphasis on specific classroom situations which may be manipulated to provide enrichment experiences.

    Article discusses the need for teachers uniquely suited to and prepared for disadvantaged children; identifies the successful teacher of this population through presentation of a "model." Helpful to teachers.

    A very basic primer on racial and cultural differences and similarities; includes such discussions as "No group has a monopoly on high intelligence;" "Some children become more prejudiced than others." Helpful to the new teacher of the disadvantaged or as a guide for use with students.

    Hunter College has found its most effective teacher training program to include a carefully guided, field-work oriented, voluntary approach.

    This is a report of the proceedings of a conference on college and university programs for teachers of the disadvantaged sponsored by the New York State Education Department. The presentation and discussions reported in this publication emphasize the need for revision in the present educational hierarchy. This publication contains information revolving around four major areas of concern: Attitudes and Behavior, People, Techniques, and Special Curriculum Aspects.

This book of readings covers many topics related to schools in urban areas and includes the changing urban community, the impact of urbanization on education, urban influences and youth, problems of youth in the community, the teacher in the urban school, improving urban school programs and projects, constitutional issues and new directions in urban education.


A brief article on some do's and don'ts for a teacher if he is to maintain discipline successfully in a "difficult" school. This article deals with lower economic neighborhood schools and the challenge they present to teachers. The author suggests giving these students something related to school which they value and which the teacher can use as a tool of discipline, such as trips and the possible exclusion from going. Another tool is a weekly award to one person at a time for good conduct and work.


The author feels that too much emphasis today is placed on child development and too little on enthusiastic teaching of well-prepared materials.


An assessment of current trends and needs in educational programs. Discusses school planning and personnel, indicates need for more thorough teacher education programs, and includes specific course and practical suggestions.


A reference guide used for training New York City school volunteers. Presents procedures and specific suggestions for work recognition techniques, motivation of child to verbalize and read, etc.


Topics include intellectual, emotional, social and language development of deprived children. Different aspects of remedial education including reading, speech and the factors related to the educational needs of deprived children are also considered.


The writer points out that the lower-class child in many public schools has problems. He lays the responsibility for lessening the woes of these children on the doorstep of the teachers, suggesting how this may be accomplished.
   A discussion of the special problems and means of dealing with them met in training non-professionals for school work.

   This paper presents a program to inform teachers of strengths of, and to develop interest and respect for, low-income culture as distinct from low-income environment.

   This text deals at great length with the problem of adjusting learning to individual differences. The authors have focused on three particular areas: intellectual, artistic and motor, and psychological differences. Teachers should get many ideas and answers to questions that frequently pose problems.

   The accent here is on reading teachers who, the author feels, are the first line of defense in attacking the effects of poverty on school achievement. The author advances good arguments for giving in-service training to those teachers working with the disadvantaged.

   A report of plan of training programs for potential teachers of the underprivileged. Includes characteristics and learning needs of deprived children, specific curriculum plans for teachers of elementary classes and a bibliography.

   A manual for projects using volunteer tutors, which includes tutor orientation, training, and a bibliography and aids in tutor training.
PROGRAM DEVELOPMENT

   Means of combating cultural deprivation in the classroom are described. The article includes selection and structure of learning materials and development of motivation.

   An integrated approach by all teachers toward concrete experiences for students in practical academic problems. Report of an innovative, successful junior high school program.

   A description and an appraisal of Project ABLE, with several tables of breakdown of cost, number of pupils, staff positions and selected characteristics. The main thrust of this project is to provide a way for school districts to experiment with new approaches for the education of the disadvantaged child.

   A report to the President by a panel of consultants on vocational education. Includes data on manpower and on contemporary vocational training needs and practices.

   This report was prepared in response to the many requests for information received by the Office of Economic Opportunity and the U.S. Office of Education. The content is based on observations made from visits to the fifteen demonstration training programs participating in the study and on consultations with representatives of professional organizations and school systems. Case studies of five illustrative programs are included. This study of auxiliary personnel in education should have a profound effect on the success of the education of the disadvantaged.

   This study tested and confirmed the hypothesis that school registration and induction guidance, plus intensified parent-teacher approach to development of readiness, would narrow the cultural gap. Subjects were 26 Negro first-grade pupils in Tennessee.

This report is a study of an investigation by a research team whose aim was a broad attack on several possible factors which might be influencing the achievement of students coming from homes in a low socio-economic level area of a community. These factors, relating to Spanish-American students throughout schools in the Southwestern area of the United States, indicate that:

1. students from bilingual backgrounds lack essential communication skills in the school, adversely affecting their achievement as measured by standardized tests;
2. bilingual students may have somewhat higher potentialities than monolingual students from a similar environment;
3. bilingual students demonstrate that values held in the home are different from those held by the community as a whole;
4. bilingual students have not been encouraged by the home to value certain personality characteristics which contribute to school achievement; and
5. bilingual students are culturally different from monolingual students.


The model for school learning in this article involves five elements, three residing in the individual and two stemming from external conditions. The author lists aptitude, ability to understand and perseverance as internal factors, and opportunity and quality of instruction as the external factors.


Article stresses the importance of a multi-dimensional attack on the problems of education for the culturally deprived child.


This is a report on the establishment, in New York City, of Special Reading Services (Reading Clinics). Its goals, the program itself, and the results to date are explained by the author, who is also director of the program.


This article differentiates lower and higher class variations in the oral language used in this country. The author discusses the possibility and difficulty of unification of the two forms of speech.


A study which showed that bilingualism is not a unitary quantity and that carefully controlled research, perhaps longitudinal, is necessary before further decisive answers may be had.

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The author describes efforts being made by the Chicago schools to overcome factors that prevent below-average children from realizing their potential. These efforts are described as increased staff services for the below-average achiever. The proper organization of summer schools in below-average communities is described. A detailed account of what is being done for the gifted disadvantaged child is also given.

Suggests a programmed blending of new and traditional math. Shows that such an approach can be effective in substantially increasing student ability level.

Equality of opportunity is fundamental in the American tradition. However, not all Americans have shared in this progress. Considerable attention is given to the special characteristics of the school program, the school staff, school administration, special requirements for facilities and appropriate attention to the school and the home and the community.

Lesson planning which is necessary in order to provide meaningful and purposeful instruction to children of inner-city schools requires consideration of the needs of inner-city children and the teacher's ability to identify starting points. The appropriateness of teaching methods which influence lesson planning are discussed, such as lecture, recitation, seatwork and pupil experience.

This article is an analysis of the characteristics of disadvantaged college students and the learning environment they are expected to cope with. Some of the implications are listed. The process of meeting the needs of disadvantaged youth must be characterized by the cycle of planning, evaluation, and replanning in those areas found not to be accomplishing the purposes intended.

Tapes were found to be a more effective means of altering regional speech patterns than were traditional reading courses.
19. **Guidelines: Special Programs for Educationally Deprived Children.**
This publication is divided into two sections: Administration and Finance, and Project Design and Evaluation. It indicates that Title I of the Elementary and Secondary Education Act of 1965 is the major thrust of the national effort to bring better education to millions of disadvantaged youth who need it most. This pamphlet provides a procedural review for state agencies to enable them to improve their programs and to ensure that they carry out their programs in a way acceptable to the wishes of the creators of the Act.

The author, from his personal teaching experience, feels that any self-contained class can, through careful planning, thoughtful pre-evaluation, and flexible use of time, produce a much-desired freedom to grow often associated only with team teaching. Offers some good step-by-step procedures.

This article emphasizes that the demand for educational change is acute and that something must be done. But there is disagreement and argument over what should be done. The author feels that an important principle to follow before settling on the educational decision is to evaluate our work and to find out how to do it better. He also states that our job is to discipline ourselves to the task of seeking for quality and for understanding of the problems on which we are working. Ultimately this will guarantee a better education for the nation's disadvantaged.

This is an interim report on research, still in progress, concerning problems of academic achievement and the role of the volunteer in education. Those children who need help are mainly concentrated in the low-income areas. The book offers many valuable suggestions.

A realistic approach to the linguistic problem of culturally deprived groups. Includes case reports and suggestions for improved teaching facilities and teacher training programs.

This study examines certain patterns of linguistic and cognitive behavior in a sample of Negro children from various social classes. Consistent class differences in language skills were shown to emerge between groups of Negro children of different socio-economic class.

26. Juhas, Loretta. "Nutrition = Physical Growth + Mental Growth." Instructor 162. August-September, 1966. This article is a report of a project being carried on in one of the 25 Children's Centers in San Francisco, where 1500 children, ranging from two years through elementary school age, get educational supervision and instruction while their mothers are working. Nutrition, health care, and rest and playtime are emphasized at the prekindergarten level. Activities for schoolage children who attend the center before and after school hours include a wide range of experiences that implement and extend classroom learnings. Not all the children in the centers are disadvantaged, but this is an outstanding example of what can be done with disadvantaged children during the school day.

27. Kaplan, Bernard A. Project ABLE - The First Year. Albany, N.Y.: University of the State of New York, The State Education Department, Bureau of Guidance, 1963. During the school year 1961-62, 16 New York State school districts, under the auspices of the State Education Department, inaugurated local demonstration projects collectively titled Project ABLE. These demonstrations are attempting to develop improved approaches and programs for a segment of the school population popularly known as the culturally deprived. The background and implementation of Project ABLE and a review of the program after one year of operation are covered by this report.


29. Kemp, Barbara H. The Youth We Haven't Served. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1966. This booklet describes some of the characteristics of the socio-economically handicapped and some steps which should be taken to enable these youths to succeed in regular vocational programs that will provide them with an education that will meet their special needs.

30. Klemm, E. "Appropriate School Programs." Education 85. April, 1965. The author discusses and evaluates various programs and methods that have been proposed for helping educationally disadvantaged children.

Describes an experimental study designed to identify culturally deprived children in a Racine, Wisconsin school.


This brochure, for elementary school administrators in severely depressed school systems, is designed for the purpose of presenting programs to improve the achievement of disadvantaged children. These programs were observed and discussed by leading educators who felt that pre-school programs are very valuable, that warmth of personality and a sense of values should characterize teachers of disadvantaged, that all experiences provided should be especially chosen and designed to advance language development and that little gain with the disadvantaged can be accomplished unless the parents' role is secured and acted upon.


Presents the views of writers currently concerned with many aspects of educating the disadvantaged. Includes books and articles which appeared principally between January 1960 and June 1965.


This, the third in a series of four interrelated brochures, continues the presentation of practices and techniques to provide disadvantaged children with educational opportunities comparable to that of other children in our society.


The brochure will be of particular interest and help to teachers and administrators responsible for planning educational experiences for primary-level children. There are many worthwhile suggestions to help those children whose deprived home environments cause them to reach school unprepared to cope with the school environment.

Reflects information concerning the findings from programs with disadvantaged pre-primary children which will assist schools in interpreting the needs of such children and in programing constructively for them.


A refreshing book for teachers, describing how to specify educational objectives. Not only does the book provide a valuable approach to the task of goal specification; it also supplies an orientation which views goal specifications as an unavoidable, practical problem requiring hardhead solutions.


This article lists sixty (60) bibliographies on secondary school mathematics. Some of these are experiments, texts, projects, descriptions of programs and criticisms. The article cites the School Mathematics Study Group, School of Education, Stanford University, as the best single source of mathematics education materials.


The report describes the experiences of disadvantaged children in a four-week summer enrichment program and of their teachers in three two-week inservice courses held in the local Learning and Resource Center. Evaluative evidence indicated that the experiential program provided a good background for teaching to rural youngsters. Teacher responses indicated a positive gain in concepts and in their awareness of their role in working with disadvantaged children.


This volume includes the description of ten experiments in education. Some of these experiments are aided by grants from the Ford Foundation. Some are funded by local or state education departments. They include experiments in team teaching, schools without grades, guidance projects, teaching aides, and the use of television.


A report of the findings of a National Task Force of the N.C.T.E. based on observation of 190 programs for the disadvantaged, urban and rural, in all parts of the United States.
This circular gives a description of forty-two school districts that have programs or projects designed to meet the needs of children in slum areas. These programs have attempted to: raise the achievement levels of the children; discover latent talents and develop them; motivate each child so that he will want to do his best; and build strong ties and understanding between school and home.

The authors agree that the effectiveness of the programs depends upon understanding, competent teachers, well-staffed pupil personnel services, with emphasis on counseling and social work; a remedial reading program geared to the language and experience limitations of the children involved; a flexible and varied program of special education; effective means of involving parents and securing their cooperation; and enthusiastic and sustained help from community agencies and civic organizations.

A graphic picture of the deprived child's linguistic plight. Suggestions for language programs are given.

A statistical evaluation of the relation between socio-economic status and mathematics achievement. The conclusion indicates the need for a reappraisal of instructional methods and the provision of a new mode which will foster learning without a cultural bias.

A booklet meant to assist local educational agencies in the identification of the educationally disadvantaged. Both quantitative and qualitative criteria are given.

A description of two academic approaches: that which emphasizes the child's background and perceptual and cognitive deficits; and that which stresses the academic environment as a decisive element for change.

Professor Riessman maintains, optimistically, that there are strengths in the life style of the disadvantaged population that can be capitalized on in building a strong and effective educational program. The booklet offers many good, workable suggestions.

The authors describe a project to discover more effective ways to prevent maladjustment of culturally handicapped children and to help improve their home and family environments. The project included
activities such as family social worker, summer reading program, garden project, parent meetings and a monthly newsletter. Evaluation shows that "there has been some change or improvement in almost every family."

49. Shaftel, Fannie Rand George. "Role-Playing as a Learning Method for Disadvantaged Children." School and Society. 94 (2281). November 12, 1966. Most important in dealing with disadvantaged children is developing the child's self-image. Acceptance of self is basic to acceptance by others. Unfortunately, the disadvantaged child becomes the victim of group intelligence tests. Many aspects are discussed for teaching the disadvantaged.

50. Smith, David W. "Factors Affecting Speech Development." Education 80. April, 1960. A developmental history of the child's speech and a discussion of such factors as socio-economic status, bilingualism and emotional disturbance and their effects on speech.

51. Spiegler, Charles G. "We Had A Dream - Project English." Education 85. April, 1965. Three New York City Junior High Schools participated in a program to motivate disadvantaged children to read through the use of books which touched on situations close to the children's own lives.


55. Tannenbaum, Abraham J. "Curriculum Perspective for Slum Schools." Paper read at Proceedings of Second Invitational Conference on Urban Education at Yeshiva University, New York City. April 24, 1963. In regarding the school as a teaching institution and not as a social service center, suggestions for academic adjustment are made which may improve the school's relationship with this population.


The Office of Education supports a wide range of educational programs to benefit the disadvantaged. Dissemination of relevant information on the disadvantaged is a function of the Office of Disadvantaged and Handicapped.

In this pamphlet, information on educational programs for the disadvantaged is given in two parts: the kinds of activities the individual program may support; and specific detail on each program regarding the authorizing legislation, purpose, eligibility and administering unit.


This booklet deals primarily with educational programs for correctional institutions, such as those serving delinquent youngsters. It is hoped that these programs will "open doors" to future projects and thereby contribute immensely to the success that educational services have in the rehabilitation of delinquent youth. An amendment to Title I of the Elementary and Secondary Education Act of 1965 will help correctional officers to provide new perceptions, motivations, skills, self-respect and confidence for institutionalized youngsters.


A report of a conference on teaching children and youth who are educationally disadvantaged. Papers identifying and discussing common elements and specific problems in teaching the educationally disadvantaged were presented at the conference. The first paper gives an overview of the problem; succeeding papers discuss successful programs at the State, city, and school levels.


This booklet is intended to help local educational agencies as they develop plans for projects under Title I. It contains the answers to a number of questions that are frequently asked.


This booklet concentrates on educational programs that can help economically and culturally deprived youngsters. It describes the types of programs that can be supported with federal funds and offers suggestions, many based on actual case studies, of the myriad types of educational projects that may be initiated by local communities. Details concerning eligibility and filing procedures are given.

The purpose of this newsletter is to provide information on special programs offering college opportunities to the disadvantaged. This publication should appeal directly to disadvantaged children because it presents reports about ongoing programs and new projects. For instance, Project Share, a five-year program for urban ghetto girls, has as its objectives to provide compensatory education for students insufficiently prepared for the college experience and to demonstrate that a liberal arts college can play a special role in the development of leaders from minority groups.


A section of the New York State annual evaluation report for the 1966-67 fiscal year filed with the U.S. Office of Education. 1967 was the first year education of migratory children was supported by federal funds under an amendment to the Elementary and Secondary Education Act.


Part of the New York State annual evaluation report, filed with the U.S. Office of Education, summarizing the second year of Title I, ESEA. It indicates a "spread of effect" from the programs concentrated on education disadvantaged children.


The annual evaluation report for 1966-67 on programs for children in State operated and State supported institutions for the handicapped funded under an amendment to Title I, ESEA. Institutions directed by several New York State governmental units have established compensatory education programs.


The evaluation document for the 1966-67 fiscal year reporting on programs for children in New York State institutions for the neglected and delinquent funded under an amendment to Title I, ESEA. In the majority of cases local public school districts conducted the special programs for the institutionalized children.


This booklet illustrates the scope and variety of the State Education Department's current response to economic deprivation and social discrimination and its efforts to help the citizens of New York State remedy educational disadvantage. The
programs describe the teacher learning about students and their environment; the child learning basic skills and relationships with his environment; the youth learning best how to achieve his academic or vocational goals; and the adult student learning how to continue his self-development.

A complete description of Project ABLE. The booklet includes such pertinent information as criteria to be used in evaluating applications, selection of pupils, selection and preparation of personnel, and offers help also in preparation of an application.

Includes all details of organization, curriculum, testing, social growth, and evaluation of a summer program for migrant children.

The author's auditory discrimination test was administered to test the major hypothesis that auditory discrimination is attained gradually and often as late as age eight. Implications are made for reading remediation.

A discussion of the meaning and implications of cultural deprivation; a report of a survey of fourteen cities and their curriculum practices with the under-privileged.

The article describes a New York City project in which special effort was made to motivate and stimulate academically able students from low-income homes.
PUPIL EVALUATION

   Describes the nature of the cognitive domain and its relationship to educational goals. Includes a description of the stages of the hierarchical structure and relates educational objectives to testing.

   Warns of problems inherent in measuring growth. Should be read by all who plan to evaluate educational programs with pre- and post-tests.

   Early work that codified research techniques. Includes an excellent chapter on the collection of research data by interviewing and the method of sampling and analysis of data that can be useful to the individual planning an interview study.

   A many-authored handbook with the aim of summarizing, analyzing and integrating research on teaching into closer contact with the behavioral sciences. Intended as an aid in the training of workers in educational research. Excellent as a source reference for research in curriculum and classroom methodology and relevant variables.

   Excellent book developing educational research methods and techniques with a discussion of the concepts, principles and procedures in educational, psychological and sociological investigations. The organization of the book follows the steps taken in problem solving.

   A textbook designed for a course in psychological measurement, containing the application, background and underlying assumptions of measurement. It includes materials on measurement of personality, maturation and readiness, intelligence, achievement, aptitude, special abilities, social behavior, interests and attitudes.

   A textbook dealing with all the steps in the research process used in the study of social relations. The book is divided into two parts: one deals consecutively with the major steps of scientific inquiry; the other deals in more technical detail with methodological problems.
   A revised and expanded volume on the meaning of sociometric structures and choices. Using the sociometric procedures enables educators to widen their awareness of the needs of all pupils.

   A manual to guide school personnel in formulating and developing designs for experimental programs.

    An introductory work giving the basic principles and practices of sociometry for the study of social relationships. A basic bibliography is given to guide the reader in this intricate and complex field.

    This text presents nonparametric techniques in a form that can be understood by the average behavioral scientist who lacks advanced mathematical training. Emphasis in this book is on research application of techniques, with many interesting examples taken from the behavioral sciences.

    Test construction, score interpretation, source of tests, and setting up a test program are some of the topics covered. Statistics and technical details are held to a minimum to keep the book usable for prospective school teachers without a background in statistics. Emphasis is on aptitude and achievement tests rather than on personality and interest inventories.

    A description of a state-wide testing program, established in the fall of 1965, to provide annual information on the achievement status of pupils. Standardized tests in reading and arithmetic have been administered in grades 1, 3, 6 and 9. This brochure explains how the results will be used.

    A practical guide for administrators to measure the achievement level and quality of their school systems. A number of classifications and norms are presented whereby schools may measure the success of their programs.

A collection of forty educational research articles published from 1960 to 1964. The primary purpose of this compilation is to acquaint administrators and teachers with recent research findings having practical application.

Discusses the possible value of a reading prognosis test which could be constructed to measure future reading ability on the basis of present skills. Also included are results from three validation studies.
   The importance of a team approach in the identification and treatment of under-achievement is stressed; group counseling is discussed; special programs to fulfill unique student need are mentioned.

   The article presents the view that, to solve the shortage of high level talent, it will require the recruitment of highly capable youth from the low socio-economic groups, particularly into college programs.

   An illustrated guide for providing counselors, teachers, and other staff members with stimulating information, resources, and study materials in their work with minority groups.

   A plea for the abolition of concepts of stereotyped racial talent and limitation. Vocational guide suggestions for the counselor of minority group children are provided.

   Article devotes itself to the idea that, in order to insure adequate scientific and professional manpower in the United States, the source of the capable Negro student should be tapped through more and better school counseling.

   Theories of behavior as they relate to counseling practices. Cites negative and positive characteristics of socially disadvantaged children and limitations of the counseling experience for a child whose life conditions deny "the validity of democracy's promise and humanity's hopes."

   An appeal to guidance personnel to de-emphasize counseling per se and to focus instead on the broader area of environmental encounters as a means of influencing behavior in terms of objective realities in the disadvantaged child's life.

   April, 1963.

   The author finds down-to-earth and easy-to-follow material which should prove especially valuable to counselors in schools with multi-cultural groupings of minorities.


   Contains suggestions on how the guidance needs and problems of the underachiever can be identified, and points out ways in which these needs can be met at various educational levels.


   This article, actually a reply to one in an earlier review, suggests, by making some valid points, that a positive guidance program for Negroes should be only "a guidance program, and not one especially for Negroes."


   The contents include identification and planning for handicapped, role of parents and teachers, enrichment of programs, vocational planning, and where to secure help for the handicapped.


   The emphasis in this keynote speech is mainly on communication or the lack of it between pupil and counselor, parent and child, and parent and counselor.


   Included are topics such as Higher Education and the Disadvantaged Student-An Overview, Interpreting Academic Records of Disadvantaged Students, Financial Arrangements for the Disadvantaged.


   Specific organizational and other suggestions for the counselor, with guides to implementation. Review of selected relevant literature.


   This booklet is addressed to counselors and other school personnel who have a responsibility for counseling children from culturally disadvantaged backgrounds. It provides some basic guidelines for immediate action to the end that these pupils are helped to take full advantage of all the educational opportunities that are or will become available in school and outside of school.

Prepared especially for counselors for referral of disadvantaged pupils needing remedial assistance or financial help. The directory consists of Part I, which includes programs which may be pertinent to the needs of students in all state communities, including New York City; and Part II, which pertains only to New York City youth.


This booklet records the proceedings of the Second Annual Invitational Conference on Urban Education, held at Yeshiva University. A group of experts in guidance examines the problems of urban education and lists ways on how some of these problems are being met.

Recommended objectives include expansion of dental health education, locally, statewide and nationally. Programs should develop increasing awareness of family's responsibility for dental health care. All existing resources should be utilized, especially for the disadvantaged child.


Almost 60 percent of 5 to 14 year olds from families with incomes less than $2000 a year have never been to a dentist, and about 40 percent of children in families with incomes $2000 to $4000 have never had professional care. Sixty-three percent of all non-white children in this age and family group have never seen a dentist. This contrasts with about 21 percent and 10 percent of children from families in the annual income brackets $4000 to $7000, and over $7000, respectively.


Social scientists recognize that it takes more than an information technician to effect a change in habits of those people whose attitudes are "out of our clear vision." This requires understanding of the differences between knowledge, beliefs, temporary action, and habits.


By working closely with others on the school staff, the dental hygiene teacher contributes to the attainment of educational objectives for all children. Basic to the purpose of dental health education is prevention through the program that schools are best prepared to offer to the community.


The dental hygiene teacher is responsible for conducting a school program of effective dental health education. As a community agency, the school helps meet the needs of children. Among these needs is education in dental care. Through these services children become informed of their dental health assets and liabilities.


Children from families of low income levels use dental care services least. Disadvantaged children are subject to various health risks and need more school and community educational and cultural services than the average child. The school dental health staff must have a full understanding of the health and educational problems of disadvantaged children as they relate to dental health status to prevent or minimize the threat to their physical, mental and social well-being.
Researchers have found that the individual will respond positively for better oral health when 1) he feels himself highly susceptible to dental disease; 2) he becomes concerned that problems arising from neglected oral health will lead to complications involving his physical, mental and social living; 3) he is convinced that the action he can take will reduce the likelihood of his facing severe handicaps in health and education; and 4) he sees advantages in taking preventive action as outweighing the threat to him of taking such action.

The status of dental health is a good index of income level and utilization of preventive dental care facilities. Children from families in low income brackets (a characteristic of disadvantaged individuals) make fewer visits to dentists' offices and rarely go for preventive services. It is an essential part of the child's education to raise his aspirations and level of motivation for taking measures for protection of his oral health.

This study attempted to determine whether there are differences in dental health knowledge, attitudes and practices of continuous resident pupils with a sequential dental health program. Children were grouped according to socioeconomic status, family income, types of housing units, and parental educational attainment for comparison. Differences in results were significant and favored the school district having a dental health program with full-time dental hygienists educating the children.

Learning is conditioned by many factors that influence pupil response. Modification of behavior is not always easy to produce, hence the need for establishing dental health programs that are functionally correlated and integrated with curriculum patterns leading to more healthful and productive living.

This program is necessary because neglect of dental care of preschool children is very common. The disadvantaged child often starts school with this added burden and impediment.
Children living in poverty are subject to various risks to their health, education and welfare. They carry the large burden of illness even before entering school. Their accrued dental problems increase in scope and severity each year. This study showed a 13 times increase in dental caries incidence among children between ages of 5 and 10 years. They faced more extensive dental and general problems, with further neglect and loss of teeth by the age of 15 years.


The current need for dental health education is both obvious and extensive, and this need will increase in the future. Changes in eating and living patterns, manpower shortages in health and education call for greater and more effective preventive roles for school dental health personnel. Absence of immunization measures to prevent dental disease, added to difficulties of educating for dental health, all contribute to the over-all problem. This dynamic quality of the program is determined more by "how" we educate rather than by "what" we teach.
   An account of the relationships between the etiology of mental illnesses and the urban environment. Factual findings are new, and many of them are unexpected. For example, urban areas characterized by high rates of social disorganization are also those with high rates of mental disorganization.

   Aspects of disadvantagement ranging from "familial mental retardation" to a study on "cognitive competence and level of symbolization" are offered. The editor suggests that basic research and sound education are not only compatible but also can be carried on side by side, one enriching the other. Several theoretical and practical positions are examined, with emphasis on educational programs designed to be responsive to individual need.

   A brief and compelling account of the psychological function of prejudice, prejudice and mental health and related considerations. An attempt to understand both the crude violence and the polite antagonism against groups of a different origin.

   A collection of 51 papers selected from 500 recently published and unpublished studies. While many of the studies refer to the bright underachiever, there are papers on underachievement in average and retarded students. Two papers challenge the concept of underachievement.

   A survey which presents the results of a comparative study of high school seniors' values and goals in a transition period of de jure integration and de facto segregation.

   A book of readings reflecting in some measure the interest of American society in poverty and the attitudes toward the poor in three periods of our history. Material is selected from government, professional and non-professional publications, including some dealing with interaction with mental health professions.
   Discussion includes case studies and suggestions for improved and expanded school psychological services for the underprivileged child.

   A research investigation by a professional organization and a university class in school psychology on the relationship of school disorder to intelligence and social class and an inquiry into the further question of relationship to adult mental illness.
   This article discusses and encourages the establishment of groups, including school personnel and the community, for mutual planning. Helpful to school social workers in understanding their school-community responsibilities.

   Discussion of the school offering services to emotionally disturbed children. Therapy in the school setting, special classes, functions of the school social worker and the schools' responsibility are considered. Presented by a consulting psychiatrist in a school setting.

   The author states that school social workers avoid attendance problems and presents reasons why the social worker should be involved in attendance problems. "Every attendance problem is worthy of being approached on a social casework basis."

   A discussion of basic approaches of school social work functioning, including size of case load, frequency of interviews and basic considerations of how school social workers can function most efficiently.

   This article discusses how a school social worker can work with hard-to-reach and multiproblem families. A child-focused, family-centered casework approach is discussed as well as the constructive use of the authority of the social worker with attendance problem referrals.

   This paper discusses the school's role in the prevention of mental illness and discusses how the mental health consultant can be helpful to the school. Discusses the steps of mental health consultation and the effectiveness of this technique of being helpful.
   This study contributes a body of empirically supported data that may be used as a basis for a diagnostic approach to problems of school attendance. The study was carried out by the St. Louis Board of Education between 1959 and 1962.

   The writer explores the task and approach of social work with elementary children with problems. The focus is on the casework relationship with the child. The school social worker functioning in a manner which fosters ego development is discussed.

   The author describes the varied roles of the school; i.e., "Cultural, Scapegoat, Political and Institution;" and discusses some of the problems social workers have in this setting.

    This book, a first in its field, offers in its fifty-six articles, a cross-section of material published on school social work between 1935-1955. The book is recommended reading for all social workers and social work students, with specific sections recommended for school administrators, educators, and certain lay groups.

    This paper discusses the special awareness and skills a school social worker needs working with deprived children in an "inner city" school. Recommended reading for school social workers in an urban setting.

    A discussion of casework with parents, documented by case material. Areas covered include 1., the school setting, 2., the child as a client and 3., work with parents. Work with parents is emphasized.

    Techniques on working with school children as a school social worker. The basic concepts are reviewed in a helpful, clear manner.

    The author approaches the subject with the basic understanding that nonattendance is symptomatic of other problems. The techniques of understanding and working with these problems is probed.
A follow-up study of 18 children in the Tacoma Public Schools who had been previously referred and received social work service because of a reluctance to attend schools. This study points up the value of early recognition and attention of school attendance problems.

This paper examines the relationship between certain emotional problems in adolescence and their manifestation in learning inhibitions. Two cases referred for school underachievement and treated within the broader context of emotional disturbance are presented.

This paper is a presentation of the problems and attributes unique to the disturbed pre-school child, and the techniques the Child Development Center, New York City, evolved to understand him. The case study method is used.

A discussion of a study of a group work approach used in five selected schools for three years. Includes information re: pupil characteristics, school conditions and roles of social workers in schools. Recommended reading for an understanding of the value of the group approach.
1. Anastasi, Anne. "Culture-Fair Testing." Education Digest 30. April, 1965. This article devotes itself to culture-fair testing based on the idea that cultural influences will be reflected in test performance because all behavior is, in some way, affected by the cultural atmosphere in which an individual is raised.

2. Anastasi, Anne. Psychological Testing. 2nd ed. New York: Macmillan, 1961. The first third of this volume, which is devoted to basic principles and methods of testing, provides worthwhile background. The other two-thirds, which survey existing published and experimental tests of intelligence, achievement, interest, and personality, will be of interest primarily to professional workers.


4. Bernardoni, Louis C. "A Culture Fair Intelligence Test for the Ugh, No and Oo-La-La Cultures." Personnel and Guidance Journal LXII. February, 1964. This is tongue-in-cheek writing, amusingly done, presenting some of the problems involved in developing standardized group measures of intelligence, with specific reference to the culturally disadvantaged pupil.

5. Bauernfeind, Robert H. Building a School Testing Program. Boston, Massachusetts: Houghton Mifflin, 1963. This book is designed to help the school testing director plan his master program more effectively and decide constructively on specific test instruments that promise to suit his purposes best. Ultimately, a good testing program is simply one that is harmonious with the school's educational program. The hope is that the great variety of ideas presented will help school personnel give more focus to their own plans.

6. Buros, Oscar K., ed. The Mental Measurements Yearbooks. Highland Park, New Jersey: Gryphon Press, 1936-65. Each yearbook contains reviews by outside authorities on tests published or revised since the previous edition. Entries also include information on content, grade range, and the availability of technical data for each test. Indispensable references, especially in the 5th and 6th editions, for personnel involved in selecting tests. See also Buros, Tests in Print, 1961, which serves as an index to earlier yearbooks.

7. Chauncey, Henry, and John E. Dobbin. Testing: Its Place in Education Today. New York: Harper and Row, 1963. Summarizes the history of testing and discusses wise use of tests and test results. Includes sample multiple-choice questions which measure application of principles and critical thinking to refute the charge that tests can measure only memory for facts. Useful to the layman as well as the test user.
Intellectual retardation is not necessarily permanent or irreversible; after removal of adverse conditions, retardation begins to fade, and I. Q. increments occur.

An introductory textbook surveying testing theory and practices. Explains selection, administration, and interpretation procedures but neglects test construction.

A summary of relevant considerations for professionals who use tests with minority group children. Suggestions on test administration and interpretation.

A free pamphlet describing simple methods for performing item analyses and for estimating reliability and correlation.

Pamphlet on standardized testing program, from selection of tests through explanation of results to parents. Includes a glossary of terms.

A discussion of the cultural bias inherent in intelligence tests and of the inaccurate information yielded by such tests when applied to a disadvantaged pupil.

Valuable advice on classifying instructional objectives, writing essay and objective tests and performing item analysis to improve instruction.

Low-class children received significantly different scores on reading achievement tests. Many implications for teachers and others who analyze test results are identified.

Outlines the history of testing, the definitions of common measurement terms, and elementary statistics. Discusses major types of testing instruments.

Discusses impact of ability testing and points out need for research to assess social consequences.


The conclusion drawn here is that there is no consistent relationship between social origin and achievement in college grades.


Educational and psychological testing encounter certain problems when administered to disadvantaged groups. The author identifies the problems as possible bias, difficulty of prediction, over-generalization, and interpretation.


There is no single achievement test or test battery that will be "best" for all pupil populations. The recommended procedure for achievement test selection consists of three phases: study of own school characteristics and testing needs; analysis of characteristics and capabilities of available tests; and matching the population of norms groups, of reliability samples and of validity studies for each test to own pupil population.


A discussion of how colleges can better understand and help the culturally deprived student; the positive, negative and unknown implications of the use of tests on socially different college youths.


 Outstanding authorities have prepared chapters on test construction and theory. Deals with practical problems of outlining objectives, item writing, experimental tryout of tests, correction for guessing, and test format.


Paperback book aimed at the student or teacher lacking statistical training. Explains various ways of score reporting and interpretation, such as percentile ranks, standard scores, stanines, and grade or age norms.


Discusses strengths and weaknesses of various item types and how to construct, administer, and score essay and objective tests.
This study found that awareness of the examiner's different skin color depressed language scores of Negro children. An important finding for psychometrists and teachers concerned with evaluation of Negro children through tests.

Proposals for three studies are summarized: attitudes toward ability tests; the impact of testing on level of aspiration and children's knowledge about their abilities; outline of a research program on the consequences of ability testing.

Results of a research study which demonstrated that anxiety acts as an interfering, non-intellectual influence on intellectual performance are presented.

Author demonstrates that the traditional analysis of I. Q. test performance inhibits understanding of intellectual function. Alternative approaches are suggested.

A free pamphlet containing practical suggestions for test development, scoring, and interpretation.

This book emphasizes that if the educational process is to bring into harmony the student's individual capacities and limitations, something must be known about the individual's rate and ceiling of growth, his interests and goals, and his habits of adjustment. It lists 5 general considerations for a plan to be adequate. There is the story of the development of a fictional student with the record form and other personal data thus providing valuable information for college admissions, advisers or prospective employers.

A practical guide to test construction techniques, including instructions for essay, multiple choice, matching, true-false and completion items.

Paperback book dealing with essentials of measurement, reliability, validity, test planning, item writing and item analysis.
SELECTED AUDIOVISUAL SOURCE AND REFERENCE LIST

Practical information on the use of instructional materials to plan and carry out learning activities from kindergarten through college.

A listing of video taped programs and series available from New York State.

College textbook illustrated with 300 halftones and 45 line drawings, including electronic teaching machines and teaching and learning laboratories sections.

A complete revision of the popular first edition of 1946, this work has become a standard in the educational field.

This reference guide presents essential information needed by laymen, school people, and architects for planning schools to utilize modern teaching technology.

Reports a survey of over 100 cooperative audiovisual education centers in the U.S. in terms of staff, budgets and programs.

A listing of institutions offering advanced professional education in the audiovisual field.

A basic Source of information on the characteristics and requirements of an effective school audiovisual program.

Special issue contains a glossary of 70 "Teaching Machine Terms," a detailed listing of 29 "Sources of Devices," plus descriptions of major programming efforts now underway.
   Albany: New York State Education Department.
   A list of instructional audio-tapes available through tapes for Teaching Service.

   A simplified description of teaching machines and their functions. Illustrated.

   A textbook for graduate students who are preparing for leadership in the field of AV instructional materials. Bibliography.

   Reports basic information on the development of programmed learning and teaching machines, with descriptive listing of producers and manufacturers. Illustrated.

   Reports data collected in the teaching machines field from colleges, universities, foundations and government agencies.

   Published annually with descriptions and specifications for most types and models of AV equipment manufactured in the United States. Contains a directory of dealers and manufacturers.

   Identifies such agencies and institutions with audio-visual services and names individuals with key responsibilities in these programs. Revised annually.

   A textbook for both undergraduate and graduate students in teacher-education institutions, teachers in service, and directors of AV programs.

   The most comprehensive bibliography published in this field. Annotated.
19. Miller, Neal E. "Graphic Communication and the Crisis in Education." Washington, D.C.: Department of Audiovisual Instruction, NEA, 1957. The special issue of the journal, AV Communication Review, considers the present knowledge in this field and points up areas where more research is needed. Excellent bibliography.


23. Training Film Index. Washington, D.C.: Leadership Resources, Inc., 1961. Lists 16mm films under seven broad content areas to be helpful for training personnel, educators, program directors, and other organization leaders.
