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By-Edington, Everett D., Comp.; Tamblyn, Lewis, Comp.

Research Abstracts in Rural Education: Rural, Small Schools, Indian Education, Migrant Education, Mexican American Education, Outdoor Education.

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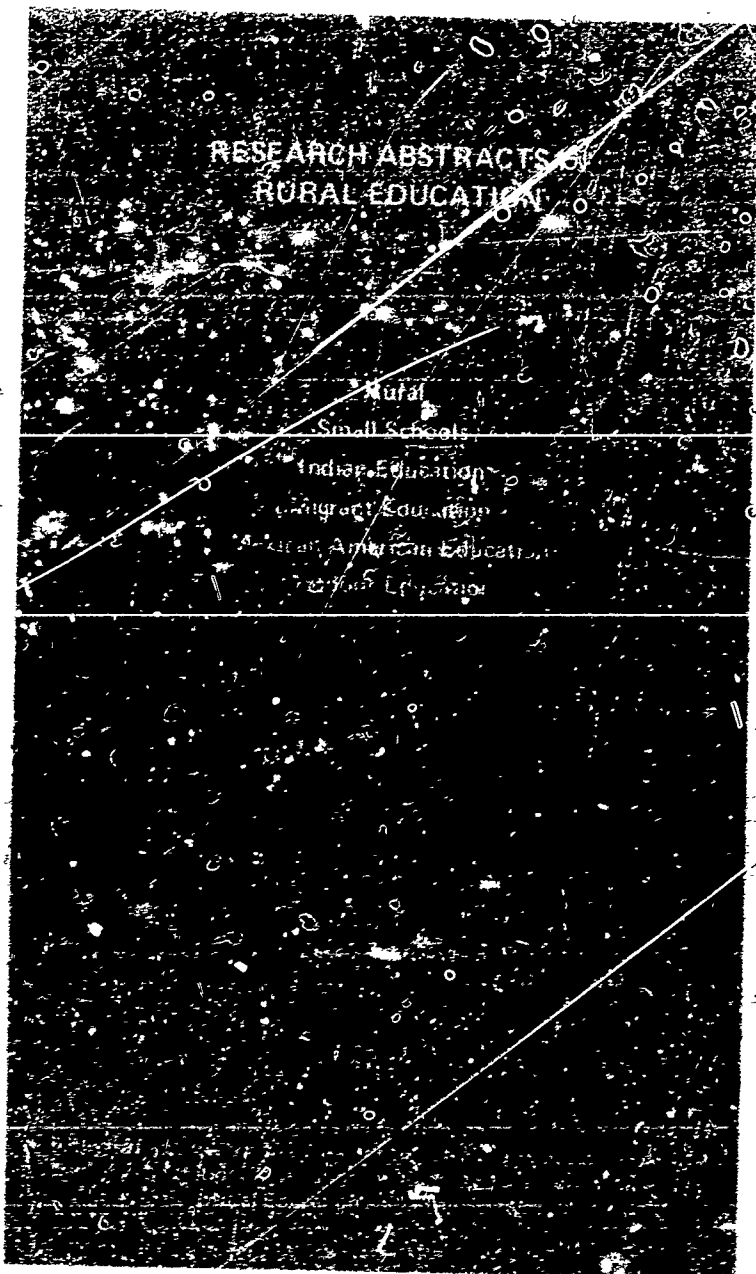
Descriptors-Abstracts, Administrative Organization, \*American Indians, \*Annotated Bibliographies, Innovation, \*Mexican Americans, Migrant Education, Outdoor Education, Planning, \*Rural Education, \*Small Schools

Compiled to acquaint the rural educator with materials in his field, 94 abstracts of some of the latest research and development findings published between 1959 and 1968 are listed in this bibliography. Emphasis is on rural education, small schools, Indian education, migrant education, Mexican American education, and outdoor education. The major portion of the bibliography is devoted to works on specific problems and needs, administrative organization, innovations, and planning. A cross-referenced index concludes the document. (SW)

NEW MEXICO STATE UNIVERSITY

ED025287

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**RESEARCH ABSTRACTS IN  
RURAL EDUCATION**

**Rural  
Small Schools  
Indian Education  
Migrant Education  
Mexican American Education  
Outdoor Education**

**ED025357**

**Compiled by**

**Everett D. Edington  
and  
Lewis Tamblyn**

**Published jointly by the Department of Rural Education of the National  
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## INTRODUCTION

Never before in history have educational needs of youth and adults been so great. Like all aspects of education in the world today, rural education is undergoing drastic and rapid changes. This is especially true in America, where the gap between rural and urban society has rapidly disappeared; many of today's rural youth are the urban and suburban dwellers of tomorrow.

The large number of educationally disadvantaged rural youth in America includes Negroes in the South, Indians and Mexican Americans in the Southwest, and Anglo Americans in rural areas throughout the nation. It is urgent that rural educational programs keep pace with the evolving needs of these youth. Thus, it is important for those persons responsible for rural education to have the most recent and reliable information readily available when educational decisions are made.

The Department of Rural Education of the National Education Association and the Educational Resources Information Center (ERIC) Clearinghouse on Rural Education and Small Schools have compiled this publication in order to acquaint the rural educator with some of the latest research and development findings in his field. Abstracts related to specific areas of rural education have been selected from *RESEARCH IN EDUCATION*, ERIC's monthly journal of educational abstracts. The majority of abstracts chosen were prepared by the ERIC Clearinghouse on Rural Education and Small Schools (CRESS), although a few were prepared by other clearinghouses in the ERIC system. Classification of abstracts for this publication was based on the six major areas for which ERIC/CRESS is responsible: Rural Education; Small Schools; Indian Education; Migrant Education; Mexican American Education; and Outdoor Education.

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January 1969

## RURAL EDUCATION

### ED 010 273

Educational Aspirations of Farm Boys and Girls.

By—Slocum, Walter L.

Washington State Univ., Coll. of Ag., Pullman

Pub. Date Oct 66

EDRS Price MF-\$0.36 HC-\$9.20 230p.

Descriptors—\*Aspiration, \*Rural Urban Difference, \*Rural Youth, \*Occupational Choice, Questionnaires, Parental Aspiration, Interviews, \*High School Students, Pullman, Washington.

The educational and occupational aspirations of rural high school students were studied in relation to social, cultural, and economic factors. Questionnaires were administered to and completed by 3,535 rural high school students. Supplemental information was gathered by personal interviews with 992 students. Counselors, administrators, and teachers rated a sample of 400 students on academic ability and occupational suitability. Parents provided information on income, educational values, and aspirations, contrary to expectation, the study did not confirm previous findings concerning the aspirations of farm boys and girls. More farm boys than nonfarm boys aspire to attend college, but the aspirations are unrealistic in the light of college expense and the influence of high school grades on college success. (RS)

### ED 010 968

Perceptions of the Teacher's Role in the Small Rural School.

By—Borg, Walter R.

Pub. Date Aug 65

EDRS Price MF-\$0.09 HC-\$2.00 50p.

Descriptors—\*Rural Schools, \*School Personnel, Surveys, Questionnaires, \*Small Schools, \*Environmental Influences, \*Teacher Background, Western States Small Schools Project.

A research survey is described which examines the teacher's role in the small rural school as it is perceived by principals and teachers currently employed in small rural schools, by faculty members in colleges and departments of education, and by teacher training students in five states participating in the Western States Small Schools Project. The document presents the objectives, procedures, types of questionnaires, the resulting data, and the summary and conclusions that were identified with this study. (JH)

### ED 011 785

Educational Needs of Rural Youth.

By—Lindstrom, D. E.

Pub. Date 65

EDRS Price MF-\$0.09 HC-\$0.44 11p.



Descriptors—\*Education, \*Rural Youth, Disadvantaged Youth, Employment Potential, \*Extension Education, Rural Dropouts, College Preparation, \*Rural Education, High Schools \*Educational Needs, Sullivan, Urbana.

The author discusses the present status of educational opportunities and needs of rural youth. Evidence indicates that most rural youth do not plan to attend college, and that these noncollege bound students do not score as well on aptitude and achievement tests as those planning on college. Approximately 80 percent of these students do not feel they would be prepared for employment upon leaving high school. The author concludes that substantial development of extension education programs could provide the necessary post-high school training programs for skilled and technical employment. The article is a reprint from the "Journal of Cooperative Extension," Spring 1965. (JM)

**ED 011 800**

Factors Related to the Education and Job Plans of Rural Youth.  
By—Lindstrom, D. E.

Pub. Date Jan 67

EDRS Price MF-\$0.09 HC-\$0.36 9p.

Descriptors—\*Rural Youth, \*Educational Planning, \*Vocational Education, \*Rural Areas, \*High School Graduates, Occupational Choice, Occupational Information, Urbana, Illinois, University of Illinois, Department of Agricultural Economics.

This report of some of the factors influencing the educational and occupational plans of rural high school students was derived from a study of approximately 3,000 junior and senior high school students in Illinois. The study tried to determine the aptitudes and skills possessed by rural youth, to find the personal and sociopsychological characteristics of these youth, and to determine the kinds of education and training that would best fit them for the careers and occupations available to them. The author concluded that the educational and vocational needs of noncollege prone rural youth are not adequately met. These students, who comprise the majority of the graduating students of most rural high schools, do not get as much help in future occupational planning as the college prone, and are poorly prepared for the lives they face after they graduate from high school. This article is a reprint from "Illinois Agricultural Economics," January 1967. (DD)

**ED 011 806**

Rural Youth Need Help in Choosing Occupations.  
By—Haller, Archibald. O. and Others  
Michigan St. Univ., East Lansing

Pub. Date 63

EDRS Price MF-\$0.09 HC-\$0.88 22p.

Descriptors—Aspiration, Cultural Factors, Education, Educational Improvement, Financial Support, Intelligence Level, \*Occupational Choice, Personality, \*Rural Youth, Self Concept, Social Class, Vocational Counseling, Farm Foundation, East Lansing.

This bulletin outlines the factors which hinder rural youth in obtaining jobs, particularly when they must compete with urban youth for the jobs. Factors discussed include occupational aspirations, cultural influences, level of education, financial support available, intelligence level, occupational choice, personality, self-concept, and social class. Also presented are possible improvements in rural education and vocational counseling. (CL)

**ED 012 203**

Personality Orientations of Farm, Village, and Urban Boys.

(Paper presented at the Rural Sociological Society Meetings at Pennsylvania State University, Aug. 26, 1960).

By—Haller, A. O., Wolff, Carole Ellis

Pub. Date 26 Aug 60

EDRS Price MF-\$0.09 HC-\$1.00 25p.

Descriptors—Aspiration, Attitudes, Behavior Patterns, Educational Attitudes, \*Orientation, Occupations, \*Personality, \*Rural Youth, Rural Urban Differences, Research Methodology, Statistical Data, Values, Cattell's Personality Factor Test, MSU Work Beliefs Check List, Occupational Aspiration Scale, California Test of Personality.

This article and its supplement present the results of a survey of differences in values and aspirations of boys residing on farms, in rural nonfarm and village areas, and in small urban areas of Lenawee County, Michigan. The data include several work related value orientations, as well as educational and occupational aspirations of the seventeen year old schoolboys in 1957.

Information was gathered by means of a questionnaire and a battery of tests administered by trained social psychologists. The results conclude that personality orientations are related to residence. Also included is a review of the statistical methodology, presented with later results, which further substantiate the previous conclusion. (CL)

**ED 017 378**

Long-term Study of Educational Effectiveness of Newly Formed Centralized School Districts in Rural Areas. Part Two, Continued.

By—Kreitlow, Burton W.

Wisconsin Univ., Madison

Pub. Date 66

EDRS Price MF-\$0.50 HC-\$4.12 101p.

Descriptors—\*Academic Achievement, Bus Transportation, Community, Comparative Analysis, Data, Education, Expenditures, Economic Development, Enrollment, Females, Facilities, Grade 1, Grade 6, Grade 9, Grade 12, \*Intelligence Level, Interests, Males, Objectives, \*Opportunities, \*School Redistricting, School Districts, Students, \*Social Development, School Systems, Taxes, Testing.

A study of the effects of school redistricting on the education of males and females and on the communities involved in school redistricting was conducted in Wisconsin. Basic objectives of the study involved comparative



analysis between redistricted and non-redistricted school systems. Comparisons were made to—(1) determine the difference in opportunities provided male and female students, (2) analyze differences in academic achievement and intelligence level of students, (3) determine relationship between academic achievement and expenditures for education, and (4) determine effects on farmers' social and economic contacts. Five redistricted communities were matched with five traditionally-organized school districts, and starting with grade 1, students were compared for 12 years. Matching criteria included district enrollment, physical facilities, size of community tax base, bus transportation, and common interests. Students were tested in grades 1, 6, 9, and 12. It was found that—(1) opportunities provided for the educational development of students were greater in redistricted schools, (2) both males and females from redistricted schools performed better in academic achievement, and (3) only minor variations in socioeconomic contacts existed between redistricted and non-redistricted school communities. The third hypothesis is not reported due to lack of data. Related reports are ED 002 857 and RC 001 933. (JS)

**ED 012 639**

Career Choices of Rural Youth in a Changing Society.

By—Burchinal, Lee G. and Others

Minnesota Univ., Minneapolis, Agr. Exp. Station

Pub. Date Nov 62

EDRS Price MF-\$0.25 HC-\$1.36 34p.

Descriptors—Aspiration, Bibliographies, \*Career Choice, \*Changing Attitudes, Comparative Analysis, Methods, \*Occupational Choice, \*Rural Youth, Research, \*Social Change, Urban Youth, Iowa, Minneapolis.

This pamphlet discusses factors which influence occupational choices of rural youth. It also compares—(1) the career choices of rural and urban youth, (2) the occupational achievements of rural and urban youth, and (3) the factors which differentiate between farm-reared boys planning to farm and those planning nonfarm careers. Suggestions for programs to help rural youth in career selection are included. (CL)

**ED 012 647**

Adjustments of Rural-Reared Young Adults in Urban Areas.

By—Bauder, Ward W., Burchinal, Lee G.

National Committee for Children and Youth

Pub. Date Sep 63

EDRS Price MF-\$0.25 HC-\$0.96 24p.

Descriptors—Adjustment (To Environment), Aspiration, \*Academic Achievement, \*Age, Behavior, Educational Attitudes, Motivation, Occupations, Rural Environment, Rural Urban Differences, Residential Patterns, \*Socioeconomic Status, Status, \*Social Organizations, Urban Areas, Urban Population, Urban Environment, \*Urban Immigration, Values, University of Michigan, District of Columbia.

This paper states that it has been found that urban residents with rural backgrounds do not achieve as high an economic status as urban-reared residents. Indications are that the educational level, age, and number of years lived in the urban environment are factors affecting the level of economic status. It further appears that the urban migrant is motivated on one hand by a desire to improve his economic status, but on the other hand resists adjustment in his values and behavior, this resistance being characterized by a lack of complete participation in social organizations. The author concludes that further research is needed in order to break the cycle of low educational and occupational aspirations. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

**ED 012 659**

Problems and Special Needs of Negro Youth in Rural Areas.

By—Jones, Lewis W.

National Committee for Children and Youth

Pub. Date Sep 63

EDRS Price MF-\$0.25 HC-\$0.52 13p.

Descriptors—Agriculture, Curriculum Evaluation, Curriculum Planning, \*Disadvantaged Groups, Discriminatory Attitudes (Social), Family Income, Family Environment, Manpower Development, \*Negro Youth, \*Rural Areas, Rural Education, Southern Schools, School Integration, School Redistricting, Vocational Education, Fisk University, District of Columbia.

In rural areas, many problems of Negro youth originate in the limitations which result from uneducated families and the environmental poverty of the families. Discriminatory practices remain as an effect upon youth. The Negro's adjustment to rural life and to school is not good as a resultant of foundational unreadiness for understanding the need to prepare his life's activities. The prospect for the future is frustration and anxiety. Schools have reorganized but not changed the curriculum to teach useable skills, and area development programs are carried out by local agencies. These programs seldom benefit the Negro. Tables of population percentages are included. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

**ED 013 145**

Occupational Goals, Expectations, and Anticipatory Goal Deflection Experienced by Negro Girls Residing in Low-income Rural and Urban Places.

By—Kuvlesky, William P., Lever, Michael

Pub. Date Mar 67

EDRS Price MF-\$0.25 HC-\$1.16 29p.

Descriptors—Achievement, American Culture, Aspiration, Modification, \*Females, Groups, \*Low Income, \*Negro Youth, \*Occupational Choice, Research, Rural Areas, Response Mode, Rural Youth, Statistical Analysis, Urban Areas, Urban Youth, Southwestern Sociological Society Meetings.

Research was conducted to determine the occupational aspirations, expectations, and anticipatory goal deflection experienced by Negro females residing in low income rural and urban areas. Two open end questions were used to obtain response modes that would serve as indicators of occupational aspirations and expectations. The response modes were coded in a rank hierarchy using a modified version of the census scheme. Findings indicated marked similarities between the occupational aspirations of rural and urban Negro females. Both groups desired high prestige types of professional and semiprofessional positions. The only noteworthy difference between the two rural and urban groups was that proportionately more urban females held high aspirations. As concerns expectations compared to aspirations, the majority of both groups anticipated attainment of white collar occupations and high prestige positions. No extreme differences were observed between the two groups in anticipatory deflection. Implications of the study indicate that the achievement prevailing in our American culture results in high success aspirations. Other implications mentioned were that rural youth have lower aspirations than urban youth and both groups have unrealistically high occupational aspirations and expectations which should be modified. An annotated bibliography and samples of the research instruments conclude the report. (JS)

**ED 013 146**

**Racial Differences in the Educational Orientations of Rural Youth.**  
By—Ohlendorf, George W., Kuvlesky, William P.

Pub. Date Mar 67

EDRS Price MF-\$0.25 HC-\$1.08 27p.

Descriptors—Academic Achievement, Aspiration, \*Conceptual Schemes, Caucasian Students, \*Evaluation, Facilities, High School Students, Low Income Counties, Living Standards, Negro Youth, \*Racial Differences, \*Rural Youth, \*School Orientation.

This paper presented at the Annual Meeting of the Southwestern Sociological Association was concerned with the evaluation of a conceptual scheme designed to study school orientation of youth and particularly racial differences in school orientation of rural youth. High school sophomores residing in selected low income counties of Texas were studied. Rural Negro youth were found to be more oriented toward attaining higher academic achievement than rural Caucasian students. Both Negro boys and girls had higher educational aspirations and expectations than Caucasian boys and girls. Much larger proportions of the Negroes desired and expected to do graduate work, while larger proportions of the Caucasians desired and expected to terminate their education after graduating from high school. Negro youth were more likely to experience divergence between their aspirations and expectations. Intensity of aspiration was strong and certainty of expectation relatively high for both Negro and Caucasian boys. Implications from this study suggest that Negro youth are attempting to improve their conditions by attaining a higher academic achievement and better educational facilities need to be provided. The paper concludes that the conceptual scheme used in this study is fruitful for the study of school orientation of youth. (JS)

**ED 013 159**

Occupational Aspirations of Selected Appalachian Youth.  
By—Stevic, Richard, \*Uhlig, George

Pub. Date Jan 67

This document not available from EDRS.

Descriptors—Career Choice, \*Disadvantaged Environment, Disadvantaged Youth, Educationally Disadvantaged, \*High Schools, Occupational Guidance, Occupational Choice, \*Occupational Information, \*Rurban, \*Self Concept, Self Image, Urban Immigration.

This study examines the occupational aspirations of Appalachian youth. It compares and contrasts these students with native and Appalachian migrant students in a rurban area of an Ohio city. The comparison indicates—(1) Appalachian youth who stay in the geographic area have a significantly lower aspirational level than do those students who are native to an urban area, (2) the Appalachian youth have different role models and characteristics for success than those students who have migrated from the Appalachian area, and (3) one of the major problems in raising the occupational aspirations of Appalachian students appears to be lack of information and opportunity rather than lack of ability. This article appeared in Personnel and Guidance Journal, January 1967. (SF)

**ED 013 690**

Assessment of Rural Mexican American Students in Grades Pre-school Through Twelfth.

By—Palomares, Uvaldo

Pub. Date 29 Apr 67

EDRS Price MF-\$0.25 HC-\$0.68 17p.

Descriptors—\*Educational Testing, \*Mexican Americans, Instructional Materials, Preschool Curriculum, Testing Programs, \*Social Attitudes, Social Adjustment, \*Perception, \*Intelligence Tests, Achievement Tests, Title III Kern County Research Project, Wasco Public Schools, Calif. Mexican Amer. Educ. Res. Proj.

The California Mexican American Education Research Project initiated an assessment proposal directed toward more effective education of Mexican American students in Wasco Public Schools and throughout California. A sample of thirteen students from each grade, pre-school through twelve, was randomly selected from students with Spanish surnames attending the Wasco Public Schools. The following tests were administered—Frostig Developmental Test of Visual Perception, Bender Visual Motor Gestalt Test, California Test of Personality, Vineland Social Maturity-Short Form, Goodenough-Harris Drawing Test, Wechsler Intelligence Scale for Children-Wechsler Adult Intelligence Scale, and the California Achievement Test and multiple aptitude tests. Conclusions indicate that the Mexican American students tend to fall progressively behind the normative population in perceptual-motor development. In the social and emotional categories, this population tends to see itself in a less favorable way than the normative group. They have low self-concept and feelings of inadequacy, but higher

social maturity. Their academic achievement is characterized by a progressive drop in achievement throughout the grades. Curriculum recommendations and educational technique recommendations are presented by test and by category. (SF)

**ED 013 696**

Age of Transition, Rural Youth in a Changing Society.

By--Johnson, Helen W.

Department of Agriculture, Washington, D. C.

Pub. Date Oct 67

EDRS Price MF-\$0.50 HC-\$3.92 98p.

Descriptors--\*Rural Youth, \*Population Distribution, \*Rural Population, Health, Vocational Education, Public Schools, High School Graduates, Dropouts, Agricultural Laborers, Vocational Agriculture, Area Vocational Schools, College Students, Employment Opportunities, American Indians, Negroes, Mental Health, Mental Health Clinics, Social Services, Lunch Programs, Rural Areas, Remedial Programs, Public Libraries, Migrant Workers, Economic Res. Service.

The world population is increasing very rapidly, with young people (under 25 years of age) constituting one-half or more of the total. In the United States, the population has increased to approximately 200 million, and with this increase, there has been a shift from a rural to an urban majority. Extensive comparisons of rural and urban youth are graphically and verbally presented in the following areas in this booklet--(1) The World We Live In, (2) Preparing For Life, (3) Making Our Living, (4) Health and Welfare, (5) The Quality of Rural Life, and (6) The World of Tomorrow. A selected number of the charts are available as color slides from the Photography Division, Office of Information, USDA, Washington, D. C. This document is available as Agricultural Handbook No. 347 from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 for 75 cents. (ES)

**ED 014 335**

Classroom Behavior--Background Factors and Psycho-social Correlates. Eau Claire County Youth Study, 1961-1964.

By--Thurston, J. R. and Others

Wisconsin State Univ., Eau Claire

Wisconsin State Dept. of Public Welfare, Madison

Pub. Date 30 Apr 64

EDRS Price MF-\$2.00 HC-\$19.64 489p.

Descriptors--\*Aggression, Attitudes, Activities, \*Behavior Patterns, Background, Community, Classrooms, Dropouts, Delinquency, Discipline, Education, Family (Sociological Unit), Interviews, Interaction, Orientation, Occupations, Personality, Parents, Psychological Characteristics, Questionnaires, Rural Areas, \*Rural Youth, Superior Students, \*Urban Youth, Tests, Theories, Teacher Role, Urban Areas, Social Disadvantage, NIMH.



Classroom aggression, defined in this study as markedly unacceptable aggressive behavior occurring habitually or frequently in school, is examined in relation to sex, grade, and urban-rural status. The writers state that neurotic, psychopathic, and social behavior patterns have the following four focal causative areas—(1) school, (2) home and parents, (3) cultural milieu of the neighborhood and its community, and (4) goals and standards which prevail at city, state, and national levels. The research correlates approved and disapproved classroom behavior of 384 rural and urban boys and girls from the third, sixth, and ninth grades. These children were identified as showing consistently approved or disapproved behavior. The study extended from May 1961 to May 1963. Half the sample was drawn and studied the first year, and half was drawn and studied the second year. Findings indicate that both the urban and rural disapproved child had many familial disadvantages and manifested the following characteristics—(1) argumentative, (2) low or average intelligence, (3) low opinion of adults, (4) rejective of parents, and (5) non-classroom orientation. Wide use is made of charts to present all data. (ES)

**ED 014 339**

**Social Ambitions of Teen-age Boys Living in an Economically Depressed Area of the South—A Racial Comparison.**

By—Kuvlesky, William P., Upham, W. Kennedy

Pub. Date 30 Mar 67

EDRS Price MF-\$0.25 HC-\$2.12 51p.

**Descriptors—\*Aspiration, Bibliographies, \*Caucasian Students, \*Depressed Areas (Geographic), Data, Educational Objectives, Economically Disadvantaged, Education, Grade 10, Income, \*Negro Youth, Objectives, Occupational Choice, Questionnaires, Research, Rural Youth, Rural Areas, Social Attitudes, Students, Values, \*Youth.**

The purposes of an investigation were to test the proposition that rural Negro and white youth have similar levels of social aspiration and to examine possible implications that can be drawn from the findings. The researchers hypothesized that Negro and white youth hold goals of similar levels in reference to income, occupation, education, and place of residence. The data used for the study were obtained from interviews with male high school sophomores in three all-rural East Texas counties during April and May of 1966. Analysis of the results shows that rural Negro and white boys have similar aspirations toward income, occupation, education, and place of residence. Although the general hypothesis is upheld, appreciable aggregate differences seem to exist between the two groupings in reference to each type of goal as follows—(1) Negroes have slightly lower income and occupational goal levels, (2) Negroes tend to have higher educational goal levels, (3) Negro and white youth hold different place of residence preferences. A bibliographical reference section is included along with tabular presentations of the data. This paper was presented at the Southern Sociological Society Meetings, Atlanta, Georgia, March 30, 1967. (ES)



**ED 014 361**

**Services and Environmental Adjustments Needed by Rural Youth Who Move to Urban Communities.**

By—Ramsey, Ralph J.

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.52 11p.

**Descriptors—American Indians, \*Adjustment (To Environment), Behavior, Culture, Migrants, \*Migration Patterns, Migration, Migrant Youth, Mexican Americans, Migrant Problems, Negroes, Puerto Ricans, \*Rural Youth, Rural Areas, Rural Urban Differences, Urban Areas, \*Urban Environment.**

Perplexing problems have arisen because of the migration pattern of young adults from rural areas to urban centers in the United States. Some of these problems include—(1) youth adjusting to the adult world, (2) moving from the sub-culture where early training was received to a different sub-culture, and (3) preparation for the continually changing world of work and style of life. Many of these rural-urban migrants have been Puerto Ricans, Southern whites and Negroes, whites from the plains, Spanish Americans from the Southwest, and Indians. Some surveys conclude that the rural migrant is disadvantaged when seeking an urban job and when adjusting to the urban community. This stems from the vast differences between urban and rural cultures. A pattern of problems or developmental tasks arise through the life-time of every individual. The concept of developmental tasks is that of sequential learning, and several suggestions are presented which could be incorporated in educational programs for rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C., sponsored jointly by the U. S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

**ED 014 363**

**The Status of Education and Training of Rural Youth—The Impact of Socioeconomic Change.**

By—Cushman, M. L.

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.78 17p.

**Descriptors—Administrative Personnel, Community, Curriculum, Dropout Rate, \*Educational Responsibility, \*Educational Opportunities, Guidance, Migration, Occupations, Opportunities, \*Programs, \*Problems, \*Rural Schools, Rural Youth, Research, School Redistricting, School Buildings, State Aid, Teachers, Teaching Methods, Urban Schools, Vocational Education.**

Rural schools have greater educational responsibilities than urban schools because they must attempt to prepare youth either for rural occupations, if they remain in the rural community, or for urban occupations, if they migrate. It would appear that rural schools are failing to do this, as evidenced by their high dropout rate, lack of guidance opportunities, and inadequate

curriculum. To increase the effectiveness of the small school and to improve the educational opportunities of rural youth, school redistricting should be accelerated, new school buildings constructed, rural teachers and administrators better prepared, and more research conducted. Other suggestions include—revision of state aid formulas, creation of intermediate school districts, expansion of vocational education, and utilization of local resources in teaching methodology. Due to the expansion of knowledge, young people must be taught to generalize today so that in the future they may be able to discover the facts they will need to know to succeed. We must redefine our priorities and do a better job with the techniques and tools that are already available. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C., sponsored jointly by the U. S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

**ED 015 044**

Long-term Study of Educational Effectiveness of Newly Formed Centralized School Districts in Rural Areas, Part Two.

By—Kreitlow, Burton W.  
Wisconsin Univ., Madison

Pub. Date 31 Jul 64

EDRS Price MF-\$0.25 HC-\$0.92 21p.

Descriptors—Achievement, Behavior Patterns, \*Comparative Analysis, \*Educational Improvement, Facilities, Instructional Materials, Library Facilities, \*Rural Schools, Rural Education, \*School Districts, Secondary Grades.

The basic purposes of this longitudinal study were to ascertain whether or not school district reorganization is worthwhile in terms of time, effort, and expenditures of funds, and to determine the effects of such school district reorganizations on the educational outcomes of the school. The sample consisted of 10 Wisconsin communities, 5 with reorganized and 5 with nonreorganized school districts. The communities were matched on the bases of such factors as wealth, population, topography, type of farming, nearness to urban areas, and size and density of population. First grade children were tested and compared in these communities and restudied at grades 6, 9, 12, and will be studied 5 years after graduation from high school. This report is on the twelfth grade study, 1961-1964, in which three major hypotheses were tested. The opportunities available in schools were examined by considering teaching aids and materials, library resources, staff qualifications and assignments, building capacity, class size, provisions for staff, and curriculum offerings. The academic achievement, personal and social adjustment of students, and socioeconomic contacts of parents with the village center were investigated. The results showed factors favoring reorganized school districts over non reorganized school districts. A 69 entry bibliography is included. (JH)

**ED 015 048**

Life Styles in Rural America--Their Consequences and Their Outlook.

By-Reeder, William

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.48 10p.

Descriptors--Attitudes, Behavior Patterns, \*Beliefs, \*Culture, Family Characteristics, Individual Activities, \*Rural Areas, Rural Family, Rural Youth, Sociocultural Patterns, Values.

Six basic concepts are fundamental to understanding life styles. They are--(1) the wide variation among the members of our society, readily apparent by viewing the wide differences in education, skills, values, and philosophical beliefs of those members, (2) consistency within our society, substantiated by comparing beliefs and attitudinal-behavioral response patterns regarding a general referent, such as churches and other organizations, (3) independence of referents, validated by an investigation showing that for the most part, one sector of life is not impinged upon by another sector, (4) socialization, which is characterized by the processes which operate within the culture, the society, the community, organizations, and reference groups, (5) reference groups and reference persons, and (6) beliefs, actions, and the self, which suggests that education through participation may be far more powerful than education through reading books or listening to lectures. The emerging styles of life are being shaped by changing values and may not find the family and the church as their strongest reference groups. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C., sponsored jointly by the U. S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

**ED 015 051**

Opportunities for Rural Youth in Rural Areas.

By--Dowler, Lloyd

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.36 7p.

Descriptors--\*Agriculture, Agricultural Trends, \*Employment Opportunities, Farm Labor Supply, \*Job Training, Job Market, Job Skills, \*Occupational Information, Opportunities, \*Rural Youth, Vocational Counseling.

Agribusiness is defined as the sum total of all operations involved in the manufacture and distribution of farm supplies, production agriculture on the farm, and the storage, processing, and distribution of farm commodities and items made from them. Within these three areas are seen many job opportunities for rural and urban youth having college degrees in agriculture, having junior college or high school educations, and even for dropouts from any level of education. However, in spite of the excellent opportunities in agribusiness for youth with training, only 10 to 12 percent of those who leave the farm for a college education return. Even so, agriculture schools throughout the U. S. have been unable to meet the manpower demands in

this field. Programs are needed that will provide the future training for our rural and urban youth and permit us to continue to lead all other nations of the world in the production of food and fiber. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D. C., sponsored jointly by the U. S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (SF)

**ED 015 797**

**Economic Factors Influencing Educational Attainments and Aspirations of Farm Youth.**

By—Moore, E. J. and Others

Economic Research Service (DOA), Washington, D. C.

Pub. Date Apr 64

EDRS Price MF-\$0.25 HC-\$2.08 50p.

**Descriptors—**After School Education, \*Aspiration, Educational Attitudes, Educational Disadvantage, \*Educational Finance, Educational Planning, \*Family Resources, Family Attitudes, \*Higher Education, Post High School Guidance, \*Rural Education, Rural Family, Secondary Education, Vocational Education, Economic Research Service.

In 1962 a study was conducted by surveying 756,000 farm families in 30 states, with children 15 through 21 years old. The objectives were to—(1) examine the quality and quantity of economic resources available to farm youth for securing post high school education, (2) determine the educational attainment and aspirations of these farm youth for securing post high school training, and (3) relate the educational aspirations of these young people to plans for post high school training. Four highlights were identified—(1) several factors account for the relative educational disadvantage of rural youth, compared with urban youth, (2) studies indicate that farm youth have lower levels of attainment and aspiration than urban youth, (3) differences in levels of educational attainment and aspiration among farm youth may be relative to the quality and quantity of financial resources available to provide additional education, and (4) farm operators were willing to incur debt, if necessary, for educational purposes. Presented are educational attainments of the survey population, educational aspirations, characteristics of farm families in the survey population, sources of financial assistance for education, planners and expected attenders, and implications of the study. (SF)

**ED 015 806**

**An Analysis of Factors Associated with School Bond Elections in Iowa.**

By—Hartman, John J., Bashor, Dorothy N.

Iowa State Univ. of Science and Tech., Ames

Pub. Date 26 Aug 67

EDRS Price MF-\$0.25 HC-\$1.08 25p.

**Descriptors—**\*Bond Issues, Community, Capital Outlay (for fixed assets), Communications, Demography, Decision Making, \*Elections, Educational



Facilities, Economic Factors, Economics, History, Models, Research, School Districts, School Demography.

The objective of this research project was to determine the relationship between variables of demography, economy, election history, and communication, in addition to the percentage of affirmative votes in school bond elections. Data were collected from 195 Iowa School Districts involved in school bond elections over a five year period and analyzed through the use of a time sequence, social action model. Major findings indicate little relationship between school bond election outcome and the traditional techniques (the variables used in this study) presented by educators and reporters as essential in securing school bond passage. It was concluded that the type of community decision making in school bond elections is complex enough to require more precise sociological, social-psychological, and communication theory than was utilized in this study. This paper was presented at the Rural Sociological Society Meeting, (San Francisco, August 26-28 1967). (ES)

**ED 016 543**

The People Left Behind, A Report by the President's National Advisory Commission on Rural Poverty.

By—Breathitt, Edward T.

National Advisory Commission on Rural Poverty

Pub. Date Sep 67

EDRS Price MF-\$0.75 HC-\$6.76 167p.

Descriptors—Community Development, Community, Depressed Areas (Geographic), Development, \*Economic Disadvantage, Economically Disadvantage, Family Planning, Government Role Health Needs, \*Health Services, Housing, Jobs, Low Income, Manpower Development, Manpower Utilization, Natural Resources, Organization, \*Rural Areas, Rural Population, \*Rural Education, Rural Development, Unemployment, Welfare Services, Opportunities.

Our nation is plagued with rural poverty extending through most areas of our country and encompassing some 14 million rural persons. This total number would be even larger if so many rural persons had not migrated into the urban areas of our country. The rural poor population is characterized by—low income, a higher unemployment rate (4 percent nationally and 18 percent for rural areas), low educational attainment, poor housing, hunger, malnutrition, and a higher infant mortality rate than among the least privileged group in urban areas. The President's National Advisory Commission on Rural Poverty has charted a course to eliminate rural poverty, as noted in the following recommendations—(1) the U. S. should adopt and effect a policy of equal opportunity for all people, (2) the national policy of full employment, inaugurated in 1946, should be made effective, (3) our federal government should assure all people enough income for a decent living, (4) manpower policies and programs should be revamped, (5) rural education should be improved, (6) better health services with family planning should be provided, (7) an improvement should be made in rural housing, and (8) multicounty districts should be formed to plan cooperatively and

coordinate programs for economic development. This book is available for \$1.00 from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402. (ES)

**ED 017 889**

An Identification of Effective Methods to Employ in Conducting an Educational Program to Reach and Teach Low-Income Young Homemakers in Rural Areas. Paper presented at the National Seminar on Adult Education Research (Chicago, 1968).

Auburn Univ., Ala., Cooperative Extension Service

Pub. Date Feb 68

EDRS Price MF-\$0.25 HC-\$0.56 12p.

Descriptors—\*Effective Teaching, \*Homemaking Education, \*Low Income Groups, \*Rural Areas, \*Subprofessionals, Alabama, Discussion Groups, Family Health, Family Relationship, Home Visits, Individual Needs, Investigations, Living Standards, Newsletters.

Fourteen nonprofessional program assistants were chosen to conduct the educational programs for low income homemakers in five Alabama counties, supervised by the County Home Economist. The state administrative staff included a specialist in educational methods, an assistant specialist, and an artist. Deprived mothers were referred by public agencies, schools, and churches. The working visit, a one-to-one teaching method in the homemakers' home, taught by telling, showing, and repeating a skill. Each visit was designed to meet the specific interests and needs of the homemaker at her economic, educational, and skill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences helped deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (PT)

**ED 011 944**

Relationship of Race, Sex and Grade to Responses, to Verbal and Pictorial Stimuli. Part II, a Study in Small Southern Cities.

By—Otto, Wayne

Wisconsin Univ., Madison

Pub. Date Jan 66

EDRS Price MF-\$0.09 HC-\$0.44 11p.

Descriptors—\*Pictorial Stimuli, \*Verbal Stimuli, \*Response Mode, \*Sensory Experience, \*Racial Differences, Sex Differences, Age Differences, Southern Schools, Negroes, Caucasians, Elementary School Students, Secondary School Students, Research and Development Centers, Chicago, Madison.



Further examination was made of an earlier research finding which showed, contrary to "logical" analysis, that verbal representations evoke more sensory responses than do black and white line drawing representations of the same stimuli. This research finding had been confirmed by two earlier studies whose subjects were all white students in a rural community high school in the northwest and racially undifferentiated students in a northern metropolitan high school. It was suggested, however, that subjects with other backgrounds and in other grade levels might respond differently. To test this contention, the investigator administered the same materials and followed the same procedures employed in one of the earlier studies with a student sample from two small southern cities. The new sample consisted of elementary and secondary students in a Negro school and elementary students in a white school. On an overall basis, the results of the new study corroborated the earlier finding. Only the outcomes demonstrated by the Negro elementary subjects failed to substantiate the finding, and a replication with young Negro students was recommended. The earlier studies had shown a possible developmental trend toward sensory responses. In the present study, the high school students gave more sensory responses than the elementary subjects, but there was no clear trend from one grade to the next within schools. Girls tended, as in the earlier study, to give more sensory responses than boys. This paper was presented as part of a symposium at an annual meeting of the American Educational Research Association (Chicago, February 1966). (JH)

**ED 012 322**

**Factors Relating to Occupational and Educational Decision-Making of Rural Youth. Research Summary.**

By—Horner, James T. and Others

Nebraska Univ., Lincoln, Coll. of Agriculture

Pub. Date Apr 67

EDRS Price MF-\$0.09 HC-\$1.80 45p.

**Descriptors—**\*Literature Reviews, Bibliographies, \*Rural Youth, Educational Objectives, \*Research, \*Decision Making, \*Occupational Choice, Social Influences, Economic Factors, Psychological Patterns, Aspiration, Migration, Mobility, Socioeconomic Influences, Family Influence, College Attendance, Lincoln.

Studies of sociological, economic, educational, and psychological factors influencing the occupational and educational decision-making by rural youth were reviewed. Included were studies of aspirations, migration and mobility, socioeconomic scale, occupational choice, cost and benefit of education, educational and occupational attainment and achievement, and pursuit of higher education. Conclusions included—(1) fewer capable rural males attend college than urban males, (2) economic factors generally do not appear to be a major decision-making factor. Occupation of father, attitudes of parents towards education, and education of parents are influencing factors, (3) rural-urban migration is greater near large cities than in remote rural areas, (4) farming is transmitted from father to son in larger proportions than other occupations, and (5) on-the-job experience is an important factor influencing decision making. An 149-item bibliography is included. (JM)

**ED 019 157**

The Rural School Dropout, a Ten-Year Follow-up Study of Eastern Kentucky Youth.

By—Youmans, E. Grant

Pub. Date Sep 63

EDRS Price MF-\$0.25 HC-\$1.40 33p.

Descriptors—\*Academic Achievement, Attitudes, Behavior Standards, Dropout Attitudes, \*Educational Disadvantage, \*Educational Research, \*Graduate Surveys, High Schools, Occupations, \*Rural Dropouts, Statistical Data, Terminal Education, Urban Immigration, Bureau of School Service.

A survey of school dropouts in 11 Eastern Kentucky counties was designed to answer the following questions—(1) To what extent is the rural school dropout disadvantaged in comparison with the rural high school graduate? (2) Is graduation from high school an advantage if the youth remains in a rural area? (3) Is it an advantage if he moves to an urban center? The conclusions were determined by two types of comparisons—(1) school dropouts in the rural area were compared with the high school graduates living in that area, and (2) school dropouts who moved to urban centers in Southern Ohio were compared with the high school graduates living in that area, and (2) school dropouts who moved to those centers. The survey concludes that high school graduates had been more successful that held higher aspirations than, and possessed a more optimistic attitude than rural dropouts. This article appears in the "Bulletin of the Bureau of School Service," Vol. 36, No. 1, September 1963. (CL)

**ED 019 169**

The Educational and Occupational Perspectives of Rural Youth.

By—Sewell, William H.

Pub. Date Sep 63

EDRS Price MF-\$0.25 HC-\$1.32 31p.

Descriptors—Aspiration, Academic Achievement, Community Attitudes, College Buildings, \*Educational Planning, Educational Guidance, Guidance Programs, Intelligence, \*Occupational Choice, Occupational Guidance, \*Rural Urban Differences, \*Rural Youth, Research Projects, Rural Schools, \*Student Aspiration, Socioeconomic Status, School Attitudes, Superior Students, Talent Identification, Urban Youth.

The purpose of this paper is to present a summary of present knowledge concerning rural and urban differences in student aspiration and occupational choice of youth. The paper relied heavily on data obtained in a Wisconsin research project financed by the Rockefeller Foundation and the U. S. Public Health Service. Other studies mentioned indicated that the educational planning and aspirations of rural youth were generally lower than those of urban youth. The Wisconsin data confirmed previous educational planning studies and also indicated that the occupational choice of youth was related to place of residence. Factors cited for these differences included the socioeconomic status and academic achievement of of the home, school and community attitudes, and measured intelligence. Suggestions for

improvement included increased quality of rural schools, better educational and occupational guidance in the rural schools, establishment of parental guidance programs, early talent identification of superior students, and increased availability of college facilities. (JS)

**ED 019 179**

A Study of the Change in Intelligence Distribution Over a Twenty Year Period in Central Iowa.

By—Dreier, William H., Youth, Beverly S.

Pub. Date 17 Apr 64

EDRS Price MF-\$0.25 HC-\$0.80 18p.

Descriptors—\*Intelligence Quotient, Nonfarm Youth, \*Rural Youth, Rural Areas, Rural Population, \*Rural Farm Residents.

There was a statistically significant rise in the mean IQ score of children whose parents obtained their living by farming in Mahaska County, Iowa, during the twenty years preceding 1961-63. However, this increase was not paralleled by the nonfarm children living within the same rural community. Selective migration was shown to be an active factor in this increase, but not the only or perhaps even the most important factor involved. Some factor or factors of environment possessed by the farm children and a segment of the nonfarm population appears to promote this intellectual growth. (CL)

**ED 020 039**

The Role of Education in Alleviating Rural Poverty.

By—Tweeten, Luther G.

Pub. Date Jun 67

EDRS Price MF-\$0.50 HC-\$2.48 60p.

Descriptors—Achievement, Bibliographies, \*Cultural Disadvantage, Cultural Enrichment, \*Depressed Areas, \*Economic Factors, Educational Quality, Family Attitudes, Financial Support, Goal Orientation, \*Low Income, Motivation, Parent Student Relationship, Relocation, \*Rural Environment, Rural Schools, Rural Urban Differences, Southern States, Secondary Schools, Self Image, Sharecroppers, Social Problems, Student Costs, Values, Welfare.

A characteristic of the poverty experienced by 17 million people living in rural areas of the U. S. in 1959 was its concentration in specific geographical regions and among certain occupations. Education, occupation, and social status of the parents have been shown to possess a high positive correlation with educational attainment of the child. There appears to be a vicious circle of low income and low education in depressed areas which is particularly resistant to external intervention. It is concluded that education speeds individual development, there is little incentive for education in depressed rural areas, and education is not particularly beneficial for those who remain in depressed areas after having achieved their educational goals. Recommendations for further research include—(1) a determination of the return on investments in education in low income rural areas, (2) an analysis of the tax system and available economic resources for rural schools, (3) a

more accurate evaluation of the quality of education in rural schools based on criteria other than teachers' salaries and per-pupil expenditures, (4) a determination of what attitudes are most conducive to encouraging economic progress in depressed areas, and (5) an assessment of the feasibility of implementing vocational education programs in rural schools. (DA)

**ED 020 048**

Utilization of Mobile Facilities for Development of Entry Work Skills for Arkansas' Rural Unemployed and Low Income Earners, A Feasibility Study. Nevada Univ., Reno, School Planning Laboratory

Pub. Date Jul 67

EDRS Price MF-\$0.25 HC-\$1.92 46p.

Descriptors—Basic Skills, Disadvantaged Environment, Economic Development, \*Economically Disadvantaged, Farm Labor Problems, \*Job Skills, Job Training, \*Mobile Laboratories, Mobile Educational Services, Minimum Wage, Physical Design Needs, Rural Economics, Rural Resettlement, \*Rural Extension, Rural Youth, \*Vocational Development.

The feasibility and methods of using mobile facilities in upgrading the work skills of rural low income wage earners are explored. Such mobile facilities would be directed toward 3 specific groups of people—small acreage farmers who produced only a minimal income, the rural low-income Negro population, and young rural school dropouts with little or no education and an absence of saleable work skills. The study recommended that a one-year pilot study be conducted to field test 2 mobile units. One unit would serve primarily as an exploratory unit designed to introduce a number of training possibilities for entry work skills, and would serve as a "recruiter" unit for the mobile training unit which would follow. The second unit would be the actual training unit, designed to house 2 specific training modules where the actual training for specific skill clusters would be undertaken. Skill clusters were defined as those in demand by industry and other categories of employment, i.e., small appliance repair, garment and drycleaning, general manufacturing, small engine repair, etc. The project would be administered by the vocational division of the department of education, and their 10 area vocational-technical schools would serve as operations and maintenance bases for the satellite mobile facilities. A proposed budget for the pilot study is included. (DK)

## SMALL SCHOOLS

### ED 010 269

Programed Instruction for Superior Students in Small High Schools, Interim Report for Project Year No. 1.

By—Gemmell, James, Page, William

EDRS Price MF-\$0.18 HC-\$4.80 120p.

Descriptors—\*Programed Materials, \*Small Schools, \*High Schools, \*Evaluation, \*Performance, Programed Instruction, Superior Students, Clarion, Pennsylvania, Slippery Rock.

A study reported what happened when programed materials were made available to able students attending small high schools. Four hundred students from 20 high schools participated in this phase of the project. A college-level programed course in first semester introductory descriptive statistics and a course in human behavior were given to the students. It was found that, despite an enthusiastic beginning, loss of effort toward completing course work using programed materials was both steady and substantial. (LP)

### ED 010 962

The Intermediate Unit of School Administration.

By—Gregg, Russell T.

Pub. Date Oct 59

EDRS Price MF-\$0.09 HC-\$0.28 7p.

Descriptors—\*Administrative Organization, \*School Districts, Superintendents, \*Suburbs, \*Rural Areas, Administrative Personnel, Rural Schools, Schools, Wisconsin.

A 2-year study in Wisconsin was made to determine if an educational administrative unit between the state and local districts was needed, if needed, whether their county school superintendent structure was adequate, and to develop criteria for the type of intermediate administrative unit needed if theirs was inadequate. Nine assumptions for the study were listed. Data were collected from the literature on the intermediate unit of educational administration and by personal interviews and questionnaires from all county superintendents of schools, all administrators of local school districts which employed three or more teachers, all members of the State Department of Public Instruction who had a specific relationship to public school administration, and a selected group of lay citizens. The study indicated that an intermediate administrative unit was needed, but that their county school superintendency was not adequate. Nine criteria for developing satisfactory intermediate administrative units in Wisconsin were listed. The author stated that the study has relevance for many other states having similar patterns of school organization. This article is published in the "Administrator's Notebook," Volume 8, Number 2, October 1959. (RB)



**ED 010 964**

Career Selection Education For Students Attending Small Isolated Schools.  
Pub. Date 67

EDRS Price MF-\$0.09 HC-\$1.16 29p.

Descriptors—\*Small Schools, Community Resources, General Education, \*Guidance Programs, \*Career Planning, Vocational Education, \*Counseling, \*Individualized Programs, Trade and Industrial Education, Western States Small Schools Project, Career Selection Education Project, Arizona, Nevada.

This document lists the assumptions upon which the career selection education project is based and the criteria for a school's participation in the project, as developed by the western states small schools project. The objectives of the project are to aid students make realistic career selections, develop skills and competencies useful in many careers, and develop specific job entry skills. A career selection agent administers the program and coordinates the general education and vocational education divisions of each student's program. An integral part of the program is the effective use of community resources for work experience, exploration, observation, and analysis. Attached appendixes include a specific outline of the career selection education projects at Virgin Valley High School, Mesquite, Nevada, and Patagonia High School, Patagonia, Arizona, and an outline of the test battery used in the project. (FS)

**ED 010 971**

A Comprehensive Regional Approach to Small School Development.  
By—Ovard, Glen F. and Others

Pub. Date 65

EDRS Price MF-\$0.09 HC-\$1.12 28p.

Descriptors—\*Small Schools, \*Projects, Elementary Schools, Secondary Schools, Statistical Data, Vocational Education, American Indians, Education, Innovation, Teaching Methods, Instructional Program Divisions, Programed Materials, Individual Instruction, Preschool Programs, Cultural Disadvantage, Educational Television, Talent, Instructional Aids, Instruction, Equipment, Specialists, Western States Small School Project.

This brochure summarizes the western states small school project. Included are the project's basic assumptions, criteria for membership, a list of the five participating states, the history of the project, a description of four major projects organized to promote small school improvement, significant results of project activities, a career selection education program, and the many diverse projects of the participating states. The Arizona Project attempts to meet the needs of both students and teachers for individualizing the teaching-learning process. The Colorado Project is concentrating on new methods, techniques, and organizational patterns. The Nevada Project employs a variety of instructional media or materials to reduce the effects of smallness and isolation. The New Mexico Project is emphasizing linguistic reading improved preparation for culturally deprived rural children, and Spanish for Spanish speaking children. The Utah Project is developing guidelines for an environment to stimulate and encourage independent study



in individualized programs of instruction, explore approaches to meeting the problem of early cultural deprivation, and demonstrate the effective use of educational television in small schools. A directory of the project directors and the policy board is also included. (RB)

**ED 011 474**

Individualizing Instruction in Small Schools.  
Western States Small Schools Project

Pub. Date Dec 66

EDRS Price MF-\$0.09 HC-\$1.44 36p.

Descriptors—\*Individualized Curriculum, Individual Development, \*Small Schools, \*Curriculum Planning, Instructional Materials, \*Physical Facilities, Administration, Motivation, Planning, Individual Instruction, Small Group Instruction, Laboratories, Independent Study, Western States Small Schools Project (WSSSP), Salt Lake City.

This document discusses procedures and potentials for individualizing instructional programs in small rural schools. Four factors are seen to be operant in the individualization process. These are the instructor, the curriculum and supplementary materials, administrative practice, and physical facilities. New instructional procedures should be instituted with a concomitant redefinition of the role of the teacher. It is suggested that the curriculum be reorganized into a common curriculum to be taken by every student, an alternative curriculum to meet the needs of local economic situations, and an individual curriculum to provide opportunities for special skills and talents. Suggestions for administrative reorganization to provide for individual differences are included. Ideas for modification of existing facilities and construction of new physical structures are presented. Free copies of this document are also available from the WSSSP coordinator, Suite 1300 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111. (JM)

**ED 011 803**

School, Purchase Practices in Texas.  
By—Cooper, Lloyd G. and Others  
Texas Univ., El Paso, Texas Western Coll.

Pub. Date May 64

EDRS Price MF-\$0.09 HC-\$0.84 21p.

Descriptors—\*Small Schools, \*School District Spending, School Districts, Cooperative Programs, \*Educational Finance, Consultants, School Size, \*Superintendents, Instructional Materials, Operating Expenses, School Maintenance, El Paso.

This report from Texas Western College concerns the problems involved and current practices in Texas school purchasing departments. Two surveys were conducted by the college to investigate two areas. One was to determine superintendents' purchasing practices by school size, while the second was to determine, also by school size, the level and range of discounts given by manufacturers and suppliers of school equipment. The authors recommend

that (1) workshops on school finance be held, (2) more school finance courses be introduced in college curriculums, (3) small school districts initiate cooperative purchasing programs, and (4) small cooperating school districts employ a purchasing specialist. (JH)

**ED 012 208**

Remote High Schools—The Realities.

By—Ford, Paul and Others

Northwest Regional Educational Lab., Portland, Ore.

Pub. Date Apr 67

EDRS Price MF-\$0.10 HC-\$2.92 73p.

Descriptors—\*High Schools, High School Graduates, \*Rural Areas, \*Small Schools, \*Students, \*Teachers, Portland, Washington, Washington State University.

This study was conducted at two urban high schools and three small, remote high schools in the state of Washington in an effort to investigate student-teacher activities and relationships, and to explore, in depth, any educational advantages and/or disadvantages accruing to the small high school. General findings of the study indicated that there is greater opportunity for student-teacher interaction in a small high school, but lack of facilities and subject offerings have a tendency to produce a kind of educational deprivation in comparison with the larger high school. The study recommended that it be determined which remote high schools were absolutely necessary, the rest to be consolidated, and state funds be made available to bring the facilities and curricular offerings of the remote high schools more in line with those of the larger high schools. (BR)

**ED 012 643**

Title I Projects and Others, Espanola Valley Pilot Program Research, 1966-67 Preliminary Report.

By—Collier, Nina Perera

Youth Concerts of New Mexico Inc., Alcalde

Pub. Date Jul 67

EDRS Price MF-\$0.50 HC-\$3.64 91p.

Descriptors—Ballet, \*Cultural Enrichment, Cultural Activities, \*Concerts, Music, Curriculum, Creativity, Dramatics, \*Disadvantaged Youth, Elementary Schools, Disadvantaged Schools, \*Fine Arts, Interpretive Skills, \*Music Education, Music Techniques, Rural Schools, Self Expression, Social Influences, Self Concept, Enrichment Programs, Theater Arts, Secondary Schools, Urban Schools, New Mexico, ESEA Title I, Chimayo, San Juan, Fairview, Truchas, Abiquiu, Sombrillo, Hernandez, Espanola, Santa Fe, Taos, Las Vegas, Highlands University.

This is a comprehensive report of the activities of youth concerts of New Mexico, Inc., in bringing artists to elementary and high school children in towns and villages that have had little or no contact with live performers. A pilot study was conducted to compare the instrumental and vocal ensembles' effects on students in urban schools with students in rural schools.

Observations, questionnaires, pre- and post-testing, and tape recorded interviews led to conclusions that (1) live musical performances can produce specific factual outcomes in terms of learning about musical instruments, how they are played, and facts related to the performers, (2) positive attitudinal outcomes (attending future performances, possible future study on the instrument played, and hearing similar music again) accrue from live performances, and (3) live musical performances have a real potential in acculturation and self-concept improvement of culturally disadvantaged and culturally isolated children. Youth concerts of New Mexico reported 165 musical events presented to 42,127 students in 17 school districts. The 13 performing units included small instrumental groups, dance soloists, and voice soloists and ensembles, appendixes present descriptions of performance, programs, teacher guides, and followup tests. (SF)

**ED 013 167**

In-Service Education in Small Schools.  
By—O'Hanlon, James

Pub. Date 67

EDRS Price MF-\$0.25 HC-\$0.60 15p.

Descriptors—\*In-Service Programs, \*In-Service Teacher Education, Surveys.

A survey of the in-service education practices in 155 small (10 to 40 teachers) secondary schools was conducted in Nebraska during the 1966-67 school year. Questionnaires were sent to all the administrators and to a random sample (6 percent) of the teacher population of the schools. These instruments asked for descriptions and evaluations of present programs and opinions concerning the kinds of in-service education experiences needed. Tables are presented showing (1) the percentage of teachers and administrators conducting in-service education activities, (2) the types of in-service activities, (3) evaluation results of in-service programs, and (4) the areas of instruction where teachers need assistance and where they have received assistance. The writer concludes that more in-service activities are needed which (1) involve teachers in the leadership of activities, (2) are related to teachers' immediate day-to-day instructional concern, (3) are evaluated in terms of their effectiveness, and (4) involve teachers in the planning of the activities. (ES)

**ED 014 351**

Secondary Education and School District Organization.  
By—Stone, Franklin D.  
Great Plains Sch. Dist. Organization, Lincoln, Neb.

Pub. Date 23 Oct 67

EDRS Price MF-\$0.50 HC-\$2.76 67p.

Descriptors—Accreditation (Institutions), Curriculum, Comprehensive High Schools, Equipment, Housing, \*High Schools, \*Secondary Education, Status, Standards, Special Services, \*School Organization, State Standards, Teaching Procedures.

The thesis is proposed that effective school organization is necessary to realize qualitative secondary educational programs with economy. To substantiate the thesis, a comprehensive assessment of secondary education in relation to school district organization was conducted. The specific objectives included were—(1) the examination of the present status of secondary education, (2) the exploration of minimum standards, (3) the examination of school district organization, and (4) the outline of an optimum secondary school program, studies tend to show that small high schools are more expensive, fail to offer broad instructional programs, and are unable to attract quality staff. In an attempt to establish high quality educational programs, standards have been established by school districts, states, and leaders at the national level. Research indicates that to maintain quality and economy the optimum size secondary school should range in size from 700-900 students. This size would permit a broad program of studies and activities which should provide better instructional methods, well-trained teachers, more adequate special services, functional buildings, and an atmosphere conducive to change. (ES)

**ED 014 356**

How a Consolidated High School Provides Better Educational Opportunities.  
By—Rushing, Donald

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.40 8p.

Descriptors—College Bound Students, Class Size, Cocurricular Activities, \*Educational Opportunities, High Schools, \*High School Curriculum, Instructional Programs, \*School Redistricting, Student Personnel Services, Special Services, Standardized Tests, Vocational Education, Ohio.

The River View School District in Coshocton County, Ohio, has emerged since 1957 as a result of consolidation of small rural schools in the county. This consolidated district now has one high school (grades 9-12) with an enrollment of 1000 students. As a result of consolidation, the high school students are now provided better educational opportunities. Some of these opportunities include—(1) increased course offerings, (2) additional cocurricular activities, (3) more effective teacher utilization, (4) better balance in class size, and (5) additional student personnel services. Test results show the seniors of the consolidated high school achieving one grade level above their counterparts in the small high schools prior to consolidation. Also, more seniors are now enrolling in college (nine percent). The speaker concludes that the consolidated high school offers an academic climate with an increased emphasis on student competition. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education, and Welfare, Intericr, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)



**ED 015 067**

Upgrading Isolated Small School Programs, The Western States Small Schools Project.

By—Gann, Elbie L.

Pub. Date 23 Oct 67

EDRS Price MF-\$0.25 HC-\$0.96 22p.

Descriptors—Boards of Education, Correspondence Courses, \*Curriculum Development, Community Support, \*Educational Practice, Faculty, High Schools, \*Instructional Improvement, Learning, Multigraded Classes, Multimedia Instruction, Nongraded System, \*Projects, Programed Materials, \*Small Schools, School Redistricting, Shared Services, Teaching Methods, Team Teaching, Teacher Aides.

The history of small schools reveals that even after massive redistricting in the 1950's there were over 5000 small high schools in the United States which could not be redistricted. Most of these schools were financially unable to put more money into their projects (10 are described here) which were to be attempted improvements in the teaching-learning process. Multigraded classes, correspondence courses, multimedia instruction, programed materials, curriculum development, and shared services were among the practices attempted in different areas. The specific practices that seemed to hold most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction in the one-teacher school. It appears to be true that adoption of the aforementioned educational practices can help prevent the isolated small school from being inferior if there is community support, board of education support, and if an experienced and highly trained faculty can be employed. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

**ED 019 176**

A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota.

By—Manatt, Richard P., Netusil, Anton J.

Pub. Date 13 Mar 68

EDRS Price MF-\$0.25 HC-\$1.44 34p.

Descriptors—\*Administration, Administrative Organization, Administrative Personnel, \*Costs, Cost Effectiveness, Educational Finance, Organization, Public Schools, Planning, School Redistricting, School Districts, \*Student Costs, Supervisors, State School District Relationship.

A study was conducted to determine and analyze the costs of central administration of public schools in South Dakota, Iowa, and Missouri for the school year 1965-66. Thirty school districts in each of the 3 states (10 largest, 10 median, 10 smallest) were included as the sample population. The per pupil costs found in this study support the original assumption that small school districts have greatly increased per capita expense for central

administration. From the findings of this study, it is recommended that in each of the 3 states more authority be given by law to the state education agency for planning and directing reorganization of all school districts. After reorganization, basic administrative school districts should have a minimum of 3,000 to 5,000 pupils. A final recommendation was that all involved with public schools should make a more thorough cost-analysis of educational services through the use of per pupil cost comparisons. (ES)

**ED 019 145**

Drop-Outs in Small Schools.  
Texas Small Schools Project

Pub. Date Jan 65

EDRS Price MF-\$0.25 HC-\$0.48 10p.

Descriptors-- \*Dropouts, Dropout Research, Dropout Identification, Dropout Prevention, Dropout Rate, \*Small Schools, Dropout Attitudes, Dropout Problems, Marital Status, Potential Dropouts, Rural Dropouts, School Holding Power.

A three year study, which was made of dropouts in 49 small schools participating in the Texas Small Schools Project, was made to determine the number of dropouts, their age, grade, sex, and reason for dropping out. Three figures and three charts summarize the results. The study revealed that (1) more males dropped out than females, (2) the average age for dropouts was 16, (3) dropouts begin to occur at the junior high school level, reaching a maximum in grade 10, and (4) the primary reason for female dropouts was marriage, while there appear to be a combination of reasons for male dropouts, including low scholastic ability, parental attitudes, retardation, and dissatisfaction with school. Recommendations of the study include--(1) devote more time and study to the dropout problem, (2) in selected classes or special programs, include guidance for females in marriage factors, (3) examine the curriculum to determine what might be offered potential dropouts to give them an opportunity to succeed, and (4) evaluate the procedures for promoting and retaining students. (RB)

**ED 020 045**

Educating Rural Youth for Success in the World of Work.  
By--Stutz, Rowan C., Merrell, Russell G.

Pub. Date Dec 67

EDRS Price MF-\$0.25 HC-\$1.72 41p.

Descriptors--Career Planning, Community Resources, Comprehensive Programs, Courses, Employer Employee Relationship, Evaluation Methods, Industrial Education, Individualized Programs, Job Training, Occupational Choice, Occupational Guidance, On the Job Training, \*Program Evaluation, Rural Urban Differences, \*Rural Education, Rural Environment, Small Schools, Testing Programs, \*Vocational Counseling, Work Attitudes, \*Work Experience Programs.

The Career Selection Education (CSE) activities of 14 schools in the western states small schools project are reported. The objectives of the



project were to help students in rural areas make realistic career selections, develop an awareness of requisite skills and competencies in a broad spectrum of careers, and develop specific job entry skills. Included is a brief discussion of the effect of rurality on youth, and the inadequacies of rural youth as job seekers on the labor market due to isolation and lack of a comprehensive educational program. Descriptions of the materials and curricula used in the schools, and a definition and description of the duties of the career selection agent placed in each school are provided. Methods and practices used in the adjustment of the regular school program, and in obtaining and making full utilization of community resources are also described. The evaluation consists of student comments and several case studies compiled by career selection agents. Appendices contain samples of the project evaluation battery, the training agreement, and the student rating chart. (DK)

**ED 020 050**

La Lengua Extranjera en Escuela Pequena (Foreign Language in the Small School), A Report of an Experimental Western States Small Schools Project Study Designed to Provide Foreign Language Programs in the Small Elementary Schools.

By—Anderson, Merlin

Pub. Date 66

EDRS Price MF-\$0.50 HC-\$3.08 75p.

Descriptors—Academic Achievement, \*Audiolingual Methods, Audiovisual Aids, Course Evaluation, Experimental Programs, \*Fles, Grade 5, Grade 6, \*Language Instruction, Motivation, Mexican Americans, Pretesting, Post Testing, Second Language Learning, \*Small Schools, Student Teacher Relationship, \*Spanish, Teacher Attitudes, Teacher Evaluation, Teacher Orientation, \*Teacher Shortage, Workshops.

A 1965-66 controlled experiment at the fifth and sixth grade levels was conducted in selected small schools in Southern Nevada to determine if successful beginning instruction in a foreign language (Spanish) can be achieved by non-specialist teachers with the use of audio-lingual-visual materials. Instructional materials used were "La Familia Fernandez" from Encyclopedia Britannica Educational Corporation. Five of the 6 experimental classes were rated favorably in relation to the control group. It was concluded that there were no significant differences in achievement between the experimental classes and the control group. Although it was determined that academic returns diminish as the course progresses to more difficult stages. The experiment was not intended to replace the qualified language specialist, but sought an alternative way to meet the need for a foreign language program when qualified instructors are unavailable. (JH)

**ED 020 064**

Programmed Mathematics, Des Moines High School.

By—Morrow, Thomas J.

Pub. Date Nov 65

EDRS Price MF-\$0.25 HC-\$0.40 8p.

**Descriptors—Carrels, Class Organization, Credits, College Preparation, Grading, \*Grouping (Instructional Purposes), \*Mathematics, Mathematics Instruction, Modern Mathematics, \*Program Evaluation, \*Programmed Materials, Secondary School Mathematics, \*Small School, Student Teacher Relationship, Slow Learners, Terminal Students.**

Programed mathematics instruction was used over a two-year period in the high school at Des Moines, New Mexico. The main purpose was to overcome mathematics limitations of the college-bound student from small schools and to offer non college-bound students a sound mathematics base curricula. The test group of 46 students began at 3 different points in the program and proceeded individually. The programed courses used were "Modern Mathematics, Course I" (SRA), "Introduction to Modern Mathematics" (TMI Grolier), and "Properties of Number Systems, Volumes I and II" (TMI Grolier). Parents received progress reports on the students rather than percentage or letter grades. Evaluation of the project indicated few opportunities for interaction between teacher and students, and student-reaction contributions to the group were lacking. It was concluded that programed materials should supplement, as enrichment for the able student and assistance for the slow learner, rather than replace standard instructional materials. (JEH)

## INDIAN EDUCATION

### ED 010 291

Problem Solving as a Function of Language.

By—Stafford, Kenneth R.

Arizona State Univ., Tempe

Pub. Date 31 Aug 66

EDRS Price MF-\$0.09 HC-\$1.64 41p.

Descriptors—\*Problem Solving, Linguistics, Language Laboratories, \*Language Skills, \*Navaho, \*Bilingual Students, \*Task Performance, Semantics, Communications, Tempe, Arizona.

This research attempted to relate problem-solving behavior to language by finding relationships between—(1) problem solving and language type and (2) problem solving and categories of bilingualism. English speaking monolingual and types of bilingual Navaho eighth-grade pupils were compared on problem-solving tasks. IQ and reading comprehension were controlled. Findings indicated that the compound bilinguals did less well than coordinate bilinguals and English speaking monolinguals, but that there was no difference between the coordinate bilinguals and the monolinguals. Differences were explained in terms of Osgood's two-stage mediation model and interference. Implications for the language training of bilinguals were mentioned. (GD)

### ED 010 966

Toward a Better Understanding of the Indian American.

By—Pratt, Wayne T.

Pub. Date 9 Nov 61

EDRS Price MF-\$0.09 HC-\$0.44 11p.

Descriptors—\*American Indians, \*Urban Immigration, \*Adjustment (To Environment), \*Cultural Traits, Needs, Statistical Data, Values, Behavior Patterns, Languages, English (Second Language), San Francisco.

This document states that between 1952 and 1961 approximately 50,000 reservation Indians were assisted by the Bureau of Indian Affairs to relocate in many of the larger metropolitan areas of the United States. Their success in city life has been largely dependent upon satisfactory adjustment to the local urban community life so foreign to them. The author points out that better understanding of the Indian American is needed to assist these people in making the adjustment. He discusses the Indian contributions to American life, their present needs, their cultural, behavioral, and language patterns, and their major cultural concepts in comparison with western culture. The author concludes that organized government can help Indian people relocate, but the key factor in the final process of successful adjustment and full participation in the life of the community is the responsibility of the members of the community. These members need to have a better understanding of the problems of the Indian American. This paper is an extension of remarks given at the Nairo Conference (San Francisco, November 9, 1961). (RB)

**ED 011 214**

Successful Teacher Practices in the Teaching of Indian Youngsters.

By—Bernardoni, Louis C. and Others

Arizona State Dept. of Public Instruction, Phoenix

Pub. Date 61

EDRS Price MF-\$0.09 HC-\$2.24 56p.

Descriptors—\*Teaching, \*American Indians, \*Children, \*Education, \*Instructional Aids, Units of Study (Subject Fields), Elective Reading, English (Second Language), Intermediate Grades, Student Adjustment, Libraries, Navaho, Motivation, Reading Readiness, Perception, Sanitation, Elementary Schools, Teaching Guides, Teaching Methods, Phoenix, White Mountain Apaches.

The Arizona coordinating council for research in Indian education requested that teachers summarize particular techniques, aids, and units effective with Indian children. This document is a compilation of those summaries. Techniques presented include developing primary grade creative writing, creating reading atmosphere and motivation, teaching vowel sounds through music, story telling and dramatization, learning to speak English, learning poetry, using the library in supplemental reading, and phonics. Other techniques offered include those for developing motivation for word problems, building sight recognition of numbers and colors, developing science vocabulary, teaching non-English speaking children, correlating art in the curriculum, developing in arts and crafts, and teaching geography. Helpful ideas are presented for first-grade Navahos, including aids for enrichment, aids for arithmetic, sand painting, field trips, and a number of general teacher aids. Special units on sanitation, baby animals, language through geography, cattle, and total school adjustment to the first grades, plus a beginner's day program and an inter- intra-mural program are also included. (RB)

**ED 011 219**

Know Your Nevada Indians.

By—Poehlman, Charles H. and Others

Nevada State Dept. of Education, Carson City

Pub. Date 66

EDRS Price MF-\$0.18 HC-\$3.76 94p.

Descriptors—\*American Indians, \*Cultural Differences, \*Education, \*Health, Statistical Data, Languages, Family Structure, History, Economics, \*Government (Administrative Body), Religion, Handicrafts, Charts, Population Distribution, English (Second Language), Washoes, Northern Paiutes, Southern Paiutes, Shoshones, Carson City.

This publication presents the results of a study of the sociocultural backgrounds of the Paiute, Washoe, and Shoshone Indians of Nevada. Included are an outline of general problems pertaining to Indian education, some distinct cultural differences between the dominant non-Indian society and the Indian society, and the prehistoric aspects of the desert culture in the Great Basin. Nevada Indians are discussed with respect to home and family,

religion, economy, education, health, law, and government. Maps, tables, and charts summarize information about Nevada Indian tribes, population distribution, archaeological sites and regions, Indian tribal divisions of Western North America, causes of death among Nevada Indians, and Indian Reservations in Nevada. The document also includes a bibliography. (RB)

**ED 011 220**

The Intermediate Teacher's Role with Indian Children.

Pub. Date 66

EDRS Price MF-\$0.09 HC-\$0.20 5p.

Descriptors—\*Intermediate Grades, \*Teacher Characteristics, \*Bilingual Students, \*Culture, \*Lecture, Nevada State Department of Education.

This document presents desirable characteristics possessed by intermediate grade teachers of Indian children. To be effective with Indian children, intermediate grade teachers should have warmth, supportiveness, an understanding personality, and an encouraging approach. In addition, they should have in-service training and be aware of bilingual problems. The lecture approach to teaching Indian children should be limited, and teachers should help their Indian students develop a good self-image, a sense of responsibility for law and order, and attitudes appropriate to a middle-class culture. (JH)

**ED 011 475**

Closing the Gap in Indian Education.

By—Sizemore, Mamie

Arizona State Dept. of Public Instruction, Phoenix

Pub. Date 27 Jan 67

EDRS Price MF-\$0.09 HC-\$0.64 16p.

Descriptors—\*American Indians, \*English (Second Language), Cultural Background, Environment, Curriculum, \*Acculturation, Guidance, Counseling, Day Schools, \*Social Adjustment, Social Influences \*Education, Phoenix.

This document was prepared as a report to the National Advisory Commission on Rural Poverty. A description of Indian Education for the year 1965 is included with statistical analysis of such factors as population and the use of federal funding in the state of Arizona. The nature of the Arizona Indian education problem is defined and is seen in the context of cultural factors in social adjustment. Various illustrations of potential cultural differences are included. Twelve factors for closing the educational gap of the Indians are presented. (JM)

**ED 017 383**

Minnesota Chippewa Indians, A Handbook for Teachers.

By—Crawford, Dean A. and Others

Upper Midwest Regional Educ. Lab. Inc., St. Paul

Pub. Date 67

EDRS Price MF-\$0.50 HC-\$4.64 114p.



**Descriptors—**\*American Indians, Attitudes, Adolescents, Bibliographies, \*Culturally Disadvantaged, Culture Conflict, \*Disadvantaged Youth, Education, Instructional Materials, Parents, \*Resource Units, Students, Student Alienation, Teachers, Withdrawal.

This booklet was written primarily for elementary and secondary teachers who need to learn more about the Chippewa Indian pupils of Northern Minnesota. It includes information on the characteristics of culturally disadvantaged pupils, Chippewa characteristics, attitudes concerning Indian education, and suggestions for teachers of Indian children. Considerable space is devoted to a resource unit containing an annotated list of selected teaching materials, a bibliographical reference section, an appendix with addresses of selected organizations and agencies serving Minnesota Chippewa, and a list of higher education opportunities for Indian students. (ES)

**ED 013 138**

**Comparison of Personality Characteristics of Junior High Students from American Indian, Mexican and Caucasian Ethnic Backgrounds.**

By—Mason, Evelyn P.

Western Washington State Coll , Bellingham

Pub. Date 66

EDRS Price MF-\$0.25 HC-\$0.68 17p.

**Descriptors—**American Indians, \*Culturally Disadvantaged, Cultural Background, Comparative Analysis, Disadvantaged Groups, \*Ethnic Groups, \*Individual Characteristics, Mexican Americans, \*Psychological Testing, \*Personality Studies.

Project "catch-up" was designed to give culturally disadvantaged 13 and 14 year olds a summer program of academic remediation, acceleration, and general cultural enrichment. Forty-nine youngsters from the project were used in this study to measure project participants' attitudes toward themselves and to evaluate differential responses to the project and subsequent reactions to school experience. The California psychological inventory was administered to the participant group, which consisted of 26 American Indians (13 boys and 13 girls), 13 Caucasians (6 boys and 7 girls), and 10 Mexican Americans (5 boys and 5 girls). The test results showed that females responded in a consistent negative pattern across the 18 sub-tests with Mexicans lowest and Caucasians highest. Ethnic group differences for males indicated that the Mexican and Indian had lower social presence than the Caucasian. Flexibility scores for the Mexican male were lower than for the Caucasian or Indian, but higher on social responsibility, tolerance, and intellectual honesty. (ES)

**ED 013 172**

**Educational Achievement and the Navajo.**

By—Melville, Robert, Haas, John

Pub. Date 8 Sep 67

EDRS Price MF-\$0.25 HC-\$0.60 15p.

**Descriptors—\*Academic Achievement, Achievement, Anxiety, American Culture, Concept Formation, Dormitories, Intelligence, Interaction, Interviews, Instructional Program Divisions, Motivation, \*Navaho, Peer Groups, Reading Ability, \*Students, Self Concept, Standardized Tests, \*Secondary Schools, \*Testing, Verbal Development, Bureau of Indian Affairs, Utah, Navaho Bordertown Dormitory Program.**

A study was devised to appraise the academic achievement of Navajo students living in dormitories away from the Indian reservation. The following seven factors were chosen to be investigated as being directly related to achievement—(1) intelligence, (2) reading ability, (3) anxiety, (4) self-concept, (5) motivation, (6) verbal development, (7) interaction with the American culture. Interviews were used to test the interaction with American culture, and standardized tests were administered in testing the other factors. Subjects in the study included 97 Navajo students and 848 non-Navajo students in instructional program divisions seven through twelve in four secondary schools. Navajo students scored significantly lower than non-Navajo students on measures on intelligence, self-concept, and motivation, but significantly higher on the anxiety scale. Results of testing in verbal development indicated that Navajo students are operating at a lower level of concept formation than their non-Navajo peers. Interviews with Navajo students to determine interaction with the dominant culture indicated that this factor also influences the achievement of Navajo students. It was concluded, however, that reading ability is the factor that exerts the most influence over the academic achievement of Navajo students. (JS)

**ED 014 369**

**American Indians and Educational Laboratories.**

**By—Bass, Willard P., Burger, Henry G.**

**Pub. Date Nov 67**

**EDRS Price MF-\$0.25 HC-\$1.64 39p.**

**Descriptors—\*American Indians, Acculturation, \*Bilingualism, Culturally Disadvantaged, Educationally Disadvantaged, Economically Disadvantaged, \*Family Schools Relationship, \*Innovation, School Improvement.**

Many of the diverse educational problems of the American Indian have been identified for years, but have been permitted to lay dormant. Socioeconomic disadvantage is exhibited in areas of income, unemployment, school dropout rate, expected life span, infant mortality rate, birth rate, and health history. Communication problems block the teaching-learning effort. The social scientists' interest in acculturating the Indian into the American norm is seen as being focused upon the children—those who can least resist it. Efforts by five regional educational laboratories are directed toward solving some of the identified problems. Needs remaining to be met include technological development, compensatory innovation, subject coverage, cross-cultural sensitivity for teachers, information carry-over, evaluation, separating education from ethnocentrism, and correlating school and home life. Single free copies of this document are available from Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N. E., Albuquerque, New Mexico 87106. (SF)

**ED 015 818**

New Approach to Indian Education.

By—Bryde, John F.

Pub. Date 67

EDRS Price MF-\$0.25 HC-\$1.16 27p.

Descriptors—\*American Indians, Acculturation, Achievement, \*Adjustment (To Environment), \*Culture, Cultural Differences, \*Dropout Rate, Environment, Education, Mental Health, Needs, Rejection, Social Mobility, \*Values.

Recent research indicates that the excessive national Indian dropout rate is not wholly attributable to the value conflict created when Indian youth enter the American education system, but is also related to the identification problem experienced by these youngsters. The objective of this research was to determine the possible causes of what is known as the cross-over phenomenon (after satisfactory achievement for a time, a reversal occurs and a steady decline is shown) in the educational performance of Oglala Sioux Indian students. A total of 415 Indian and 223 white students from eighth, ninth, and twelfth grades were included in this study. Achievement records for the Indian group revealed performance above the national norms on the California Achievement Test from the fourth grade to the sixth grade. At this point (7th grade) the Indian students suddenly begin to fall behind in achievement. It was hypothesized that psychological conflict during the period of adolescence causes personality problems which block educational achievement. Consequently, the Minnesota multiphasic personality inventory was administered to youngsters in both groups disclosing psychological conflict among many of the Indian youth who were experiencing achievement difficulties. As a result of this research, a new course called acculturational psychology has been developed for use with Indian youth. (ES)

**ED 016 529**

The Warrior Dropouts.

By—Wax, Rosalie H.

Washington Univ., St. Louis, Mo.

Pub. Date May 67

EDRS Price MF-\$0.25 HC-\$0.40 8p.

Descriptors—\*American Indians, \*Dropouts, \*School Holding Power, Dropout Characteristics, Disadvantaged Youth, \*Culture Conflict, Cultural Isolation, Dropout Research, Cultural Differences, Educational Problems, Middle Class Values, \*Adjustment Problems, Sioux Indians, Lakota Language, Pine Ridge Reservation, S. Dak.

The American Indian subculture, as represented in this study by the Sioux of the Pine Ridge Reservation in South Dakota, experiences problems with its youths' becoming high school dropouts. Many of the reasons for this problem parallel the problems of other American minorities, namely, (1) dissimilarity between the values of the minority subculture and that of the middle-class white-citizen oriented schools, and (2) a seeming inability of the school

system to be capable of the flexibility and insight to adapt the instruction and the facilities to the needs of the pupils. For example, the Sioux culture inculcates in its youth the values of independence, vitality, physical courage, and intense loyalty to peers, among others. When the Sioux youth goes off to high schools, which is generally a boarding school, conflicts develop. The high school expects from students obedience, narrow and absolute respect for property, and routine and disciplined conduct. In the clash of values that follows, the Sioux youth becomes disconcerted. His adjustment problems are added to by racial or cultural misunderstandings and by loneliness. The end result for too many of the youth is that they drop out of school. The question is to what extent was the decision voluntary and self-determined, and to what extent was it forced upon him by an insensitive system. This article is a reprint from *Transaction*, Volume 4, Number 6, May, 1967. (WD)

**ED 018 289**

The Sioux Indian Student—A Study of Scholastic Failure and Personality Conflict.

By—Bryde, John F.

Pub. Date 4 Aug 66

EDRS Price MF-\$0.75 HC-\$7.84 194p.

Descriptors—\*Academic Achievement \*American Indians, Anglo Americans, Anxiety, Analysis of Variance, Academic Failure, \*Conflict, Control Groups, Dropouts, Emotional Problems, Elementary School Students, Experimental Groups, Individual Differences, \*Personality, Personality Problems, Rejection, Students, Student Alienation, Secondary School Students.

After achieving satisfactorily for several years, Sioux Indian students tend to show a reversal of this process and begin a steady decline in academic achievement. To study this problem, an experimental group was selected which included the following Oglala Sioux youngsters—(1) 164 eighth grade students from seven elementary schools, and (2) 159 ninth grade students from the two high schools on Pine Ridge Reservation. The control group contained 76 white eighth grade students and 126 white ninth grade students from public schools in the small towns closest to the reservation. For profile comparisons with Indian eighth and ninth graders and with Indian dropouts, 92 Sioux Indian senior high school students from Pine Ridge were tested. Means and standard deviations were computed on all the scales for comparisons among the various groups, after which "T Tests", analysis of variance, and Scheffe Tests were utilized to determine significance and to locate differences. When analyzing academic achievement it was found that the Indian group fell sharply behind the white group at the eighth grade level. The total Indian group revealed greater personality disruption and poorer adjustment when comparing the psychological variables of rejection, depression, anxiety, and tendencies to withdraw, plus social, self, and emotional alienation. (ES)

**ED 017 900**

I Sees 'Em as I Calls 'Em—Hue Discrimination and Hue Naming Across Cultures.

By—Kopp, James L.



Michigan Univ., Ann Arbor, CTR. for Res. Lang. and BEH

Pub. Date 1 Sep 67

EDRS Price MF-\$0.25 HC-\$2.36 57p.

Descriptors—\*Discriminant Analysis, \*Language Research, \*Psycholinguistics, American Indian Languages, Indo European Languages, Linguistic Patterns, Speech Habits, Visual Perception, Visual Stimuli, Whorfian Hypothesis.

In an attempt to bridge the gap between psychophysical studies of hue discrimination and ethnolinguistic studies of hue labeling, an experiment was conducted comparing labeling and discrimination functions for speakers of Indo-European (American English) and non-Indo-European (Mexican Indian) languages. It was found that hue labeling patterns of the two groups differed and that each labeling pattern was accompanied by its own correlated pattern of hue discrimination. Discrimination tended to be poor within labeling categories and good between labeling categories in both language communities, a finding which parallels results obtained from studies of categorizing in the perception of speech. This suggests that categorical perception also characterizes the visible spectrum. The observed interrelation between discriminations and language habits lends support to the principle of linguistic relativity—the Whorfian Hypothesis. This thesis appears in "Supplement to Studies in Language and Language Behavior, Progress Report V." September 1, 1967, published by the Center for Research on Language and Language Behavior, University of Michigan, 220 East Huron Street, Ann Arbor, Michigan 48108. (Author/AMM)

**ED 012 929**

Problems in Counseling Navajo Rehabilitation Clients. Navajo Rehabilitation Project.

By—Henderson, Norman B., Avallone, Vincent L.  
Northern Arizona Univ., Flagstaff

Pub. Date 67

EDRS Price MF-\$0.25 HC-\$0.60 15p.

Descriptors—\*Rehabilitation Counseling, \*Culturally Disadvantaged, Disadvantaged Youth, \*Language Handicaps, \*Cultural Factors, Research Projects, Counselor Role, Rapport, American Indians, Flagstaff.

Some conditions of the counseling relationship with Navajos are described. Unkept appointments are frequent. The counselor is perceived as a solver of immediate practical problems rather than as an agent of interpersonal or psychological change. To the Navajo, he is often an authority figure. Language is an almost insurmountable barrier except with the most inculturated Navajos. It takes longer to establish rapport. Navajos withdraw psychologically when anxious. The superficiality of the psychodynamic relationship is due to tardy positive transference and other cultural factors. Educational, social, and economic obstacles make it difficult for most Navajos to achieve middle-class American levels of success. However, if cultural-personality differences are anticipated and accepted, and if stereotyping is avoided, constructive, warm, and satisfying counseling relationships may develop. (WR)



## MEXICAN AMERICAN EDUCATION

### ED 010 034

A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language is Spanish.

By--Brengeleman, Frederick H., Manning, John C.

Fresno State College, California

University of Minnesota, Minneapolis

Pub. Date 66

EDRS Price MF-\$0.36 HC-\$9.84 246p.

Descriptors--\*Mexican Americans, \*English Instruction, \*Kindergarten Children, \*Phonology, \*Teaching Techniques, Spanish, Oral English, Teaching Guides, Linguistics, California, Fresno County, Minneapolis, Minnesota.

This study was designed to determine whether a linguistically oriented program of English lessons designed for kindergarten children with Spanish speaking backgrounds could significantly accelerate pupil control of English. The study objectives included--(1) identification and development of adequate tests measuring subject S command of English sounds, grammar, and vocabulary, (2) development of suitable educational materials to provide intensive English language drill, and (3) provision of special training for kindergarten teachers using the designed materials and procedures. Measurements were made on three population groupings based on prior experience with the procedures and materials employed. The conclusions drawn were--(a) the phonology, syntax, and vocabulary of English can be learned by Spanish language-oriented kindergarten pupils through formal classroom procedures, and the difficulties are in the area of classroom instructional practices rather than linguistic theoretical design, (b) the most significant improvements in phonology and syntax are made by pupils of minimal English facility, (c) boys respond more significantly to phonological instructions than girls, (d) based on the results of the phonemic production survey, a major obstacle in designing more efficient English language program is the wide range of phoneme production abilities of beginning kindergarten Spanish speaking pupils. (GC)

### ED 010 048

A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One.

By--Horn, Thomas D.

University of Texas, Austin

Pub. Date 66

EDRS Price MF-\$0.18 HC-\$4.60 115p.

Descriptors--\*Reading Readiness, First Grade, \*Language Instruction, Disadvantaged Youth, \*Spanish Speaking, Spanish, English, \*Audiolingual Methods, Reading Readiness Tests, \*Beginning Reading Austin, Texas, San Antonio.

The effectiveness of three methods were compared for developing reading readiness in Spanish speaking first grade children. The methods used were (1) English language instruction with audiolingual techniques, (2) Spanish language instruction with audiolingual techniques, and (3) language instruction using the same materials as methods one and two, but without audiolingual techniques. Sample first grade classrooms were arbitrarily assigned to one of the three treatments (a total of 28 was used). The "Metropolitan Readiness Test", originally designed for measuring reading readiness for an English speaking population, was used in this project to secure pre- and post-test criteria scores. This instrument, however, proved invalid for measuring the effects of intensive oral language instruction. In addition, no other usable instrument was found available for assessing levels of oral language development for the project population in either English or Spanish. This factor resulted in a higher mean on the final criterion scores for the children who had no audiolingual training. A large number of zero scores were attained on the pretesting exercises which clearly demonstrated, as well, the inappropriateness of the standardized test for the sample groups. Differences between the treatment groups on their post-test mean scores were not significant. It was determined that additional research clearly needed to be accomplished in the field. (JH)

**ED 010 587**

Environmental Stimulation and Intellectual Development of Mexican American Children—An Exploratory Project.

By—Henderson, Ronald W.

Arizona Univ., Tucson

Pub. Date 66

EDRS Price MF-\$0.36 HC-\$9.68 242p.

Descriptors—\*Environmental Influences, \*Mexican Americans, \*Intellectual Development, Interviews, Comparative Analysis, \*Family Characteristics, Bilingual Students, Educational Experience, \*Early Experience, Grade 1, Disadvantaged Environment, Background, Culturally Disadvantaged, Van Alstyne Picture Vocabulary Test, Tucson, Arizona, Goodenough Harris Drawing Test, Index of Status Characteristics.

The relationship between specific environmental (subcultural) factors and the development of intellectual abilities of Mexican Americans was studied. The sample consisted of 80 first-graders and their families. Assignments were made for comparison of the subjects into either a high potential group or a low potential group. Assignments were determined by composite scores obtained on the Van Alstyne Picture Vocabulary Test and the Goodenough-Harris Drawing Test. Interviews were then conducted with the mothers of the subjects and transcribed. Rating scales were used to measure 33 characteristics, relating to a set of nine environmental process variables. An index of status characteristics was computed for each family, and environmental ratings of family life were obtained. The children in the high potential group were found to come from backgrounds that offered a greater variety of stimulating experiences than were available to most children in the low potential group. In addition, high potential children scored significantly higher on vocabulary tests in both English and Spanish. Further research was

suggested to be based on observation rather than interview reports and to focus in greater depth on a narrower range of variables in a study of intellectual development. (RS)

**ED 011 802**

Education and Income of Mexican Americans in the Southwest. Mexican American Study Project, Advance Report 1.

By—Fogel, Walter  
California Univ., Los Angeles

Pub. Date Nov 65

EDRS Price MF-\$0.09 HC-\$1.64 41p.

Descriptors—\*Mexican Americans, \*Income, \*Statistical Analysis, Surveys, \*Demography, \*Cultural Factors, Cultural Education, Education, Educational Attitudes, Schools, Social Organizations, Los Angeles, Mexican American Study Project.

This document is one of a series of research articles published by the Mexican American Study Project. The purpose of this report was to study the relationship between educational attainment and income within the Mexican American minority. Data for the study were obtained from the U. S. Census of Population, 1960. The author concluded that educational attainment and income of the Mexican American population are associated. The specific relationships were established by statistical analysis. Implications for the Mexican American minority were given. The report is also available from the Division of Research, Graduate School of Business Administration, University of California, Los Angeles, 90024 for \$1.00. (JM)

**ED 017 392**

Program Content to Meet the Educational Needs of Mexican Americans.

By—Angel, Frank  
New Mexico State Univ., University Park

Pub. Date Mar 68

EDRS Price MF-\$0.25 HC-\$0.92 21p.

Descriptors—Acculturation, Administrative Organization, Cognitive Development, \*Culture, Concept Formation, Disadvantaged Youth, \*Educational Needs, Elementary School Students, \*English (Second Language), Language Programs, Linguistics, Language Arts, Language Instruction, \*Mexican Americans, Needs, Oral Expression, Occupations, Programs, Secondary School Students, Spanish, Values.

Programming a curriculum to meet the needs of Mexican American youth is a difficult task. Central to programming is the question of whether needs and content are to be identified and determined on the basis of Anglo and Mexican American criteria. Two major stances on this issue have developed which are—(1) that the Mexican American needs to learn Anglo behaviors as quickly as possible and (2) that the Mexican American should and has the right to retain his own culture. This paper includes five areas of an educational program which are essential if the Mexican American is to experience a good education. First, the language needs of Mexican Americans

necessitate the use of English as a second language through the elementary and secondary schools. Secondly, a great deal of emphasis is needed in the area of cognitive development. The third area is that of proper affective development, which, if left unattended, may bring about grave psychological costs. Fourth, there is a need for the development of programs which will foster better inter-group relations. The last area is the need for good occupational education at the secondary level. (ES)

**ED 017 394**

**Sociocultural Determinants of Achievement Among Mexican American Students.**

By—Anderson, James G., Johnson, William H.  
New Mexico State Univ., University Park

Pub. Date Mar 68

EDRS Price MF-\$0.25 HC-\$1.88 45p.

**Descriptors—Attitudes, Bilingualism, \*Culture, Cultural Awareness, Curriculum, Depressed Areas (Geographic), Elementary Grades, \*English, (Second Language), \*Language Arts, Language Skills, Language Instruction, Mexican Americans, Needs, Rural Schools, Rural Areas, \*Spanish Americans, Spanish, Second Language Learning, Teaching.**

The preliminary findings of the Southwest Educational Development Laboratory's Mathematics Project are presented in this monograph. In this first phase of the project, an attempt was made to identify unique characteristics of Mexican American families that may affect the educational achievement of their children. Data were collected and analyzed for 263 high school students (grades 7-12) in a southwestern community. The student questionnaire revealed 9 independent factors characterizing the emphasis that parents place on education, the language used in the home, and the child's self-image and academic motivation. The results of a preliminary analysis suggest that Mexican American children may not have as much confidence in their ability to succeed in school as their classmates. For example, achievement in both English and mathematics appears to be highly affected by the child's confidence in his ability to succeed in school and by the emphasis the parents place on education, while his mastery of English appears to be influenced by the language spoken in the home and by the father's educational background. In contrast, achievement in mathematics appears to be related in the student's desire to achieve in school. The results of this study suggest that it may be possible to improve the academic performance of many Mexican American children by proper design of educational programs. (ES)

**ED 013 129**

**Problems and Difficulties in Planning and Development in Areas with Large Minority Groups.**

By—Knowlton, Clark S.

Pub. Date 17 Apr 64

EDRS Price MF-\$0.25 HC-\$0.84 21p.



**Descriptors—Acculturation, \*Cultural Differences, Cultural Environment, Cultural Background, Cultural Pluralism, Government Role, Language Handicaps, Minority Groups, Program Administration, Program Development, Program Planning, \*Research Opportunities, Regional Programs, \*Spanish Culture, \*Spanish: Americans, Sociocultural Patterns, Values, Intercultural Programs, Southern Sociological Society.**

Data for this paper, presented at the Twenty-seventh Annual Conference of the Southern Sociological Society at Asheville, North Carolina on April 17, 1964, were derived from the author's research activities among the Spanish speaking people of Northern New Mexico and from his participation in county and regional planning organizations. The geographic region of Northern New Mexico is a southern extension of the Rocky Mountains described as a wooded upland peninsula rising above the general semi-desert. The history of the Spanish American culture of this region describes a patron-peon system, communal land grants, and isolated, self-sufficient social villages. Major obstacles to effective planning include (1) stereotyped attitudes, (2) language barrier, (3) failure to contact the real Spanish American leaders, (4) failure to recognize the nature of the village economy, and (5) failure to develop programs specific to the area and needs. Fourteen suggested topics for research are offered. (SF)

**ED 013 164**

**Mexican Americans, A Handbook for Educators.**  
By—Forbes, Jack D.  
Far West Lab. for Educational Res. and Dev.

Pub. Date 67

EDRS Price MF-\$0.25 HC-\$1.64 41p.

**Descriptors—Agriculture, Art Activities, \*Acculturation, Administrative Personnel, Anglo Americans, Audiovisual Aids, Background, \*Cultural Factors, Youth, Community, Experience, Elementary Schools, Homemaking Skills, Industrialization, Intellectual Development, Information Dissemination, Instructional Materials, \*Mexican American History, \*Mexican Americans, Political Attitudes, \*Schools, Skills, Students, Teachers, Secondary Schools, Transfer of Training, Work Experience.**

Approximately five million persons of Mexican ancestry reside in the states of California, Arizona, New Mexico, Texas, and Colorado. A large number have also made homes in the greater Chicago area and in other industrial centers. Mexican Americans have played a vital role in the industrial, agricultural, artistic, intellectual, and political life of the Southwest. For thousands of years Mexico has been a center for the dissemination of cultural factors and the Mexican American people of the United States have served as a cultural bridge for the diffusion northward. The Mexican American community is described as being proud of its Mexican background and is experiencing difficulty in acculturation. Mexican American youth often make valuable contributions to the schools by bringing a varied background of experiences and skills, bilingualism, cultural factors, homemaking skills, and practical work experience. Sixteen suggestions are presented to teachers and administrators that would help provide transfer of



training for all students into a mixed Anglo Mexican culture. The publication concludes with a listing of supplementary audiovisual aids and instructional materials which are available for classroom use at both the elementary and secondary school level. (JS)

**ED 014 365**

Understanding the Mexican American in Today's Culture. San Diego Project—Elementary and Secondary Education Act.

By—Belliaeff, Alexander  
San Diego City Schools, Calif.

Pub. Date 66

EDRS Price MF-\$0.50 HC-\$4.08 100p.

Descriptors—American Indians, \*Culture, Cultural Differences, Cultural Exchange, Ethnic Relationship, Education, Employment, Family (Sociological Unit), Guides, Housing, \*History, \*Mexican Americans, Minority Groups, Social Relations, Values.

The classification, Mexican American, is extremely broad and includes all peoples of Hispanic descent. While some Mexican Americans have been residents of the United States since before the nation was formed, others have migrated or illegally crossed the border only recently. Many of these people reside within metropolitan areas and remain culturally apart from Anglo America. Frequently, educators charged with the responsibility of teaching these Mexican American children have failed to understand the basic cultural heritage of this minority group. The primary purpose of this guide is to assist those educators in gaining some insight into this problem. The guide is divided into five units as follows—(1) a history of Mexico and the Mexican Americans from the pre-Columbian era to the present, (2) famous Mexicans in early California history, (3) Mexican immigration to the United States, (4) the characteristics of the Mexican American community including the family, housing, education, employment, and Mexican American leadership and organizations in California, and (5) a bibliography of additional resource information. (ES)

**ED 014 366**

Pattern Transmission in a Bicultural Community.  
California State Dept. of Education, Sacramento

Pub. Date 21 Jul 67

EDRS Price MF-\$0.25 HC-\$0.40 8p.

Descriptors—Beliefs, Attitudes, \*Culture, Cultural Environment, Cultural Background, Cultural Exchange, Community, Group Structure, \*Mexican Americans, Racial Characteristics, Social Systems, Social Relations, Rosario, California.

A three-year field study about the culture based patterns that are causes of the ethnic cleavage characterizing Anglo Mexican American communities of the Southwest was conducted in Rosario, California (55 per cent Mexican American and 40 per cent Anglo). The social structure of Rosario approaches Simmons' "Caste Pole" of a ranking continuum, demonstrated by the

differentiation of villagers according to ethnic identification and racial or physical characteristics. These two cultural groups form stereotyped beliefs of each other which serve to reinforce the ethnically differentiated social structure of the community. In general, the Anglos perceived the Mexican Americans as immoral, violent, and superstitious, while the Mexican Americans perceived the Anglos as unsympathetic, aggressive, harsh, demanding, and interested only in themselves. These patterned beliefs are transmitted and supported by the public schools and churches of the community. Social reconstruction in this type of community cannot take place through a single agency such as the public school, but will require approaches through multiple aspects of the total system. (ES)

**ED 015 040**

**Educational Achievement Among Mexican Americans—A Special Report From the Educational Opportunities Survey. Working Paper.**

**By—Mayeske, George W.**

**National Center for Educational Statistics (DHEW)**

**Pub. Date 9 Jan 67**

**EDRS Price MF-\$0.25 HC-\$0.52 11p.**

**Descriptors—\*Academic Achievement, \*Family Background, Low Achievers, Minority Groups, \*Mexican Americans, Parental Aspiration, Standardized Tests, Socioeconomic Status, Student Characteristics, Student Attitudes, School Environment, Teacher Characteristics, Verbal Development.**

A national survey, involving a five-percent sample of public schools, was conducted in 1966. The primary concern centered around four major questions—(1) the extent of racial and ethnic group segregation in the schools, (2) whether the schools offered equal educational opportunities, (3) the degree of racial and ethnic group differences on standardized achievement tests, and (4) the relationship between the kinds of schools attended and achievement test performance. Certain findings by Mayeske from the survey report by Coleman and others indicate ways in which the educational achievement of Mexican Americans are affected. Some of those results are—(1) schools can provide certain experiences such as attendance at kindergarten and verbally enriching materials which will help to overcome the language handicap experienced by many Mexican Americans, (2) the family background does influence academic achievement, (3) because of peer influence, the social composition of the student body is highly related to academic achievement, (4) teacher attributes such as years of experience and education influence achievement, and (5) students' attitudes toward school affect their academic achievement. (ES)

**ED 015 803**

**Mexican American Study Project. Advance Report 7, The Schooling Gap—Signs of Progress.**

**By—Grebler, Leo**

**California Univ., Los Angeles, Grad. Sch. of Bus. Admin.**

**Pub. Date Mar 67**

**Document not available from EDRS.**

**Descriptors—**\*Mexican Americans, Education, Educational Attitudes, \*Educational Opportunities, \*Educational Experience, Statistical Analysis, \*Educational Status Comparison, Social Differences, Age Groups, Age Differences, Student Enrollment.

This project report presents a statistical analysis of the low attainment in formal schooling of the Mexican Americans. The data were taken from the 1950 and 1960 census reports and the "Statistical Abstract of the United States." Comparisons were made among the Anglo, Spanish surname, and non-white populations, on the following topics—the schooling record of the adult population, the younger generation, attainment of specific levels of educational differences in metropolitan areas, total school enrollment, and educational differences between native and foreign born Spanish surname people. In comparing the total Spanish population to the Anglo population, considerable differences were found in educational attainment. A similar analysis of the younger Spanish population showed overall gains in educational attainment. This report is available from the Division of Research, Graduate School of Business Administration, University of California, Los Angeles, California 90024, for \$1.50. (JM)

**ED 016 560**

English as a Second Language for Mexican Americans.

By—Smith, Marguerite

New Mexico State Univ., University Park

Pub. Date Mar 68

EDRS Price MF-\$0.25 HC-\$0.96 22p.

**Descriptors—**\*Academic Achievement, \*Cultural Interrelationships, Communication Skills, Curriculum, \*English (Second Language), Games, Grade 1, Language Arts, \*Linguistics, \*Mexican Americans, Pattern Drills (Language), Poetry, Spanish, Southwest Counc./Foreign Lang. Teachers.

The teaching of English as a second language to Spanish speaking students is a challenging and complex task. In order to plan an adequate curriculum, there must be a clear understanding of the academic and cultural objectives to be met. Four factors will influence implementation of the objectives—the students, the teachers, the school, and the community. Each contributes variables which must be taken into consideration. The primary objective in teaching the Mexican American is to develop his ability to communicate in English. Aural-oral mastery is logically gained through language arts. It is important that the listening-speaking-reading-writing sequence be developed on valid linguistic principals. The author includes poems, games, songs, and structured oral drills for grade 1, and indicates areas of curricular importance for grades 2-8. Of late there has been a move toward teaching Spanish speaking students in Spanish with an attendant emphasis on their cultural inheritance. This paper was prepared for the National Conference on Educational Opportunities for Mexican Americans, Austin, Texas, April 25-26, 1968. (BR)

**ED 016 561**

Evaluation of the Influence of Educational Programs on Mexican Americans.  
By—Wilson, Herbert B.  
New Mexico State Univ., University Park

Pub. Date Mar 68

EDRS Price MF-\$0.25 HC-\$1.08 25p.

Descriptors—Curriculum Evaluation, Culturally Disadvantaged, \*Evaluation, \*Educational Programs, \*Education, \*Incidental Learning, \*Mexican Americans, Schools, Austin Texas, Tucson, Arizona. EPIC.

This monograph explores problems connected with the evaluation of the influence of educational programs on Mexican Americans, by considering the objectives of the formal school program and the influence of informal education. Successful students identified three factors contributing to their success—a good self-concept, parental love, and teacher care and interest. These factors are the type to consider when evaluating the influences of education programs on upward social mobility, educational goals, and acculturation. Educational success has been restricted due to socioeconomic level, cultural differences, family cohesiveness and size, the father's occupation, participation in community affairs, degree of bilingualism, and parent's aspiration. A list of problems is included which are associated with evaluation of Mexican American students and with successful evaluation practices, the latter including use of objective questions, oral reports, verbal methods, dramatic play, group activities, and learner's own experiences. For best teaching results, teachers must be concerned and sincere, make home visitations, give tangible rewards, develop skill in observation, record objectively, provide appropriate motivation, and develop feelings of equality, trust, and mutual respect in the students. This paper was prepared for the National Conference on Educational Opportunities for Mexican Americans, Austin, Texas, April 25-26, 1968. (JH)

**ED 017 926**

Science Instruction in Spanish for Pupils of Spanish Speaking Background, an Experiment in Bilingualism. Final Report.  
By—Raisner, Arnold and Others  
New York City Board of Education, Brooklyn, N. Y.

Pub. Date Jun 67

EDRS Price MF-\$1.00 HC-\$8.12 201p.

Descriptors—\*Bilingualism, \*Junior High School Students, \*Program Evaluation, \*Science Curriculum, \*Spanish Speaking, Curriculum Evaluation, New York City, Parent Student Relationship, Puerto Ricans, Science Education, Science Programs, Second Language Learning, Self Concept.

A study was undertaken to determine the educational effects of a language maintenance program using Spanish as a medium of instruction with junior high school students of Spanish speaking background. The program's experimental variable consisted of bilingual science instruction and an accelerated course in the Spanish language. The 994 seventh-grade students who began the program in September, 1964, had a Hispanic background and



oral ability in Spanish but less than grade level English reading ability. They were divided in 16 control and 16 experimental classes, all of which followed the "New York City Science Course of Study for the Junior High Schools." The experimental "Science-Spanish" classes received special Spanish language science materials in addition to the standard English science text material. Each science-Spanish class was taught by a bilingual teacher licensed to teach science who encouraged maximum use of Spanish in science classes and laboratory periods. In addition, the experimental classes received Spanish language instruction in which the audiolingual method was deemphasized in favor of more formal contrastive study of grammar, writing, and correct usage. After three years, an extensive evaluation of the program was made in three areas--(1) student achievement (especially in science and Spanish), (2) personal and social development (including bilingual dominance and cultural attitudes), and (3) the reactions of the professional staff to the program, experimental group achievement was found to be superior in science and Spanish, but was not affected in social studies or mathematics. In the area of classroom English achievement, the experimentals did as well as the controls, while in English reading ability they did much better. Evaluation also revealed that the bilingually taught children tended to retain the parental culture, potentially strengthening the bond between child and home. Professional staff responses indicated a generally favorable reaction to the program. Recommendations for future bilingual programs are included in this final report. (JD)

**ED 017 959**

Assessment of Rural Mexican American Pupils in Preschool and Grades One Through Six. Preliminary Report.

By--Palomares, Uvaldo H., Cummins, Emery J.  
California State Dept. of Education, Sacramento

Pub. Date 67

EDRS Price MF-\$0.25 HC-\$2.00 48p.

Descriptors--\*Comparative Analysis, \*Curriculum Development, \*Elementary School Students, \*Mexican Americans, \*Research Projects, Achievement, Intelligence, Perceptual Motor Learning, Social Maturity, Subculture.

An assessment project to evaluate the educational strengths and weaknesses of Mexican American students in relation to themselves and the culture-at-large was initiated so that curriculum approaches and educational techniques appropriate to their needs could be developed. The sample chosen for the study were elementary school students with Spanish surnames, pre-school through sixth-grade attending the San Ysidro Public Schools. The three areas measured were perceptual-motor, social-emotional, and intellectual-academic. Each area was measured by at least two carefully selected instruments on seven consecutive days, 120 students were administered the tests. From this sample, 25 students were chosen for in-depth testing. Results indicate that Mexican American students tend to fall progressively behind the normative population in perceptual-motor development. Their social-emotional development was characterized by feeling of inadequacy and low self-esteem. However, in spite of their low self concept, their social maturity was higher than that of the normative



population. Though testing indicates normal intellectual ability, the academic achievement of the Mexican American population was characterized by a progressive drop in achievement throughout the grades. For each area, curriculum recommendations and educational techniques recommendations are made. (CG)

**ED 014 331**

A Study of Some Ecological, Economic and Social Factors Influencing Parental Participation in Project Head Start.

By—Johnson, Henry S., Palomares, Uvaldo H.  
California Univ., Riverside, Extension Division

Pub. Date Aug 65

EDRS Price MF-\$0.50 HC-\$3.16 77p.

Descriptors—\*Preschool Education, Disadvantaged Youth, Socioeconomic Influences, Spanish Culture, \*Ecological Factors, Citizen Participation, \*Participant Characteristics, \*Attendance Patterns, Questionnaires, Family (Sociological Unit), \*Family Influence, Family Involvement, Student Participation, Headstart, Coachella Valley, California.

The major purpose of this study was to determine if there were significantly different responses to certain ecological, economic, social and civic responsibility factors between parents whose children participated in the Headstart Project and those whose children were eligible but did not participate. All parents of pre-school children, 2½ to 6 years of age, who resided in 3 designated school districts, were included in a house-to-house survey. In all 256 parents were surveyed by means of a 50 question form written in both English and Spanish. Findings generally show no significant differences in responses. The main difference is a matter of communication. Participants were informed of the Headstart Program, non-participants were not. Brought out is the fact of a definite need to step up communication in order that low income families can be made aware of available education opportunities for their children as well as the existent need for pre-school education programs throughout the school year. English and Spanish questionnaires are included. There are many tables of accrued data. (EF)

**ED 017 222**

The Invisible Minority. Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish Speaking.

National Education Assn., Washington, D. C.

Pub. Date 66

EDRS Price MF-\$0.25 HC-\$1.88 45p.

Descriptors—\*Bilingualism, \*Program Descriptions, \*Spanish Speaking, \*Spanish, \*Language Instruction, Mexican Americans, Language Programs, Ethnic Groups, Educational Objectives, Cultural Background, Culturally Disadvantaged, Geographic Regions, Teacher Education.

Reported here are the major findings of a survey team that investigated the five-state area of the Southwest for programs on teaching Spanish to the Spanish speaking. After a discussion of the problems of the Mexican

American, capsule descriptions are given of some of the more promising programs. Objectives vary, depending on the literacy (in Spanish) and pride of heritage (which can be just as important) of the Spanish speaking groups involved. The team's recommendations suggest that selection and placement of native speakers in special high school Spanish classes must be more careful, oral and written tests of Spanish ability must be evaluated and modified for local use, and instruction in the early grades should be in both Spanish and English. A reading list for an advanced literature course for native speakers on the 11th or 12th grade level is supplied, as well as a basic system for literary criticism in advanced courses. Suggestions are made on teacher education and selection, and a list of scholarships is included. This document is available for \$1.00 from the National Education Association, Publication Sales Section, 1201 16th Street N.W., Washington, D. C. 20036. (AF)

**ED 017 423**

Development of an Instructional System.  
By—Melaragno, Ralph J. Newmark, Gerald  
System Development Corp., Santa Monica, Calif.

Pub. Date 6 Feb 68

EDRS Price MF-\$0.25 HC-\$0.36 7p.

Descriptors—\*Educational Strategies, \*Reading, \*Concept Formation, \*Evaluation Techniques, \*Culturally Disadvantaged, Primary Grades, Teaching Techniques, Individual Approach, Mexican Americans.

The development of an instructional system to improve classroom instruction in reading for Mexican American students is described. An evaluation-revision strategy was utilized to investigate the extent of interactions among students, materials, and the teacher. Four elementary schools in Los Angeles participated in this program for 1½ years. The study tried to identify distinct problems of first-grade Mexican American students, to develop instructional procedures to overcome the problem, and to develop a total instructional system. The following 10 concept words were chosen as the problem area for the study—top, bottom, alike, different, over, under, first, middle, last, and underline. To develop instruction to enable most Mexican American children to learn these concept words during the first semester of first grade, seven techniques were utilized—teacher-led orientation, small-group paired helpers, structured individual tutoring, unstructured individual tutoring, small-group tutoring, teacher as tutor, and parents as tutors. The evaluation-revision strategy was shown to be a valid approach for developing effective classroom instruction. However, there are serious problems in the utilization of an instructional system as novel as this one, and much research needs to be done. (JM)

**ED 011 884**

Headstart Teachers' Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships.  
By—Boger, Robert P.

Pub. Date Feb 67

EDRS Price MF-\$0.09 HC-\$1.12 28p.

Descriptors—Attitude Tests, Bibliographies, Caucasians, \*Disadvantaged Children, Mexican Americans, Negroes, \*Preschool Education, \*Student Behavior, \*Teacher Attitudes, \*Teacher Background, Teacher Experience, Headstart Program, Minnesota Teacher Attitude Inventory (MTAI), Behavior Classification Checklist (BCC), Child Attitudes Survey (CAS).

To determine if experienced teachers of the disadvantaged with similar socioeconomic backgrounds but of various ethnic origins would differ in (1) attitudes and sensitivities toward child behavior and (2) levels of optimism about working with and Headstart teachers were studied. The Minnesota Teacher Headstart teachers were studied. The Minnesota teacher attitude inventory and two experimental scales, one dealing with attitudes towards specific child behaviors, the other with possible causes of that behavior, were administered to the teachers who were Mexican American, Anglo, and Negro. Findings were—(1) Negro and Mexican American teachers entered the program with more eagerness and empathy, (2) Negro and Mexican Americans were more optimistic about obtaining positive results, (3) Anglo teachers appeared less dominative and authoritarian than did Mexican American and Negro teachers in their attitudes toward child behavior (however, these differences, particularly between Negro and Anglo teachers, tended to decrease with teaching experience), and (4) Negro teachers viewed child behavior as being less environmentally and more biogenically determined than did Mexican Americans, who, in turn, were more disposed to these views than were Anglo teachers. This paper was presented at the American Educational Research Association Annual Meeting (New York, February 1967). (RP)

**ED 019 155**

Approaches to First Grade English Reading Instruction for Children From Spanish Speaking Homes.

By—McCanne, Roy

Pub. Date Mar 66

EDRS Price MF-\$0.25 HC-\$0.48 10p.

Descriptors—\*Basic Reading, \*English Instruction, English (Second Language), \*Language Enrichment, Primary Education, \*Reading Programs, Reading Development.

Twenty-nine outstanding, experienced teachers were selected to conduct a study to determine a sequence of skills appropriate for first grade children from Spanish speaking homes who were learning to read in English. Three randomly assigned teaching methods were used—(1) a basal reader approach, (2) a language-experience approach, and (3) the use of a textbook series designed for teaching English to Spanish speaking primary children. Extensive pre- and post-testing indicated the basal reader approach developed the highest achievement in reading skills. (SF)

## MIGRANT EDUCATION

### ED 011 215

**Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers—New Mexico, Colorado, Arizona and Texas.**

By—Ulibarri, Horacio

New Mexico Univ., Albuquerque, Coll. of Education

EDRS Price MF-\$0.18 HC-\$3.32 83p.

**Descriptors—**\*Social Characteristics, Research Problems, \*Migrant Workers, \*Spanish Culture, Attitudes, Institutions, \*Economic Disadvantage, Braceros, Family (Sociological Unit), Adult Education, Health, Economics, Governmental Structure, Children, Religion, Recreation, Ethnic Groups, Racial Characteristics, Spanish Americans, Albuquerque.

The purpose of this research report was to collect sociological data on the attitudinal orientations of migrant workers. The sample consisted of 65 persons of Spanish American heritage. No attempt at randomization was made in selecting the sample. Data were collected using an open-ended type interview schedule. Those attitudinal characteristics specifically isolated for study were family, health, economics, government, children, religion, and recreation. Conclusions were drawn that (1) the sample showed present-time reward expectations in all areas, (2) great timidity and passivity was shown in the areas of education, health, and economics, (3) satisfaction was shown in family life although the nuclear family had in most cases replaced the traditional extended family, (4) they were futilitarian about the education of their children, (5) they showed tendencies of resignation to their economic status, and (6) the sample showed definite ethnocentric tendencies. (JM)

### ED 011 805

**Basis For a Plan of Action for Improving the Education of Migrant Children. A summary of recommendations made at the Conference on the Education of Migrant Children and Youth (January 1967).**

By—Lopex, Leo and Others

California State Dept. of Education, Sacramento

Pub. Date Jan 67

EDRS Price MF-\$0.18 HC-\$2.36 59p.

**Descriptors—**\*Education, \*Migrant Children, \*Improvement Programs, \*Conferences, Equal Education, Attitudes, Objectives, English, Vocational Counseling, Kindergarten, Preschool Programs, Individual Instruction, Enrichment, Secondary Education, Adult Education, Facilities, Equipment, Flexible Scheduling, Flexible Progression, Financial Support, Cultural Background, Educational Improvements, Title V Interstate Migrant Education Project, Sacramento.

This document summarizes recommendations from the conference on the education of migrant children and youth at Sacramento, California, September 23 and 24, 1966. The conferees proposed that these recommendations be incorporated into the California Migrant Education

Master Plan for improving the education of migrant children. Eighteen educational needs of these children are identified, including six for personnel, seven for facilities, six for programs, and six in supportive areas. Included are a conference agenda and a list of attendees. A position paper on educational needs of migrant children and other papers on these needs are given in the appendixes. (DD)

**ED 017 351**

The Texas Project for Education of Migrant Children.  
Texas Education Agency, Austin

Pub. Date Sep 67

EDRS Price MF-\$0.25 HC-\$1.00 23p.

Descriptors—\*Federal Aid, \*Migrant Education, Migrant Health Services, \*Migrant Schools, Migration Patterns, \*Migrant Children, Rural Schools, \*Special Programs, School Services, School Support.

The Texas State Board of Education requested a survey in 1962 to determine the number of migratory children and their migration patterns, resulting in a 1963 commission which studied more effective ways of educating migrants. Among the adopted recommendations were a six-month school year, longer daily schedules, and fewer holidays. This program, providing the same number of instructional hours as the nine-month school year, was adopted in 5 schools in 1963. Sufficient financial aid was provided to retain the desired teacher-pupil ratio during periods of peak enrollment. Evaluation at the end of the first year revealed gains in academic growth and social adjustment comparable to those made by full-time students in nine-month programs. In 1964-65, 5 schools were added and 20 more in 1965-66. The 1967-68 project is to include 41 schools in the Rio Grande Valley, enrolling 21,000 students. ESEA, OEO, and Texas State funds were utilized to provide, in addition to the schooling, free lunches, milk, snacks, medical examinations, medical and dental follow-up, adequate clothing, and a mental health program. This publication, a supplement to other agency bulletins, briefly describes the project, its objectives and instructional program, the migrant child, and the utilization of special service personnel. (SF)

**ED 013 675**

Reality, Responsibility and Respect in the Education of Children from Families Who Follow the Crops.

By—Heffernan, Helen

California State Dept. of Education, Sacramento

Pub. Date Feb 64

EDRS Price MF-\$0.25 HC-\$0.56 14p.

Descriptors—\*Migrant Children, \*Responsibility, \*Self Concept, \*Migrant Education, \*Economic Disadvantage, Community Responsibility, English (Second Language), Agricultural Laborers, Mexican Americans, Personality Development, Cultural Differences, Adult Education, Disadvantaged Environment, Child Care Centers, Education, Elementary Schools.



The interrelatedness of the education, nutrition, health, clothing, social customs, and housing problems of the migrant child are discussed with the point being to show their importance and the effect of their lack on a child's development. Further discussion takes up the effect of these factors upon the child's personality development and his adjustment to a different cultural setting, the influence of the migrant child's lack of knowledge of science, mathematics, reading, writing, speaking, and the arts, upon his environment must also be considered. The paper concludes with a discussion of the American people's responsibilities to these migrant workers, upon whom they depend so much. Child care centers, English language instruction, summer schools, pre-schools, and better housing must be provided, an effort should also be made toward parent-teacher cooperation to foster better relationships between the migrants and the community. This paper was presented at the Fourth Annual Statewide Conference on Families Who Follow the Crops, Sacramento, California, February 1964. (CL)

**ED 013 692**

Testing in Adult Basic Education Programs Catering to Seasonal and Migrant Farmers.

By—Pinnock, Theodore J.

Pub. Date 29 Apr 67

EDRS Price MF-\$0.25 HC-\$0.40 10p.

Descriptors—\*Adult Education Programs, Educational Testing, Testing Programs, Predictive Ability (Testing), Group Intelligence Testing, Psychological Testing, \*Migrant Education, Testing, Scoring, \*Testing Problems.

The purpose of testing in seasonal and migrant farmers' educational programs is not for measurement but for diagnosis of the degree and intensity of help needed. Tests should be administered by the teacher two or three weeks after class begins when possible. They should be scored carefully, and the results analyzed and interpreted. The author recommends that the results should serve the following purposes—(1) diagnose participants' needs, either individually or as a group, (2) determine the initial placement of the participants, (3) help measure achievement and progress within the group, (4) help discover what changes should be made in the teaching program or teaching methods, and (5) determine the eligibility of the student for an elementary or secondary diploma. (SF)

**ED 014 336**

Effects of Outmigration on Educational Level of Negro Males in Southern United States. (Paper presented at United World Population Conference, Belgrade, Yugoslavia, 30 August to 10 September 1965).

By—Price, Daniel O.

Pub. Date Sep 65

EDRS Price MF-\$0.09 HC-\$0.52 13p.

Descriptors—Migrants, \*Migration Patterns, \*Negro Population Trends, Higher Education, \*Demography, Migration Trends, Academic Achievement, Rural Population, Census Figures, \*Educational Trends, Elementary

Education, \*Tables (Data), Rural Areas, East South Central Division, Mississippi.

The effects of outmigration of negro males on the population educational level of Southern United States were determined by two analyses of census data. Results indicated a general lowering of the educational level of the region with immigrants into the south having a lower level of education than immigrants into other regions while outmigrants from the south were younger and had a higher level of education than the remaining population. Outmigrancy trends appear to have been influenced by the classification of students at negro colleges as residents of the region. The second part of the study was expanded to include secessionist southern states except Florida. This analysis indicated that those with the lowest levels of education were the most likely to migrate, while those with less than a high school education had the highest outmigrancy rates. A general trend of increasing outmigrancy of young nonwhite males was noted. Data tables compiled from the 1940, 1950, and 1960 censuses are included. (FS)

**ED 014 364**

An Investigation of Mexican American Migrant Children Population in Idaho and the Educational Opportunities Provided by Selected School Districts.

By—Soderstrom, Joan

Idaho State Univ., Pocatello, Coll. of Education

Pub. Date Apr 67

EDRS Price MF-\$1.00 HC-\$8.60 213p.

Descriptors—Attendance, Bilingualism, Cultural Disadvantage, Cultural Differences, Educational Opportunities, Educational Problems, Enrollment, Labor Camps, \*Mexican Americans, \*Migrant Children, \*Migrant Child Education, Migrant Workers, Mobility, \*Migrants, Socioeconomic Influences.

In Idaho the major industry is agriculture, requiring the employment of seasonal farm laborers, who are predominantly Americans of Mexican and Spanish descent from South Texas. The children of this labor group are confronted with grave educational problems, some of which are—high mobility, limited cultural environment, and language differences. The purpose of this study was to determine—(1) the status of education for the children of these families in Southern Idaho, and (2) the specific school districts within selected geographic areas which were affected by the migratory children. The data were collected through the use of a questionnaire which was administered to the superintendents of twenty-eight southern Idaho school districts. An extensive review of related research and literature is included. The findings reveal the following—(1) there were enough migrant children in specific locations in Southern Idaho to warrant the development of educational programs appropriate to their unique needs, (2) more cooperation was needed among the various agencies dealing with migrants and their problems, (3) the lack of awareness on the part of some school superintendents concerning migrant child educational problems, and (4) the exact number of school age migrant children could not be determined from the available data, but the estimates could possibly serve as a base to be verified by a follow-up study. Master's Thesis. (ES)

**ED 019 175**

**Domestic Migratory Farmworkers Personal and Economic Characteristics  
By—Rapton, Avra \*and Others**

Pub. Date Sep 67

EDRS Price MF-\$0.25 HC-\$1.52 36p.

**Descriptors—\*Individual Characteristics, \*Migrant Employment, Migrants, Migration Patterns, Migrant Education, \*Migrant Workers, \*Participant Characteristics, Rural Farm Residents, Racial Characteristics, \*Statistical Studies, Statistical Surveys.**

Work experience, personal characteristics, trends, and contrasts of migratory farmworkers in the United States are presented for the years 1962 through 1966, with emphasis on 1965. Selected characteristics of age, sex, chief activity during year, household relationship, size of household, color, farm and nonfarm residence, tenure, and education are discussed. The conditions of migratory work include migratory work routes and area of residence, interstate and intrastate migration, farmwork done in home base county, longest distance traveled, crew membership, number of farm employers during year, return to home base county by December, children under 14 in households headed by migratory workers, number of days worked, and family income. Explanatory notes are given explaining working force, population coverage, definitions, and reliability of the estimates. Twenty-two tables and 16 literature citations are included. (JH)

## OUTDOOR EDUCATION

### ED 013 141

Providing Enrichment Opportunities Through Camping and Other Similar Activities (Elementary), Spring 1966. Program Evaluation.  
Milwaukee Public Schools, Wis.

Pub. Date Aug 66

EDRS Price MF-\$0.25 HC-\$1.44 36p.

Descriptors—Curriculum Enrichment, \*Cultural Disadvantage, \*Day Camp Programs, Elementary Schools, Field Trips, Group Experience, Group Relations, High Schools, Junior High Schools, Mobile Laboratories, \*Outdoor Education, Recreational Facilities, Recreational Programs, Racial Integration, Social Disadvantage, \*Social Experience, Student Teacher Relationship, Counselors, Zoos.

Outdoor education in the form of day camps, tepee camps, three-day camps, teacher-selected field trips, and a mobile nature museum was provided for children from deprived areas. A total of 11,680 children from 44 elementary, junior high, and high schools participated in the program between May 1, 1966 and August 3, 1966. The day and over-night camping experiences took place at established camp facilities in wooded areas. Field trips were conducted to dairy farms, state forests, a zoo, and a conservatory. The mobile nature museum was a mobile trailer containing displays which were described to the students by a qualified naturalist. Questionnaires distributed to students, teachers, staff members, parents, administrators, and a school psychologist led to the conclusions that (1) this was a particularly valuable experience since such facilities were not generally available to the poverty area children, and (2) objectives concerned with the development of social-democratic living habits, new recreational and vocational opportunities, and interest and understanding in the outdoor environment were well met. Appendices present sample questionnaires and data summaries. (SF)

### ED 018 376

The Field Study Notebook for the Outdoor School  
By—Gilfillan, Warren C., Burgess, Robert A.

Pub. Date 66

EDRS Price MF-\$0.50 HC-\$2.56 62p.

Descriptors—\*Elementary School Science, \*Field Studies, \*Instructional Materials, \*Outdoor Education, Botany, Earth Science, Ecology, Field Instruction, Natural Resources, Oregon, Portland, Regional Outdoor Education Program, Student Projects.

The "Field Study Notebook" has been prepared for use by parochial and public elementary school students for studying ecology at an outdoor school. The notebook emphasizes community dynamics through student activities that illustrate ecological relationships. Information is provided on the organization of a field study and on performing various activities. Space is provided for the student to record his observations and activities. The four

major sections of the notebook deal with the study of (1) soil, (2) plants, (3) aquatic habitats, and (4) terrestrial vertebrates and invertebrate organisms. Some of the activities are (1) pH determination, (2) temperature determination, (3) determination of species composition and stratification, (4) determination of present and past influences on the communities, (5) determination of height, diameter, and age of trees, (6) the study of a rotting log, (7) slope measurement, and (8) determination of stream flow. Questions relative to the student's observations are distributed throughout the notebook. A Glossary is provided for each section. A brief pictorial guide is available for assistance in identifying common aquatic invertebrate organisms. Other resources "The Teachers' Handbook," "The Counselor's Handbook," and "The Student Guidebook" are also available for the outdoor school under separate cover. (DS)

**ED 018 383**

The Teachers' Handbook for the Outdoor School  
By—Gilfillan, Warren C., Burgess, Robert A.

Pub. Date 66

EDRS Price MF-\$0.25 HC-\$1.68 40p.

Descriptors—\*Curriculum, \*Educational Programs, \*Elementary School Science, \*Outdoor Education, \*Program Descriptions, \*Secondary School Science, \*Teaching Guides, Art, Biology, Conservation Education, Curriculum Development, Earth Science, Ecology, Health Education, Language Arts, Mathematics, Music, Natural Resources, Oregon, Physical Education, Portland, Regional Outdoor Education Program, Science Education, Social Studies.

This handbook for Oregon public and parochial elementary school teachers is for use in planning and utilizing the outdoor school of the regional outdoor education program headquartered at Portland, Oregon. The outdoor school which utilized camps owned by youth-serving organizations provides elementary classes (primary grade 6) and their teachers the opportunity to experience a week of living in close association with others and learning from direct contact with their environment. Many of the learnings are outgrowths of the regular school curriculum, while others are unique because they cannot be experienced in the classroom. The teachers and their classes are in school about five hours per day. A large share of the direction and actual instruction of the students is done by the outdoor school staff. The document is divided into six sections. Section 1 deals with the definition of the outdoor school and the history of the outdoor school in Oregon. Section 2 presents the role of the classroom teacher in the outdoor school. Section 3 describes the organization of the outdoor school. Section 4 is concerned with parent, student, and teacher orientation to the outdoor school program. Emphasis is placed on classroom student activities which will help prepare students for the outdoor school. Section 5 deals with health forms, permission forms, arrival procedures, insurance, departure procedures, and other specific information needed by the teacher. Section 6 discusses teacher follow-up after the week at the outdoor school. Other resources "The Field Study Notebook," "The Counselor's Handbook," and "The Student Guidebook" are also available for the outdoor school under separate cover. (DS).



**ED 015 869**

Techniques for Teaching Conservation Education  
 By—Brown, Robert E. and Mouser, G. W.  
 Michigan St. Univ., East Lansing

Pub. Date 64

Document not available from EDRS.

Descriptors—\**Conservation Education*, \**Science Activities*, \**Secondary School Science*, *Bibliographies*, *Elementary School Science*, *Field Trips*, *Outdoor Education*, *Teaching Methods*.

Conservation principles, field methods and techniques, and specific field learning activities are included in this reference volume for teachers. Conservation principles include statements pertaining to (1) soil, (2) water, (3) forest, and (4) wildlife. Field methods and techniques include (1) preparing for a field trip, (2) getting student participation, (3) directing individual studies, (4) recording and reporting findings, (5) making collections, (6) techniques for collecting and identifying organisms, and (7) the quadrat—an approach to the study of ecology, included are discussions of the following field activities—(1) analyzing soil, (2) studying bird nests, (3) studying a rotten log, (4) studying plant successions, (5) studying relationships of certain plants and animals in a meadow, (6) studying plant and animal relationships in a woodland or forest area, (7) studying the biology of ponds, lakes, and marshes, (8) studying plant successions from water to dry land, (9) studying air pollution, and (10) studying water pollution. A bibliography is included. This document is available from the Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415. (RS)

**ED 017 445**

Outdoor Education Center, Planning Project Report.  
 By—Cockrell, Lloyd  
 Albuquerque Public Schools, New Mexico

Pub. Date 66

EDRS Price MF-\$0.50 HC-\$2.72 66p

Descriptors—\**Curriculum Development*, \**Conservation Education*, \**Educational Planning*, \**Outdoor Education*, \**Program Descriptions*, \**Program Planning*, *Art*, *Biology*, *Earth Science*, *Educational Facilities*, *Elementary School Science*, *Instructional Materials*, *Language Arts*, *Mathematics*, *Music*, *Physical Education*, *Science Education*, *Social Sciences*, *Science Equipment*, *Secondary School Science*.

Reported are the plans for a proposed outdoor education program for the Albuquerque public schools. Discussed are (1) a program rationale, (2) curriculum, (3) materials for outdoor teaching, (4) staffing, (5) pupil selection, (6) the educational plan, (7) description of proposed facilities and physical characteristics, (8) budget estimates, (9) cooperating agencies, and (10) the framework for evaluation. (DS)

**ED 017 476**

Projects in Imaginative Nature Education, Survey Report and Outdoor Laboratory Plan.

National Audubon Society, New York, N.Y.

Pub. Date Jan 67

EDRS Price MF-\$0.50 HC-\$3.08 75p.

Descriptors—\*Curriculum Development, Educational Programs, \*Educational Objectives, \*Outdoor Education, \*Program Planning, Art, Biology, Conservation Education, Elementary School Science, Ecology, Earth Science, Instruction, Language Arts, Mathematics, Music, Nature Centers, Secondary School Science, National Audubon Society.

This plan suggests how the mid Hudson-Catskills Museum can work creatively with cooperating school districts to strengthen their curriculums through outdoor education. The result of this cooperative endeavor is to be an outdoor laboratory called "Gateway Center" located near New Paltz, New York. Part 1 contains (1) background information, (2) objectives of an outdoor interpretive program, and (3) descriptive data, including general geological and ecological characteristics of the property leased for the project. Part 2 contains (1) statements of uses which are compatible and incompatible to an outdoor laboratory, (2) descriptions of necessary improvements to implement the educational and recreational program, and (3) a description of suggested program offerings. Appended are (1) suggested principles of conservation to be stressed and recommended methods of illustration, (2) tips for field trip fun, and (3) suggestions for habitat maintenance and improvement including specific management practices for selected bird and animal species. (DS)

**ED 020 070**

The Place of Purposeful Recreation in Rural America Today.

By—Stevens, Lawrence N.

Pub. Date Jul 64

EDRS Price MF-\$0.25 HC-\$0.56 12p.

Descriptors—\*Federal Recreation Legislation, \*Leisure Time, Natural Resources, Rural Economics, \*Rural Areas, Rural Environment, \*Recreation, Recreational Facilities, Recreation Finances, \*Social Values, Bureau of Outdoor Recreation, Recreation Advisory Council.

American use of outdoor recreational facilities has increased tremendously since the end of World War II. With a population of 180 million that is to double by the year 2000, it is estimated that the use of these facilities will triple by the same date. Recreation will become a major segment of the rural economy. The interest taken by the Federal government in this area is shown by the development of the outdoor recreation resources review commission in 1958, and as a result of their report in 1962 the creation of the bureau of outdoor recreation and the recreation advisory council by the president in that same year. The purpose of the council is to provide broad policy advice and facilitate coordinated efforts among the various Federal agencies. The Bureau of Outdoor Recreation serves as staff to the council. Public Law

88-29, The Organic Act, authorizes the following bureau functions—a continuing inventory of recreation needs and resources, a classification of these resources. A nationwide plan for outdoor recreation, provision of technical assistance, encouragement of interstate and regional and interdepartmental cooperation, and requirement of federal agencies with recreation responsibilities to consult with the Secretary of the Interior. Its ideal purpose is to make outdoor recreation accessible to all Americans. This speech was presented to the American Country Life Association Meeting (Washington, D.C., July 7, 1964). (DK)

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