This bibliography is divided into four parts. The first lists general educational references. The second lists references on social and cultural backgrounds of minority or culturally diversified youth. The third part is concerned with guidance and counseling of minority or less advantaged youth. This section is subdivided into two sections: (1) vocational and occupational information, and (2) financial aid specifically for minority group students. The fourth part is a list of audio-visual materials. Almost all entries are briefly annotated. (Author/KJ)
REFERENCES ON COUNSELING MINORITY YOUTH:
A FOUR PART SERIES

Prepared by
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Special Consultant for
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Bureau of Pupil Personnel Services
REFERENCES ON COUNSELING MINORITY YOUTH

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OFFICE OF EDUCATION

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REFERENCES ON COUNSELING MINORITY YOUTH

Part I

GENERAL EDUCATIONAL REFERENCES


An excellent analysis of some of the major dimensions of obstacles of the minority group youngster. It discusses at length programs to salvage the underachieving minority group members and proposes ways to help them work up to full potential.


An excellent discussion and analysis of nine issues or questions relative to educating the culturally disadvantaged. Provides pertinent research information and suggestions.


Programs in curriculum development as well as extra-curricular activities. Implications for guidance.


Reorganizing Secondary Education in New York City. New York: Public Education Association, 20 West 40 Street, N.Y. 18, October, 1963. Describes some innovations in the New York Schools to meet the needs of youngsters from low socio-economic backgrounds.


Woolsey, A. W. "What Are We Doing for the Spanish Speaking Student?" Hispania, XLIV (March 1961) 119-123.

REFERENCES ON COUNSELING MINORITY YOUTH

Part II

SOCIAL AND CULTURAL BACKGROUNDS OF MINORITY OR CULTURALLY DIVERSED YOUTH


Children from lower classes are poorly fed, physically below normal, outcasts by peers and teachers, in trouble with police more often, unsuccessful in school, take more than their share of the teacher's time, and teachers look with disfavor on this group.


Stresses the need to face the realities of class stratification in the United States. Discusses how lower classes experience failure because of cultural differences and notes that high schools have generally failed to meet the needs of newer groups of pupils.


A very informative study of racial preference on the part of Negro children. Based on doll choices and line drawings and has implications for developing a positive self concept in the youngster.


Mentions some difficulties of Mexican-American youth. Compares Anglo and Mexican-American youth on attitudes toward education.


Describes the dominant Mexican family pattern. Examples are given to demonstrate the roles played by various members of the family.


Success striving is noted as a chief point of difference in values between upper and lower classes.


Upper and lower groups are becoming polarized with both becoming more parochial in outlook. Lower class districts become a slum in city centers made up of recent Negro and white migrants from poorer rural areas.


Excellent resources for teachers and counselors in work with all students. Includes: (1) books by and about Negroes, (2) pictures and films with list of agencies that distribute material about Negroes, (3) partial listing of Negro appointees during the Kennedy administration, (4) pioneers of Negro origin in California (book review).


A history and development of the Higher Horizons project in New York City.


This study is concerned with the social and economic backgrounds of needs of Negro high school youth in California. Study involves the Bay Area and included two groups, one recent migrants and the other children from long established homes in California. Questionnaires were sent to schools in Louisiana, Texas, etc., and to California schools. Results of the questionnaires are summarized.


A thorough analysis of problems faced by Spanish speaking Americans in terms of leadership.


Excellent analysis of problems faced by Mexican-Americans and implications for education.


This study compares Negro and white high school students on achievement motivation, achievement value, orientation and vocational and educational aspirations.
Stresses need for intergroup education and proposes a social cultural approach in several specific areas.

A vivid description of the effects of a lower socio-economic group of people on the middle class. The behavior and values of these two groups and the insights gained by a teacher in West Manhattan offer food for thought.

Although the title indicates that this article is directed toward guidance personnel, it is particularly useful to all who have contact with Negro youth. This author points out why knowledge of cultural and social backgrounds, the effects of discrimination and segregation on personality, the parent's role in motivation, etc., is necessary to all in education. Several specific recommendations are made for the guidance program.

Webster, Staten W. "The Influence of Inter-racial Contact on Social Acceptance in a Newly Integrated School," Journal of Educational Psychology (1960).

Discusses the success of one teacher to develop poetic creativity in Mexican-American students using cultural background as motivating factors.
REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Description of project to help Mexican-American youth in school.


Brief description of coordinated guidance services and the need for such on part of Negro student. It has taken existing guidance practices and shown how they can apply to all students.

Analysis of attitudes of minority-group youth and introduction of approach to understanding and working with these attitudes.

A brief description by a California junior high school vice-principal of dropout prevention by accelerating retainees at the junior high school level.

Cohn, J. "Integration of Spanish Speaking Newcomers in a Fringe Area School," National Elementary Principal, XXXIX (May 1960) 29-33.

Cook, Culbreth B. Some Problems Inherent to the Guidance of Minority Youth. Cleveland: Urban League, 1960. (mimeograph)

Concise discussion of characteristics of lower class culture and its relationship to educational problems.

Mentions some difficulties faced by Mexican-American youth and their affect on attitudes toward school. Also compares the two groups' attitude toward education.

"Discovering and Stimulating Culturally Deprived Talented Youth," Teachers College Record (October 1958) 23-27.


- 6 -

One of a series of booklets on activities by the Foundation. This booklet deals with group work with youth and families.


Various kinds of tests appropriate for use in vocational, educational counseling. Also, socio-economic considerations included.


Excellent for counselors and guidance workers in motivating minority youth.


A study of the career-seeking experiences of a group of male high school graduates in five post high school years. Discusses the difficulties encountered and makes recommendations for research and action.


High-School Dropouts. NEA Research Division and Department of Classrooms, Discussion Pamphlet #3, September, 1959.


A description of New York City's Demonstration Guidance Program (Higher Horizons) and the results of this program, viz., 3 1/2 times as many went on to some form of higher education.


Research report on current possibilities for minority-group youth and guidelines for working with such youth.


Journal of Negro Education. (Special issue devoted to America's disadvantaged minorities.), XX (1951).

Discusses the discrimination faced by Negroes, Mexican-Americans and Jews.


Brief description of promising efforts in many lands to cope with the "surplus commodity" of youth. A kind of juvenile or dropout prevention.


Description of characteristics of the underachiever and helpful suggestions on how guidance needs and problems can be identified. It defines ways in which these needs can be met at various educational levels--elementary through college.


A comparative study of factors involved in dropouts as recorded on student record and from testimony of dropouts.


Tabulated data on the Negro in California from 1900-1960 focusing on employment and unemployment, income, education, and housing. Valuable information for guidance counselors.

New York City Youth Board. *Reaching the Unreached Family.* Monograph No. 5.


Describes the "verbally destitute" child and what the teacher can do in a language program for culturally deprived.


An analysis of youngsters who leave with proposals for preventing. Discusses the roles of parents, teachers, counselors and community workers.


Study involved twelve 17 year old, middle class, Negro boys from a 90% Negro school that were referred for counseling because of noise, uncooperative attitudes, failure to utilize assistance in school work, etc. Six were assigned white counselors, six Negro. Results are compared.


General discussion of the difficulties of a counselor in communicating with minority groups in San Jose.

An annotated bibliography. Excellent resource for teachers, counselors and administrators.


A description of a talent search program for able students from less advantaged groups. Discusses the selection and guidance process used.


A description of basic elements of existing programs for both elementary and secondary schools.


Deals with problems faced by Negro students and how counselors can work with them.


An entire issue devoted to problems disadvantaged youngsters face in relation to the world of work and recommendations for intensive vocational counseling. A good inexpensive pamphlet for subscription.


The influence of color and class on the personality of youngsters.


Counseling with respect to social and psychological considerations.


A scientific approach to the problems faced by minority groups.

REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Section A: Vocational and Occupational Information

Akron Urban League. They Prepared. (Negroes photographed at work in "non-traditional" employment), 1959.


- A thorough and excellent analysis of employment, unemployment of Negro youth. It has tabulated percentages of high school graduates and dropouts employment in occupational categories from 1960-62. Very good resource for vocational guidance counselor.


- Describes the quality and quantity of employment of Negroes in Federal Government.


- Describes the manpower needs and makes suggestions for counselors in the guidance of minority youngsters.


- Description of nine work-study programs designed for prevention of juvenile delinquency and to rehabilitate youngsters who have manifested such tendencies. Eight public school systems included.


- Discussion of job opportunities for non-whites in the labor market today, both inside and outside the unions.


Dr. Davis discusses the wasted manpower and how the schools can conserve these human resources.


A pictorial brochure of persons of different ethnic groups working both at professional and technical jobs. It gives a thumbnail sketch of jobs available if one qualifies. Excellent motivation of minority students.


Comments on methods of motivating youngsters in various areas.


The Labor Secretary for the National Association for the Advancement of Colored People reports on the labor market as it relates to Negroes.


Excellent resource material for student and counselor.

Lawrence, P. F. "Vocational Aspirations of Negro Youth in California," *Journal of Negro Education*, XIX (1950) 47-56.

An analysis of labor conditions in the state and aspirations and preparation of Negro youth. Recommendations for school districts and particularly for counselors are pertinent.


A discussion of Negroes historically in industry.

A wide variety of personal job descriptions with photos of Negroes in traditional and non-traditional positions. Excellent for motivation of youth.


Valuable information for student and counselor regarding preparation for medical school, medical school program (fees, opportunities for women, part-time employment). Various kinds of medical careers and scholarships and loan funds. Excellent for motivation of students.


Explanation of a survey of employment of high school graduates and dropouts with pertinent data tabulated as to occupations, groups, status, part-time work for male and female.


Discussion of talent and potential of Negroes in U. S. A.


Report on the community leaders' conference on equal employment opportunity.


A discussion of the explosive situation relative to school dropouts and the unemployed.


This study indicates that the dominant socio-economic climate has a significant impact on students' occupational goals.


Pertinent information on employment, unemployment, population characteristics and the efforts of Minority Employment Service Program.
REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Section B: Financial Aid Specifically for Minority Group Students

Resource Books

The College Life Insurance of America, Division of Educational Research and Services. Educational Information Services, No. 6 (April 1959). Statistical information regarding number and kind of scholarships available.

Eisenberg, Sidney A., and Benjamin Fine. Money for College and Where to Find It. New York: Doubleday Company, 1963. Contains sections devoted to: (1) Scholarships and loans available without regard to race, color, religion, national origin or ancestry; (2) Resources available especially for minority groups.

Fornwalt, R. J. Scholarship Information Sources for Educational and Vocational Counselors. New York: Big Brother Movement, 1958. ( Mimeographed sheet)

The League of United Latin American Citizens. Scholarships Offered by Colleges and Universities of the Southwest, Council Number 90, Denver, Colorado. (free) Detailed list of available scholarships for high school students of Latin American identity. The information source for scholarships provided by colleges and universities in Arizona, California, Colorado, New Mexico, Utah and Wyoming.

Moses, John G., Director of Guidance, Utica Public Schools. If You're Hunting for a Scholarship. Utica, New York, 1960. An excellent model for guidance personnel interested in developing a service for all students who need financial assistance beyond high school. One section of the booklet lists sources of aid for students whose origin is Armenian, Greek, Chinese, Negro, Spanish, Italian, Syrian, and others.


Resource Agencies

Special Scholarship Committee
University of California
Berkeley, California
(A team approach to motivating secondary students of minority backgrounds to enter the University of California and state and junior colleges. Financial aid available.)

Scholarships for American Indians

Antioch College
Yellow Springs, Ohio

Baldwin-Wallace College
Berea, Kentucky

Congregational Christian Churches
Board of Home Missions
287 Fourth Avenue
New York, New York
(and Spanish-speaking background)

Cornell University
Ithaca, New York

Gaylord Philanthropies, Inc.
P. O. Box 1618
Oklahoma City, Oklahoma

Office of Indian Affairs
U. S. Department of Interior
Washington, D. C.

University of Michigan
Ann Arbor, Michigan

University of New Mexico
Albuquerque, New Mexico
(and Spanish-American)

U. S. Department of Interior
Bureau of Indian Affairs
Community Services Education
Navajo Agency
Window Rock, Arizona
Attention: Education Guidance Officer
Scholarships for Chinese Americans

Brooklyn College
Brooklyn, New York

Scholarships for Japanese Americans

Japan Society, Inc.
Savoy-Plaza Hotel
Fifth Avenue and 58 Street
New York, New York

Japanese American Citizens League
1634 Post Street
San Francisco 15, California
(Offering seven scholarships for 1964 high school graduates of Japanese ancestry.)

Vassar College
Poughkeepsie, New York

Scholarships for Mexican-Americans

Arizona State College
Flagstaff, Arizona

Colorado University
Boulder, Colorado
(Indians, Negroes)

Scholarships for Negroes

Catholic Scholarships for Negroes, Inc.
216 Central Street
Springfield, Massachusetts

Alpha Phi Alpha Fraternity
841 East 63 Street, Room 311
Chicago, Illinois

Improved Benevolent and Protective Order of Elks of World
390 Beale Avenue
Memphis, Tennessee

Ulysses S. Grant Scholarship Fund
New Haven, Connecticut

Scholarships on Basis of Race, Religion or National or Regional Origin
Harvard University
Cambridge, Massachusetts

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Intercollegiate Examination Program  
Fisk University  
Nashville, Tennessee

Mercy College  
Detroit, Michigan  
(Catholics, nursing students, Puerto Ricans)

Metropolitan Music School  
18 West 74 Street  
New York City, New York

Phillips Exeter Academy  
Andover, Massachusetts  
(high school)

Princeton University  
Princeton, New Jersey  
(summer for high school students)

National Scholarship Service and Fund for Negro Students  
31 West 110 Street  
New York, New York

New Farmers of America  
c/o Future Farmers of America Foundation, Inc.  
c/o Agricultural Education Branch  
U. S. Office of Education  
Department of Health, Education and Welfare  
Washington, D. C. 20202

The Ford Foundation  
University of Toledo  
Toledo, Ohio

Sears-Roebuck Foundation  
3333 Arthington Street  
Chicago, Illinois
REFERENCES ON COUNSELING MINORITY YOUTH

Part IV

AUDIO-VISUAL MATERIAL

A City Decides. 27 minutes. Black and White. U. S. Gov't. 57.
Story of integration of St. Louis Schools. Portrays teacher faced
with racial incident in class shortly after integration of a high school.

A Morning for Jimmy. 28 minutes. Black and White. Bay Area Urban League,
San Francisco.
Story of a young Negro boy who encounters racial discrimination while
seeking part-time employment. It also shows visits with Negroes who are
successfully employed.

All the Way Home. 30 minutes. Black and White. Junior and Senior High level.
(Brandon.)
The film explores the contagion of unreason and the guilt feelings
which constitute barriers to integration. It deals with the reaction in
a community when a Negro family stops in front of a house with a "For Sale"
sign on it.

Americans All. 25 minutes. Black and White. Social Studies, grade 10 and
adult. U. S. Gov't. 411
Emphasizes importance of cultural understanding of the American
Republics.

Effective cartoon technique illustrating the visible and invisible
barriers men erect against men.

Burden of Truth. 67 minutes. Black and White. 16 mm. Adult and secondary
level. N.C.C.J. - Regional offices.
Story of a Negro family's encounter with protest when they move into
a white suburban community.

Features interviews of Americans of different ethnic and racial
groups who have been affected by prejudice and discrimination. Excellent
for in-service.

Crisis in Levittown. 30 minutes. Black and White. Anti-Defamation League,
New York.
A series of interviews with residents, both for and against the moving
of the first Negro family into Levittown, Pennsylvania. Comments and
analyses are made by a human relation center staff member.

Challenge to America: The Role of Education in Intergroup Relations. 25 minutes.
Professor William Van Til of New York University illustrates ways and
means of meeting the challenge of good human relations among people of
various religious, racial and nationality backgrounds. Very good for
in-service education.
Discusses seven notions about races and group differences. These are analyzed in terms of scientific facts.

Defining Democracy. 18 minutes. Black and White. Grade 12 and adult. (EBF)
A lecture assisting or encouraging students to rate their community level of democracy on basic ideas.

Dropout. 10 minutes. Santa Monica Police Department and Santa Monica Unified School District, 1417 North Highland Avenue, Hollywood 28.
Shows the frustrating experiences encountered by the high school dropout.

Dropout. 29 minutes. Black and White, Int. Film Bureau, N.E.A.
The film stresses the hidden causes of school dropouts in family life, in the community and in our educational system.

Picture centers around a student who is considering dropping out of school because of a job possibility at a service station.

The Newest New Negro. 30 minutes. Adults.
The picture deals with the new direction which civil rights protest is taking and the significance of sit-ins and freedom rides. Major changes in the status of the Negro American are considered.

Portrays incidents of racial and economic prejudice among children.

Palmour Street. 27 minutes. Black and White. A.D.L. and N.C.C.J.
Deals with events in the life of Negro families on Palmour Street in Gainesville, Georgia. Shows some ways parents influence the emotional development of their children.

Series of episodes portraying the influence parents have on the personality development of a child.

Pressure Groups. 20 minutes. Black and White. Grade 12 and adults. EBF.
Explains the use of pressure groups as instruments in the democratic process. It compares democratic tactics with behind-the-scene manipulation.

Princess in the Tower. 18 minutes. Black and White.
The reactions of a community to a newcomer and a discussion of acceptance of people who are different from the group.

Rx for Dropouts. 15 minutes. Black and White. Fresno City Schools.
Story of the compensatory education project in Fresno. Good for in-service education for elementary staff.

What About Prejudice. 10 minutes. Black and White. Grade 12 and adult. M6 59. Portrays the problems encountered by a youngster from prejudice against his parents by his classmates. Good for discussion.

When I'm Old Enough—Goodbye. 28 minutes. Black and White. 16 mm. Junior and Senior High level. U. S. Employment Agency, Washington, D.C. Story of an intelligent, ambitious youngster who leaves school to take a job. Picture deals with reasons for his dropping out and problems he faced on the "outside".