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ABSTRACT

This annotated bibliography presents the views of writers concerned with the many aspects of educating the disadvantaged. Books and journal articles which appeared principally between January 1960 and June 1965 are listed, the Wilson Company "Education Index" having been used as a basic guide. The list is designed particularly for educational leaders at state and local levels who are providing or improving programs for disadvantaged children at the elementary level. Many of the references are purported to be of interest also to teachers, teacher-educators, parents, and concerned others. The citations are grouped in the following categories: overview of the problem; research studies; early childhood education; school programs and methods; cultivating language skills; teacher education; library services; administering school programs; parents and the school; and, legislation. (RJ)

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Educating Disadvantaged Children in the Elementary School

(An Annotated Bibliography)

by
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Specialist for Upper Grades
and
ESTHER MUROW
Research Aide



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.....JOHN W. GARDNER, *Secretary*
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FOREWORD

THE SCHOOL FAILURE of many people in this country is traceable to background conditions of economic deprivation and cultural divergence from the main patterns of American life. From their earliest years at school, many children from such backgrounds meet with continuous frustration and drop out as soon as possible. Public recognition of this hardship has brought about a penetrating reexamination of the school's role and function, extending from a preschool period to the postgraduate education of teachers. Attempts to improve the educational achievement of disadvantaged boys and girls are being made on the State and local levels, and assistance by the Federal Government is provided

through the Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965.

This annotated bibliography presents the views of writers currently concerned with many aspects of educating the disadvantaged. It includes books and articles which appeared principally between January 1960 and June 1965. The *Education Index* was used as a basic guide and was supplemented by extensive perusal of source material. The list is designed particularly for educational leaders at State and local levels who are providing or improving programs for disadvantaged children. Many of the references will be of interest also to teachers, teacher-educators, parents, and others concerned with this crucial problem.

Educating Disadvantaged Children in the Elementary School is one of five publications in the *Disadvantaged Children Series*, issued by the U.S. Office of Education.

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OVERVIEW OF THE PROBLEM

"Behavior and Development." *The Merrill-Palmer Quarterly of Behavior and Development*. Detroit, Mich.: The Merrill-Palmer Institute, Vol. 10, No. 3, July 1964.

Contains six papers derived from the Arden House Conference on Preschool Enrichment. Writers include Martin Deutsch, J. McVicker Hunt, Vera P. John, Leo S. Goldstein, Cynthia P. Deutsch, and Martin Whiteman.

BERNEIS, REGINA, E. "The Culturally Disadvantaged Child." *ALA Bulletin*. Chicago: American Library Association, 59: 53-57, January 1965.

Presents an annotated bibliography of articles appearing in the 1960's.

CHASNOFF, ROBERT E., ed. *Elementary Curriculum: A Book of Readings*. New York: Pitman Publishing Corporation, 1964, 656 p.

A critical assessment of the role and limitations of the school in attempting to change the values and behaviors of disadvantaged children.

"Children in Crowded Areas." *Childhood Education*. Washington: Association for Childhood Education International, Vol. 39, No. 9, May 1963.

Series of articles focuses on children in crowded, depressed areas of large cities. Describes characteristics of culturally deprived children, their educational needs, and programs which have helped compensate for their deprivations.

CLIFT, VIRGIL A. "Factors Relating to the Education of Culturally Deprived Negro Youth." *Educational Theory*. Urbana, Ill.: University of Illinois, 14: 76-82, April 1964.

Points out five factors in the total society which contribute to cultural deprivation: Mass migration to cities, automation, increase in knowledge, patterning of schools to fit the major social group represented, and complexity and "dehumanization" of city life. Implies that schools, through organizational structure and program, can enable children to overcome cultural deprivation.

"The Culturally Deprived." *National Elementary Principal*. Washington: National Education Association, Department of Elementary School Principals, Vol. 44, No. 2, November 1964.

Five articles are devoted to this topic. Jean Grambs explains why culturally deprived children are having "a rough time"; William Wattenberg discusses what schools must face up to; Martin Haberman outlines the responsibility of school leadership; Neubert Jaffa and Richard Brandt survey problems facing a downtown school; and Margaret Lipchik suggests how Saturday school can be organized for mothers and preschoolers.

DANIEL, WALTER G. "Editorial Comment: New Focus on the American Student As a Learner." *The Journal of Negro Education*. Washington: Howard University Press, 34: 1-4, Winter 1965.

Summarizes advances made recently in educating the disadvantaged student. Advocates that education be focused on helping children develop the inner qualities necessary for leading a free life.

DAVIS, ALLISON. "*Social-Class Influences Upon Learning*." Cambridge, Mass.: Harvard University Press, 1962, 100 p.

Describes basic socialization of the human character and intellect as influenced by middle- and lower-class culture. Considers the nature of social classes in this country; the effect of social-class culture in differentiating the early training of children; the cultural definition by each social class of what is desirable; the influence of social-class environment in defining types of mental problems, and in teaching skills for solving such problems; and the effects of social-class culture upon teachers and curriculums.

DELLA-DORA, DELMO. "The Culturally Disadvantaged: Further Observations." *Exceptional Children*. Washington: National Education Association, Council for Exceptional Children, 29: 226-236, January 1963.

Discusses the nature of current social-cultural forces which influence education, the specific effects of these forces on the teaching-learning process, and ideas for action to help solve education problems deriving from social-cultural factors.

"Educating the Culturally Deprived in the Great Cities." *Phi Delta Kappan*. Bloomington, Ind.: Phi Delta Kappa, Inc., 44: 70-97, November 1962.

Articles by educators who examine some of the issues in the education of disadvantaged children.

"Educational Planning for Socially Disadvantaged Children and Youth." *The Journal of Negro Education*. Washington: Howard University Press, 33: 203-366, Summer 1964.

Articles discuss identification, characteristics, and needs of these people. Recommend some curriculum emphases, such as child-parent-school-community relations, and related research.

FISHER, ROBERT J. "Can We Categorize the Children of the Urban Poor?" *The Educational Forum*. West Lafayette, Ind.: Kappa Delta Pi, P.O. Box 645, 29: 285-290, March 1965.

Discusses inappropriateness of terms in current educational usage, i.e., "culturally deprived," "underprivileged," "educationally handicapped," and "lower-class children," which leads to stereotyping of children, dis-

torting the real image of their background, and obscuring the specific problems of the individual child.

FLECK, HENRIETTA. "The Disadvantaged Students." *Practical Forecast for Home Economics*. New York: Scholastic Magazines and Book Services, Inc., 10: 23, December 1964.

Presents the scope and nature of the problem, and makes suggestions for teaching.

GLATT, CHARLES A. "Who Are the Deprived Children?" *Elementary School Journal*. Chicago: University of Chicago Press, 65: 407-413, May 1965.

Analyzes the various kinds of deprivation, showing how some are reflected in behavior. States that schools must focus their programs on selected types of deprivation.

GREENE, MAXINE. "The Teacher and the Negro Child: 'Invisibility' in the School." *The Educational Forum*. West Lafayette, Ind.: Kappa Delta Pi, P.O. Box 645, 29: 275-280, March 1965.

Urges attitudes of deep understanding and empathy on the part of teachers toward pupils who, as a result of im-

poverished background, lack a sense of self and adequacy in the school environment. The author believes such attitudes to be as important as, if not more vital than, the teaching of basic skills.

HAVIGHURST, ROBERT J. "Social Urban Renewal and the Schools." *Integrated Education*. Chicago: Teachers for Integrated Schools, 1: 3-9, April 1963. (Now published by Integrated Education Associates, Chicago.)

States that school's effectiveness is diminished by economic and racial segregation. Recommends social urban renewal plan designed to foster the development of communities having their own shopping district, churches, schools, and parks, which would attract diversified groups and reduce the amount of racial and economic segregation. Describes areas of school policy which require consideration and participation on the part of educators if social urban renewal is to become a reality.

———. "Who are the Socially Disadvantaged?" *The Journal of Negro Education*. Washington: Howard University Press, 34: 39-46, Winter 1965.

Defines and clarifies terms applied to underprivileged children, i.e., "culturally deprived," "intellectually de-

prived," and "socially disadvantaged," and describes characteristics of those children in terms of personal traits, family background, and social group patterns.

HERZOG, ELIZABETH. "Some Assumptions About the Poor." *The Social Service Review*. Chicago: University of Chicago Press, 37: 389-402, December 1963.

Examines characteristics attributed to the poor by some investigators, which are supported by a degree of evidence. Describes prevailing patterns in family structure, personality, and beliefs of the underprivileged.

HUNNICUTT, C. W., ed. *Urban Education and Cultural Deprivation*. Syracuse, N.Y.: Syracuse University Press, 1964, 126 p.

Specialists from many backgrounds—education, sociology, anthropology, psychology, and psychiatry—discuss, from the vantage points of their particular disciplines, the characteristics of cultural deprivation, its effects, and what can be done about it. They offer suggestions for improving the education of the culturally different child through the curriculum, parental involvement, school administration, creative financial approaches, and deeper insights into human behavior.

KARRAKER, CYRUS H. "Education for Our Rural Slums." *School and Society*. New York: Society for the Advancement of Education, Inc., 91: 276-277, Oct. 5, 1963.

Describes problems that migrant agricultural workers' children have in receiving education appropriate for their needs, and explains the Colorado program for children and for teacher education.

LIPTON, AARON. "Cultural Deprivation." *The Journal of Educational Sociology*. New York: New York University, Payne Educational Sociology Foundation, Inc., 36: 17-19, September 1962. (Ceased publication Spring 1963. Name changed to *Sociology of Education*. Published at Albany, N.Y., by the American Sociological Association.)

States that cultural deprivation is often confused with cultural difference. Indicates that a thorough examination of children characterized as culturally deprived reveals the same spread of cultural, social, economic, and emotional differences as appears in the middle class.

MACKLER, BERNARD and MORSLEY, GIDDINGS G. "Cultural Deprivation: A Study in Mythology." *Teachers Col-*

lege Record. New York: Columbia University, Teachers College, 66: 608-613, April 1965.

A documented plea for well-meaning educators not to add new undeserved stigma labels to those already attached to selected members of society, especially those who must live in "deprived" areas. Indicates how such labels can inflict new kinds of deprivation.

PASSOW, A. HARRY, ed. *Education in Depressed Areas*. New York: Columbia University, Teachers College, 1963, 359 p.

Contributions by 15 specialists in education and the behavioral sciences on the many dimensions of education in depressed urban areas. Articles deal with major theoretical and empirical considerations in educating disadvantaged youth, with implications for educational planning.

RIESSMAN, FRANK. "Cultural Styles of the Disadvantaged." *Integrated Education*. Chicago: Teachers for Integrated Schools 1: 9-15, April 1963. (Now published by Integrated Education Associates, Chicago.)

Describes major characteristics of the mental style of low-income groups. Emphasizes that there are many

ways of learning and that school systems should make available opportunities to learn in various ways through many styles.

SCHWEBEL, MILTON. "Learning and the Socially Deprived." *T. Personnel and Guidance Journal*. Washington: American Personnel and Guidance Association, 43: 646-653, March 1965.

Places present-day problems of the culturally deprived in historical context and traces the development and changes of attitude of educators toward these problems. Cites current research to support the view that the "culturally deprived have the capacity to develop cerebral functions necessary for advanced learning" and that mental functions of human beings develop in the process of learning. Suggests that man can comprehend the laws of cognitive growth and can further such growth in increasingly effective ways.

SEXTON, PATRICIA CAYO. *Education and Income: Inequalities of Opportunity in our Public Schools*. New York: The Viking Press, 1961, 298 p.

Argues that the public school system has rejected its role of facilitating social mobility and has become an

instrument of social and economic class distinction in society. Explores school inequalities, social class distinctions, and the relation between income and educational opportunity. Reviews successful programs for disadvantaged children and suggests areas for further research.

SILBERMAN, CHARLES E. "Give Slum Children A Chance: A Radical Proposal." *Harper's Magazine*. New York: Harper's Magazine, Inc., 228: 37-42, May 1964.

Describes the origin and nature of learning handicaps of slum children and cites successful school programs in the United States and Israel which attempt to compensate for deprived environments. Special attention is given to the techniques and objectives of the Martin Deutsch research and demonstration project which is being used as a model in many cities. Also shows relevance of the teaching of Maria Montessori in effectively teaching the disadvantaged child.

TORRANCE, E. PAUL. "Identifying the Creatively Gifted Among Economically and Culturally Disadvantaged Children." *The Gifted Child Quarterly*. Cincinnati:

National Association for Gifted Children, 8: 171-176, Winter 1964.

Relates how educators can be blinded to creativeness in pupils, pointing out that it is not related to high intelligence or to conforming behavior. Discusses both test and nontest indicators, showing how these may be used by educators.

RESEARCH STUDIES

BLOOM, BENJAMIN S. *Stability and Change in Human Characteristics*. New York: John Wiley & Sons, Inc., 1964, 237 p.

Reports findings of research studies that I.Q. and attitudes toward learning are acquired chiefly through the influences of home environment during the first 4 years of life. Identifies 13 specific environmental factors which influence the growth of intelligence. Suggests educational planning for children during period when efforts would be most effective.

CARSON, ARNOLD S. and RABIN, A. I. "Verbal Comprehension and Communication in Negro and White Children." *The Journal of Educational Psychology*. Washington: The American Psychological Association, Inc., 51: 47-51, February 1960.

Three groups of children (30 in each group) of Northern white, Northern Negro, and Southern Negro children, matched for age, sex, grade placement, and level of verbal comprehension, were compared on two vocabulary tests requiring verbal communication. The white children were superior to the Negro children, and the Northern Negro children were superior to the Southern Negro children on these two measures. Results are discussed in relation to possible racial and cultural geographic factors involved.

DEUTSCH, MARTIN. *Minority Group and Class Status As Related to Social and Personality Factors in Scholastic Achievement*. Ithaca, N.Y.: The Society for Applied Anthropology, Monograph No. 2, 1960, 32 p.

Investigates special problems in minority group education and provides increased insight into social and behavioral facts as they relate to perception of self, to

frustration and tolerance, to group membership, and to rate of learning. Author points out that study suggests ways in which the school might compensate for deficiencies in the home.

———. "The Role of Social Class in Language Development and Cognition." *American Journal of Orthopsychiatry*. New York: American Orthopsychiatric Association, Inc., 35: 78-87, January 1965.

Research indicates that language deprivation can inhibit development. Interrelationships between language and some demographic variables are reported for 292 children. Findings disclose that both lower-class and minority-group status are associated with poor language functioning. The association is stronger for fifth- than for first-grade children. Implications are drawn for the school's role.

HOFFMAN, MARTIN L., and HOFFMAN, LOIS WALDIS, eds. *Review of Child Development Research*. Prepared under the auspices of the Society for Research in Child Development, Purdue University, Lafayette, Ind. New York: Russell Sage Foundation, 1964, 547 p.

Reviews advances in scientific knowledge in areas relating to nursery and elementary school education, child psychiatry, clinical psychology, and social work. First 10 chapters deal, in developmental sequence, with social and psychological aspects of child development, ranging from early periods of socialization to the stage of productive thought and moral character. Chapters on the genetic and neurophysiological basis of behavior follow. Emphasizes ways in which behavioral science can be put into practice meaningfully.

JACKSON, P. W. and STRATTNER, NINA. "Meaningful Learning and Retention: Noncognitive Variables." *Review of Educational Research*. Washington: National Education Association, American Educational Research Association, 31: 513-527, December 1964.

Cites research findings that learning is impaired by psychological pathology, membership in a socially deprived group or a stressful family environment, and classroom conditions that create a threatening climate for learning. Learning effectiveness is enhanced by the possession of particular psychological strengths, such as

positive attitudes toward school, realistic achievement goals, and feelings of self-confidence.

KENNEDY, WALLACE A.; VAN DE RIET, VERNON; and WHITE, JAMES C., JR. The Society for Research in Child Development, Purdue University, Lafayette, Ind. *Monographs of the Society for Research in Child Development*, Vol. 28, No. 6. Tallahassee, Fla.: Florida State University, 1963, 112 p.

Reports development of normative data on intellectual and achievement variables collected on Negro elementary school children in the southeastern United States by a team of psychologists who based findings on results of the Revised Stanford-Binet and the California Achievement Test Batteries. Concerned with standardization of routinely-used instruments to compare the culturally deprived child with his peers, to determine his strengths and weaknesses, and to make recommendations for changes in his curriculum.

KEYSERLING, LEON N. *Progress or Poverty*. Washington: Conference on Economic Progress, 1001 Connecticut Ave., NW., 1964, 150 p.

Presents a penetrating analysis of the roots and off-

shoots of poverty, its extent in the United States, personal and economic characteristics of the poor, and ways of eradicating poverty.

LARSON, RICHARD and OLSON, JAMES L. "A Method of Identifying Culturally Deprived Kindergarten Children." *Exceptional Children*. Washington: National Education Association, The Council for Exceptional Children, 30: 131-134, November 1963.

The authors deplore the lack of precise identification techniques and instruments, and believe that these should be based on behavior. Article describes a process based on behavior, organized under four headings: Language development, self-concept, social skills, and cultural differences. Identifies the instruments used for each category.

LESSER, GERALD S. "The Relationship Between Various Forms of Aggression and Popularity Among Lower Class Children." *The Journal of Educational Psychology*. Washington: The American Psychological Association, Inc., 50. 20-25, February 1959.

Study of five classroom groups of upper lower-class pre-adolescent boys' acceptability of peers' overtly ag-

gressive behavior showed that physical aggression which is provoked is relatively approved; outburst, unprovoked, or verbal aggression progressively more disapproval; and indirect aggression strongly disapproved.

MCCULLERS, JOHN C. and PLANT, WALTER T. "Personality and Social Development: Cultural Influences." *Review of Educational Research*. Washington: National Education Association, American Educational Research Association; 31: 599-610, December 1964.

Summarizes current research findings that illustrate effects of cultural deprivation and cultural enrichment. Concerned with implications for the child's personality development of prolonged isolation from social experiences considered normal by white, middle-class standards. Research focuses on minority ethnic groups, particularly the American Negro, and presents some of their problems, as well as some of the solutions currently being considered.

RADIN, NORMA and KAMI, CONSTANCE. "The Child-Rearing Attitudes of Disadvantaged Negro Mothers and Some Educational Implications." *The Journal of Negro Edu-*

cation. Washington: Howard University Press, 34: 138-146, Spring 1965.

Summarizes and interprets the results of a questionnaire study of attitudes of Negro mothers. Some attitudes toward child held in common by severely disadvantaged mothers help to explain child behavior at school entrance. This authoritative, matriarchal society is suspicious of life and protective and controlling of young children, contrasting with the middle-class tendency to encourage trust and independence. Schools should take steps to encourage self-expression, inner controls, verbal communication between parent and child, and parent participation in society at large.

RICE, JOSEPH P., JR. "Education of Subcultural Groups." *School and Society*. New York: Society for the Advancement of Education, Inc., 92: 360-362, November 28, 1964.

Analyzes the problem of measuring the abilities, needs, and progress of subcultural groups. Presents an overview of a total program beginning with prenatal and post partum care of mothers and extending through retraining of adults. Includes consideration of the need

for early education, anthropological and sociological studies, one-facet programs such as language teaching wherever total programs cannot be managed, psychological services to children and adults, and many other aspects.

SCHLOSS, SAMUEL. U.S. Department of Health, Education, and Welfare, Office of Education. *Enrollment of 3-, 4-, and 5-year-olds in Nursery and Kindergartens: October 1964*. Washington: the Office, June 1963, 10 p.

Reports enrollment figures for 3- to 5-year-old age group in the total population and the number of them enrolled in public and private nursery schools and kindergartens.

SEARS, ROBERT R.; MACCOBY, ELEANOR E.; and LEVIN, HARRY. *Patterns of Child Rearing*. Evanston, Ill.: Row Peterson and Company, 1957, 549 p.

Describes the findings of a study based on standardized interviews with 379 mothers of 5-year-old children. Implications for the education of disadvantaged children may be found in Chapter 12, "Socio-economic Level, Education, and Age of Mother," which describes how

education and socio-economic levels of mothers affect child-rearing practices.

SEMLER, IRA J. and ISCOE, IRA. "Comparative and Developmental Study of the Learning Abilities of Negro and White Children Under Four Conditions." *The Journal of Educational Psychology*. Washington: American Psychological Association, Inc., 54: 38-44, February 1963.

Research study compares abilities of Negro and white children on paired-associate learning tasks where previous measurement had determined that the white children had significantly higher I.Q.'s. Data indicate the limitation of measured intelligence in predicting performance under conditions where new learning is to take place. Results also provide support for a hypothesis of no difference in learning ability between the groups studied. Authors suggest that educators use caution in inferring learning ability from measured intellectual level alone.

SILLER, JEROME. "Socioeconomic Status and Conceptual Thinking." *The Journal of Abnormal and Social Psy-*

chology. Washington: American Psychological Association, Inc., 55: 365-371, November 1957.

Study relates socio-economic status of sixth-graders to conceptual ability. Although there was no significant difference in their verbal, nonverbal, and intelligence scores, as groups, high-socio-economic children did better than low-socio-economic children in all tests of conceptual ability, particularly those involving verbal material. The high-socio-economic group selected more definitions of an abstract type than did the low-socio-economic group.

WEINER, MAX and MURRAY, WALTER. "Another Look at the Culturally Deprived and Their Levels of Aspiration." *The Journal of Educational Sociology*. New York: New York University, Payne Educational Sociology Foundation, Inc., 36: 319-321, March 1963. (Ceased publication Spring 1963. Name changed to *Sociology of Education*. Published at Albany, N.Y., by the American Sociological Association.)

Summarizes several studies showing differences in attitude between middle- and lower-class parents toward academic levels of aspiration for their children. Con-

tends that lower-class parents have high levels of aspiration for their children but lack conviction that these educational goals can be attained; middle-class parents believe in the reality of their goals. Offers suggestions on ways to help parents and children of low-status backgrounds become aware of the accessibility of higher education.

EARLY CHILDHOOD

DE HIRSCH, KATRINA. "Potential Educational Risks." *Childhood Education*. Washington: Association for Childhood Education International, 41: 178-183, December 1964.

Describes clinical work with children who have difficulties in oral language, writing, and spelling. Predictive tests and maturation profiles assist in developing specific methods of approach for the individual child. Suggests recognition of the level of physiological maturation in children who enter first grade as well as their optimal learning avenue—whether visual, auditory, or

kinesthetic—to improve performance in various aspects of language functioning.

DENTLER, ROBERT A. "Dropouts, Automation, and the Cities." *Teachers College Record*. New York: Columbia University, Teachers College, 65: 475-483, March 1964.

Relates the problem of the dropout to deficiencies in early elementary school educational programs which do not effectively reach disadvantaged children.

DEUTSCH, MARTIN. "Early Social Environment and School Adaptation." *Teachers College Record*. New York: Columbia University, Teachers College, 66: 699-706, May 1965.

Emphasizes the preschool program, with accommodation between the school, the child, and his family, as a necessary approach to the dropout problem. Makes specific suggestions for improving school performance of disadvantaged children and increases understanding of problems involved in doing this.

———. "Nursery Education: The Influence of Social Programming on Early Development." *The Journal of Nursery Education*, Chicago: National Association for Nursery Education, 18: 191-197, April 1963.

States that disadvantaged children are potential contributors to society if they can be reached at a very early age by educators and behavioral scientists and oriented into the school context. Suggests areas of learning to be emphasized in programs for the disadvantaged—language development, memory training, and perception—and holds that experiences should be meaningfully related to the community.

GORE, LILLIAN L. and KOURY, ROSE. U.S. Department of Health, Education, and Welfare, Office of Education. *Educating Children in Nursery Schools and Kindergartens*. Washington: U.S. Government Printing Office, 1964, 72 p.

Interprets objectives, supported by research, of education for young children; describes programs, standards, and differences between nursery schools, kindergartens, and other types of organization; provides guidelines for the establishment and evaluation of nursery schools and kindergartens; and interprets learning and growth characteristics of young children and their implications for the curriculum.

HEFFERNAN, HELEN. "A Challenge to the Profession of Early Childhood Education." *The Journal of Nursery Education*. Chicago: National Association for Nursery Education, 19: 237-241, September 1964.

Focuses on helpful programs for the education and protection of socio-economically deprived children through the extension of nursery school education to preschool children. Advocates introduction in the curriculum of junior and senior high schools and colleges of content on human growth and development and effective child-rearing practices which will provide knowledge, habits, and attitudes necessary for acceptable parental behavior.

——— and Todd, Vivian Edmiston. *The Kindergarten Teacher*. Boston: D.C. Heath and Company, 1960, 419 p.

Describes the characteristics of kindergarten children, their developmental problems and basic needs, and shows how the kindergarten can best provide the learning experiences necessary for maximum development.

HOSLEY, ELEANOR. U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's

Bureau. *Children*. Washington: U.S. Government Printing Office, 10: 175-179, September-October 1963.

States that culturally deprived children are deprived both emotionally and materially. Describes approaches of the Day Nursery Association of Cleveland, Ohio, in helping deprived children through parental counseling, constructive teaching, and a wide variety of experiences which form the basis for wider learning and the art of communication through words.

LEVINE, DANIEL U. "City Schools Today: Too Late with Too Little?" *Phi Delta Kappan*. Bloomington, Ind.: Phi Delta Kappa, Inc., 44: 80-86, November 1962.

Reviews theory and research to support conviction that children of the slums should be reached through extensive prekindergarten facilities and programs which provide stimuli for the development of fluency in language, symbolic thinking, and cognitive understanding. Author believes opportunities for maturation must occur during preschool period if individual is to achieve ability to manipulate symbols necessary for acquiring academic skills.

MANEY, CATHERINE. "A Pre-Kindergarten Program That Can Prevent Dropouts." *School Management*. Greenwich, Conn.: School Management Magazines, Inc., 8: 66-70, October 1961.

Relates dropout problem in high school to disadvantaged background of prekindergarten children. Describes prekindergarten program in Boston, which is typical of efforts many school districts are making to help these children develop skills necessary to cope with kindergarten curriculum.

"Preschool Programs Strive to Start Deprived Children on Par With Others." *Nation's Schools*. A McGraw-Hill/Dodge publication. Chicago: McGraw-Hill Publications, 73: 84, June 1964.

Reports progress of preschool programs in New York City, New Haven, Baltimore, Boston, and the State of Pennsylvania.

TODD, VIVIAN EDMISTON and HEFFERNAN, HELEN. *The Years Before School: Guiding Preschool Children*. New York: The Macmillan Company, 1964, 658 p.

Presents a comprehensive study of the growth and behavior development of young children, the elements of

a desirable school environment, and means by which parents and the school may cooperate for the benefit of children.

"The Young Child: Today's Pawn." *Educational Leadership*. Washington: National Education Association, Association for Supervision and Curriculum Development, 23: 98-157, November 1965.

Assesses the value of programs designed to help the young disadvantaged child, including the Head Start Program, the Early Admissions Project, the Montessori method, and research studies in language development.

SCHOOL PROGRAMS AND METHODS

AMERICAN PSYCHOLOGICAL ASSOCIATION. *Today's Programs for Culturally Deprived Children*. Proceedings of Section II, the Seventh Annual Professional Institute of the Division of School Psychologists. Washington: the Association, August 27-29, 1962, 40 p.

Condensed presentations by specialists in education and the behavioral sciences on problems of the Nation's

schools in teaching culturally disadvantaged youth. Contains bibliography of commentary and research relevant to the topic.

ASHTON-WARNER, SYLVIA. *The Teacher*. New York: Simon and Schuster, 1963, 224 p.

Describes a creative approach in teaching, applied to Maori children in New Zealand, based on the theory that life has an inner dynamism which must be expressed, and that destructiveness in a child is proportionate to the amount to which the expansiveness of life has been curtailed. Author believes that destructiveness is the outcome of the unfulfilled life.

BALTIMORE, MD., PUBLIC SCHOOLS. *An Early School Admissions Project*. Baltimore: Board of Education, Sept. 1, 1964, 125 p.

Describes Baltimore's research project HELP (1962-65), designed to enrich the lives of culturally deprived 4- and 5-year-olds and to prepare them for the regular elementary school program. Project seeks to determine the learning experiences needed to overcome cultural limitations by developing abilities to meet learning tasks; by identifying ethnic and sociological factors

which impede the development of reading skills and examining new reading approaches; and by testing most effective ways to ensure participation of parents in children's cultural enrichment.

BARON, HAROLD. "Samuel Shepard and the Banneker Project". *Integrated Education*. Chicago: Teachers for Integrated Schools, 1: 25-30, April 1963. (Now published by Integrated Education Associates, Chicago.)

Describes success of project designed to improve the education of disadvantaged children in the Banneker Elementary School District, St. Louis, Mo., under leadership of Samuel Shepard, District Director.

BEREDAY, GEORGE Z. F. and LAUWERYS, JOSEPH A., eds. *The Yearbook of Education, 1962: The Gifted Child*. New York: Harcourt, Brace and World, Inc., 1962, 541 p.

Chapter 6 ("Recovery of Lost Talent in New York City") analyzes how talent may be lost, and describes the development of the Higher Horizons Program, designed to hold children in school, and the Early Identification Program, designed to locate and help children who have serious blocks to learning.

BERNTHAL, EUGENIA S. "Listen, Look, and Learn." *Audio-visual Instruction*. Washington: National Education Association, Department of Audiovisual Instruction, 8: 583, October 1963.

Describes how a listening-viewing center was used in a Pasadena classroom to stimulate the interest and learning of disadvantaged children.

COFFIN, EDWIN C. "Compensatory Education at Chualar." *California Education*. Sacramento, Calif.: California State Department of Education, 2: 11-12, November 1964.

Describes a State-sponsored compensatory educational project in an agricultural village in the Salinas Valley, inhabited by isolated, non-English-speaking people. Reports characteristics and goals of education project designed to improve language communication and to broaden educational experiences of children and parents.

COOPER, EDITH. "Program Aids Disadvantaged Pre-School Child." *Pennsylvania School Journal*. Harrisburg, Pa.: Pennsylvania State Education Association, 113: 404-405, May 1965.

Reviews programs for preschoolers in New York, Pittsburgh, Baltimore, and Los Angeles.

CROSBY, MURIEL. *An Adventure in Human Relations*. Chicago: Follett Publishing Company, 1965, 396 p.

Describes the Experimental Project on Schools in Changing Neighborhoods in Wilmington, Del., which had two main goals: "(1) The improvement of the schools through the development of appropriate curriculum and inservice teacher education to meet the human relations needs of the children and to stimulate motivation for learning, and (2) the upgrading of family and community life through the development of indigenous leadership."

DAUGHERTY, LOUISE G. "Working with Disadvantaged Children." *NEA Journal*. Washington: National Education Association, 52: 18-20, December 1963.

Describes techniques used by Special Project in District Eleven, launched by Chicago Board of Education mainly to prevent dropouts. The project proposes carefully tailored educational advantages for educationally retarded children 11 years of age and over. Concentrates on helping parents develop homemaking skills, to cope

with urban life, to achieve vocational competence, and to accept the responsibility of parenthood.

DEAN, STUART. U.S. Department of Health, Education, and Welfare, Office of Education. "Nongraded Schools." *Education Briefs No. 1*. Washington: the Office, July 1964.

Analyzes the philosophy and structure of the non-graded school, the factors which give impetus to the nongraded movement, the administrative and technical problems involved in initiating and developing a non-graded program, and the case for and against non-gradedness. (Included because many local communities are finding the plan useful for facilitating the progress of disadvantaged children.)

EDGERTON, WILBERT D. "AV Services for School in an Economically Depressed Community." *Educational Screen and Audiovisual Guide*. Louisville, Ky.: Education Screen, Inc. 44: 18-19, March 1965.

Describes how audiovisual aids were used to help Prince Edward County, Va., educate its 1600 Negro children, after 4 years of educational deprivation.

Education and the Disadvantaged American. Washington: National Education Association, Educational Policies Commission and American Association of School Administrators, 1962, 39 p.

A statement of school policy, giving attention to the roots of disadvantage; the challenge; the characteristics of the school program, staff, administration, and facilities; relations between the home, school, and community; and the responsibility of the public.

GOODLAD, JOHN I. and HUNTER, MADELINE C. "A Custom-Tailored Curriculum." *The PTA Magazine*. Chicago: National Congress of Parents and Teachers, 59: 8-10, April 1965.

Stresses the importance of flexible school organization and individual instruction in dealing with children, especially those handicapped by cultural deprivation at the start.

HAYES, CHARLES H. "Team Teaching in Culturally Deprived Areas." *The National Elementary Principal*. Washington: National Education Association, Department of Elementary School Principals, 44: 60-65, January 1965.

Describes the use of team teaching in eight elementary schools and two junior high schools in Pittsburgh, Pa. Several benefits to children and teachers are reported. Teachers are specialized; children meet more than one adult personality; male teachers meet more of the school's children; and the team approach interests and holds teachers, who enjoy cooperative working and planning.

HIGH, PAUL B. "Educating the Superior Student in the Deprived Area School." *The American Teacher Magazine*. Chicago: The American Federation of Teachers, 48: 5-6, 20-22, December 1963.

Indicates the danger of failing to identify and encourage development of able children among the disadvantaged. Suggests some guideposts for the use of teachers who wish to help these young people.

LLOYD, HELENE M. "New York City's Program for Developing the Role of Parents in Reading Progress." *The Reading Teacher*. Newark, Del.: International Reading Association, 629-623, May 1965.

Describes the New York City Board of Education's attempt to define and implement the parental role in

the problem of teaching reading, to disadvantaged children through special programs for parents. These programs utilize special films, radio, reading clubs, pledges of interest and support, and workshop sessions.

LUNDBERG, HORACE W., ed. U.S. Department of Health, Education, and Welfare, Office of Education. *School Social Work: A Service of Schools*. Washington: U.S. Government Printing Office, 1964, 65 p.

Presents the history of school social work services and describes present operations.

MCALLISTER, JANE E. "Affective Climate and the Disadvantaged." *Educational Leadership*. Washington: National Education Association, Association for Supervision and Curriculum Development, 22: 481-485, 531, April 1965.

Reports how Jackson State College in Mississippi encouraged and enabled 200 young people to improve their backgrounds and skills significantly through Project Environment, which operated on Saturdays and throughout the summers.

MITCHELL, CHARLES. "The Culturally Deprived—A Matter of Concern." *Childhood Education*. Washington:

Association for Childhood Education International, 38: 412, 420, May 1962.

Reviews a five-part program of the Detroit Public Schools, designed to compensate for the pathology of community, home, and school conditions of disadvantaged children: (1) Teacher orientation and training; (2) improved use of instructional materials adapted to the needs of the culturally deprived child; (3) modification of organizational patterns within the school for more flexible and efficient programing to meet individual needs; (4) extra personnel assigned to each school to help classroom teachers and school administrators coordinate home-community, agency, and school resources and increase remedial teaching and referral capacity; and (5) public and private agency involvement and development of school-home-community reinforcement activities.

NEW YORK CITY BOARD OF EDUCATION. *Pre-Kindergarten Curriculum Guide*. New York: the Board, 1965, 140 p.

Serves as a guide for teachers in newly established prekindergarten classes, giving specific suggestions for helping 4-year-olds grow in their relationship to other

people, in their physical environment, and in the world of ideas. Emphasis is given to helping children develop a positive concept of self.

OFFICE OF ECONOMIC OPPORTUNITY, URBAN AND RURAL COMMUNITY ACTION PROGRAM. *Project Head Start*. Washington: the Office, undated, 48 p.

Describes how the Office of Economic Opportunity is prepared to assist rural and urban communities in augmenting their efforts to bring together health, education, welfare, and volunteer services on behalf of young children of limited opportunity who are scheduled to enter kindergarten or first grade. Suggests ways in which local groups can organize, develop goals, and receive financial assistance.

"Poverty and the School." *Educational Leadership*. Washington: National Education Association, Association for Supervision and Curriculum Development, Vol. 22, No. 7, May 1965.

Penetrating articles examine some aspects of the problem of educating disadvantaged children. Present the general problem, a review of Federal action, and descriptions of educational provisions and practices.

RADLER, DON H. and KEPHART, NEWELL C. *Success Through Play*. New York: Harper and Brothers, 1960, 140 p.

Identifies skills in basic perceptual learning which a child should have before he enters school, and presents techniques which can be used by parents for teaching these skills. Authors contend that what we see as school problems may not be problems in themselves but symptoms of a lack of early integration of visual, motor, speech, and language skills. Dominance of vision is stressed as the basic syncretic process of all the senses, and techniques for its development are shown to be applicable to normal children as well as to so-called "backward" youngsters.

RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT. *Promising Practices from the Projects of the Culturally Deprived*. Chicago: the Council, 1964. 397 p.

Each city reports its program and the processes used.

RIESSMAN, FRANK. "Some Suggestions for Education Programs Concerned with Disadvantaged Children." *Integrated Education*. Chicago: Teachers for Integrated

Schools, 1: 15, 33, April 1963. (Now published by Integrated Education Associates, Chicago.)

Makes specific suggestions believed to contribute to the effectiveness of programs concerned with educating disadvantaged children.

SPEARS, HAROLD and PIVNICK, ISADORE. "How An Urban School System Identifies Its Disadvantaged." *The Journal of Negro Education*. Washington: Howard University Press, 34: 47-55, Winter 1965.

Indicates the complexity of factors which accompany disadvantage and relates how San Francisco schools are attempting to counteract the influences of deprived backgrounds.

SPEETH, CHRISTOPHER. "Black Magic in Philadelphia." *Teachers College Record*. New York: Columbia University, Teachers College, 66: 229-231, December 1964.

Relates how 9- and 10-year-old disadvantaged Negro children produced *A Midsummer Night's Dream* with skill and enjoyment. Advocates the use of good literature with children, starting as soon as they begin to learn to read.

STANDING, E. M. *The Montessori Method: A Revolution in Education*. Fresno, Calif.: Academy Library Guild, 1962, 209 p.

Describes the principles of the Montessori method, which is summed up as "a method based on the principle of freedom in a prepared environment." Reviews elements of established environment and the educational theories which promote the growth of the child in this setting.

STOREN, HELEN F. "Making Up the Deficit." *The Clearing House*. Teaneck, N.J.: Fairleigh Dickinson University, 39: 495-498, April 1965.

Three teachers recount how they helped disadvantaged seventh-grade children make up some deficits in social studies, science, and English before going to high school.

WARE, KAY. "Significant Aspects of the St. Louis Program." *Elementary English*. Champaign, Ill.: National Council of Teachers of English, 40: 611, October 1963.

States the case for the ungraded primary organization, emphasizing such factors as individual progress; small

teacher-pupil ratio; adequate reading help, both classroom and clinical; and the dynamics of motivation.

WATSON, GOODWIN, ed. *No Room at the Bottom*. Washington: National Education Association, 1963, 102 p.

A series of papers and discussions from a symposium held in St. Louis, Mo., Aug. 29, 1962, sponsored by the Project on the Educational Implications of Automation, NEA. Not directed at the disadvantaged, but has relevant material on motivation and reinforcement as related to the reluctant learner.

CULTIVATING LANGUAGE SKILLS

BOYER, MILDRED V. "Poverty and the Mother Tongue." *The Educational Forum*. West Lafayette, Ind.: Kappa Delta Pi, P.O. Box 645, 29: 290-296, March 1965.

Poses the problem found by all immigrants from other lands in coming to this monolingual country. Shows how acceptance, employment, and earning, as well as school success, are related to speaking the common language.

BROOKS, CHARLOTTE K. "Some Approaches to Teaching Standard English As a Second Language." *Elementary English*. Champaign, Ill.: National Council of Teachers of English, 41: 728-733, November 1964.

Differentiates "culturally different" from "culturally deprived" children, and makes practical suggestions for helping both cultivate accepted usage of English.

COHN, WERNER. "On the Language of Lower-Class Children." *The School Review*. Chicago: University of Chicago Press, 67: 435-440, Winter 1959.

Suggests that teachers learn to understand and respect lower-class speech in order to gain confidence of culturally deprived children. Author believes that a blending of lower- and upper-class speech could extend the range of expressed feelings and perceptions in the language.

DALLAM, WILLIAM M. "English in Relation to Social Needs." *The Journal of General Education*. University Park, Pa.: Pennsylvania State University Press, 17: 45-54, April 1965.

Describes trends in teaching English skills to disadvantaged children and suggests new approaches geared to changing social needs.

DEUTSCH, MARTIN, and others. Cooperative Research Project No. 908: *Communication of Information in the Elementary Classrooms*. New York: New York Medical College, 1964, 228 p.

Reports a study of the expressive language used by disadvantaged and middle-class school children, and of their reception of school language as found in written work and as spoken by the teacher.

EDWARDS, THOMAS J. "The Language-Experience Attack on Cultural Deprivation." *The Reading Teacher*. Newark, Del.: International Reading Association, 18: 546-551, April 1965.

Describes language-experience techniques as an effective approach in reversing effects of cultural deprivation. Gives specific suggestions on how best to implement this approach.

FRAZIER, ALEXANDER. "A Program for Poorly Languaged Children." *National Elementary Principal*. Washington: National Education Association, Department of Elementary School Principals, 44: 6-9, May 1965.

Proposes a stronger program of oral language development for all children, and especially for the disadvantaged. Gives examples to illustrate the meaning.

JEWETT, ARNO; MERSAND, JOSEPH; and GUNDERSON, DORIS V. U.S. Department of Health, Education, and Welfare, Office of Education. *Improving English Skills of Culturally Different Youth in Large Cities*. Washington: U.S. Government Printing Office, 1964, 216 p.

Consists of excerpts of talks presented at a 3-day conference held at the U.S. Office of Education, May 31-June 2, 1962. The major emphasis is on successful experiences in classrooms on a school and citywide basis.

LOBAN, WALTER. Cooperative Research Project #324: *Language Ability in the Middle Grades of Elementary School*. Los Angeles: University of California, March 1, 1964, 145 p.

Reports on research study of language used by children in the kindergarten and first years of elementary school, with special emphasis on the language development of children in grades 4, 5, and 6. Concerned with children's use and control of language, effectiveness in communication, and the relationships among their oral, written, and reading use of language.

MINGOIA, EDWIN M. "The Language Arts and Deprived Pupils." *Education*. Indianapolis: Bobbs-Merrill Company, Inc., 85: 283-287, January 1965.

A reading consultant characterizes these children as "multi-problem pupils" who need much prereading and early reading experience before moving into "a strong developmental reading program," and who will probably use a preprimer at the beginning of grade 2. Author believes formalized work should be delayed and that it will accelerate from grade 4 on if the primary program is sufficiently encouraging.

NEWTON, EUNICE SHAED. "Planning for the Language Development of Disadvantaged Children and Youth." *The Journal of Negro Education*. Washington: Howard University Press, 34: 167-177, Spring 1965.

Summarizes research on the nature of educational handicaps; draws generalizations about needs; translates these into terms of language arts program.

NIEMEYER, JOHN. "The Bank Street Readers: Support for Movement Toward An Integrated Society." *The Reading Teacher*. Newark, Del.: International Reading Association, 18: 542-545, April 1965.

Describes how Bank Street College planned and developed a series of city-centered readers.

OLSEN, JAMES. "The Verbal Ability of the Culturally Different." *The Educational Forum*. West Lafayette, Ind.: Kappa Delta Pi, P.O. Box 645, 29: 280-284, March 1965.

Challenges the stereotype of the nonverbal lower-class child. Says he is "silent" but not nonverbal in situations which have meaning for him. Claims children who are isolated in hospital for long periods also become "silent." All children need language development, and schools should broaden views of what language development is, change curriculum to emphasize meaning, and use various teaching techniques.

"Reading Instruction for Disadvantaged Children." *The Reading Teacher*. Newark, Del.: International Reading Association, Vol. 18, No. 6, March 1965.

Articles concerning the teaching of reading to educationally disadvantaged children by representatives of several large cities, and one directed at the education of teachers of the disadvantaged.

TOMLINSON, ETHEL. "Language Arts Skills Needed by Lower Class Children." *Elementary English*. Champaign, Ill.: National Council of Teachers of English, 33: 279-283, May 1965.

Attempts to show how lack of some skills in the culturally deprived child contribute to his insecurity and diminish his chances of success in a school program geared to the middle-class child. Recommends that children develop finger-muscle use, familiarity with pictures and books, greater facility in language, and some social understanding before they start actual school work.

TOMLINSON, LOREN R. "Accepting Regional Language Differences in School." *Elementary English*. Champaign, Ill.: National Council of Teachers of English, 53: 420-423, November 1953.

Suggests ways in which teachers can help children become familiar with differences in regional language and learn to respect them. Asserts that variation in language produces growth and enrichment of speech.

WACHNER, CLARENCE W. "Detroit Great Cities School Improvement Program in Language Arts." *Elementary*

English. Champaign, Ill.: National Council of Teachers of English, 41: 734-42, November 1964.

Focuses on the language arts program of the Detroit Great Cities School Improvement Project to improve the language arts skills of culturally deprived children. The program strives to adapt educational methods and instructional equipment to needs of children with limited background through appropriate reading texts, a more phonetic approach to reading and spelling, remedial reading classes, workshops for teachers, and extension of the school year. Other parts of the program are concerned with teacher orientation and training, modification of organizational patterns within the school, more flexible and efficient programming to meet individual needs, additional staff to help classroom teachers and school administrators, and the development of school-home-community reinforcement activities.

TEACHER EDUCATION

DOWNING, GERTRUDE L. "A Supervision Experiment with the Disadvantaged." *Educational Leadership*. Wash-

ington: National Education Association, Association for Supervision and Curriculum Development, 21: 433-435, April 1964.

Discussion of problems of beginning teachers in disadvantaged junior high schools and how they are being met by the BRIDGE project for teacher education, Queens College of the City University of New York. Work of teachers is organized around a framework of weekly conferences, assisted by a coordinator and project psychologist. Practical recommendations are made for action by teachers as well as for followup by medical and social agencies. A coordinator acts as auxiliary teacher in the classroom and assists in areas which present difficulties.

NOAR, GERTRUDE. "The Times Call for Courage." *The Journal of Teacher Education*. Washington: National Education Association, National Commission on Teacher Education and Professional Standards, 15: 365-371, December 1964.

Points out the need for teachers to understand the disadvantaged. Suggests some desirable content and experiences for teacher education programs.

RIESSMAN, FRANK. "The Lessons of Poverty." *American Education*. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1: 21-23, February 1965.

Points out the need for teachers to understand the ways of the children of poverty. Suggests that teacher education programs be organized to help them understand the culture of these children, to acquire some of the emerging techniques found to be successful in dealing with them, and to come to value these children for what they are and may become.

——— and HANNAH, ARLENE. "The Big City School—Problems and Prospects: Teachers of the Poor." *The PTA Magazine*. Chicago: National Congress of Parents and Teachers, 59: 12-14, November 1964.

States that two conditions have robbed disadvantaged children of a chance to succeed in school—the effort to establish norms which they could not attain, and the inability of middle-class teachers to deal with low-income children.

RIVLIN, HARRY N., ed. "Teacher and Teacher Education for Urban Disadvantaged Schools." *The Journal of*

Teacher Education. Washington: National Education Association, National Commission on Teacher Education and Professional Standards, 16: 135-186, June 1965.

Accounts by 21 teachers of how they teach the disadvantaged, an analysis by a teacher-educator, and an overview by a large city superintendent form the content of this "Special Feature."

LIBRARY SERVICES

BROWN, HARRIETT B. and SINNETTE, ELINOR D. "The School Library Program for Children in a Depressed Area." *ALA Bulletin*. Chicago: American Library Association, 58: 643-647, July-August 1964.

Describes the comprehensive and vital library activities in the New York City schools. The program includes services to children, teachers, and parents—Puerto Ricans and others—and includes books, authors, and many cultural resources which are or can be related to libraries.

FRAZIER, ALEXANDER. "Broadening the Experience of the Culturally Disadvantaged." *ALA Bulletin*. Chicago: American Library Association, 58: 523-526, June 1964.

Points out that the library has unique opportunity to broaden the lives of all children, to fill in the gaps in experiences, and that "library services need to be kept in the middle of the picture from the beginning for all students, privileged as well as disadvantaged."

LOWIE, JEAN. "Fitting the Program to the Child." *ALA Bulletin*. Chicago: American Library Association, 59: 49-53, January 1965.

Reports six examples of good educational programs for the disadvantaged which make central use of the library.

WINNICK, PAULINE. "Libraries and the War on Poverty: Relevant Federal Legislative Programs." *ALA Bulletin*. Chicago: American Library Association, 59: 43-48, January 1965.

Describes legislation which provides opportunities for libraries to obtain buildings, materials, and staff to improve services to economically and culturally deprived children and adults.

ADMINISTERING SCHOOL PROGRAMS

"Action Programs for the Culturally Disadvantaged." *Audiovisual Instruction*. Washington: National Education Association, Department of Audiovisual Instruction, Vol. 10, No. 1, January 1965.

Twenty-seven articles include analyses of learning patterns; education for listening and for speaking; and education in the city, in Appalachia, and among Indian children. More than 10 action programs are described.

American Education and the Search for Equal Opportunity. Washington: National Education Association, Educational Policies Commission, 1965, 37 p.

Describes ways and means by which the schools can attack the roots of inequality through fuller development of the capacities of the disadvantaged and elimination of prejudice toward racial differences.

DEUTSCH, MARTIN. "What We've Learned About Underprivileged Children." *Nation's Schools*. A McGraw-Hill/Dodge publication. Chicago: McGraw-Hill Publications, 75: 50-51, April 1965.

States that schools for young children should be based on a survey of needs and a planned program based on these needs. Author believes that disadvantaged children need more help than others in developing cognitive growth. Suggests that good teaching and learning conditions be maintained, that teachers receive special training and ready consultant service, that parents receive help in making life outside school supportive of good child growth, and that the program in subsequent school years be improved to meet the continuing needs of these children.

LUMLEY, JOHN M. "Federal Law and Children." *Childhood Education*. Washington: Association for Childhood Education International, 41: 223-226, January 1965.

Gives a brief history of child abuse; child welfare programs; and coordination of national, State, and local programs. Asserts that children who lack opportunity would gain educational development through early-age nursery schools, and supplementary opportunities for after-school, evening and weekend activities by extending the use of libraries, school shops, home economics rooms,

science laboratories, and art and drama facilities. Published before passage of the Elementary and Secondary Education Act of 1965.

MACKINTOSH, HELEN K.; GORE, LILLIAN; and LEWIS, GERTRUDE M. U.S. Department of Health, Education, and Welfare, Office of Education, *Disadvantaged Children Series*: No. 1, *Educating Disadvantaged Children Under Six*; No. 2, *Educating Disadvantaged Children in the Primary Years*; No. 3, *Educating Disadvantaged Children in the Middle Grades*; and No. 4, *Administration of Elementary School Programs for Disadvantaged Children*. Washington: U.S. Government Printing Office. Nos. 1, 2, 3, 1965; No. 4 in press.

Observations recorded in 16 U.S. cities, mainly during the spring of 1964, with summarization of the problem and discussion of practices considered by local educators to be effective in dealing with disadvantaged children.

"Special Feature on the Disadvantaged." *NEA Journal*. Washington: National Education Association, 52: 16-30, 1963.

Several articles on problems in educating culturally deprived children at every school level, including "The

Great Cities Projects," "Teaching the Culturally Deprived," "Reading Unreadiness in the Underprivileged," "Disadvantaged Newcomers to the City," "The Rural Disadvantaged," and "Helping Cook County's Culturally Deprived Adults."

STRELL, JOSEPH. "Elementary School Principals Visit Puerto Rico." *High Points*. New York: Board of Education of the City of New York, 47: 69-71, February 1965.

Records some understandings of people derived from firsthand experience in the place of origin.

PARENTS AND THE SCHOOL

FUSCO, GENE C. U.S. Department of Health, Education, and Welfare, Office of Education. *School-Home Partnership in Depressed Urban Neighborhoods*. Washington: U.S. Government Printing Office, 1964, 74 p.

Reports promising practices for culturally deprived children and adults developed in 20 schools located in depressed neighborhoods. Focuses on approaches and

guidelines designed to improve school-home interactions in an effort to expand educational opportunities for children.

LIDDLE, GORDON P. and ROCKWELL, ROBERT E. "The Role of Parents and Family Life." *The Journal of Negro Education*. Washington: Howard University Press, 34: 56-62, Winter 1965.

Shows how parents in any social class can assist the preschool child by stimulating and directing interest, answering questions, providing well-chosen toys, giving him affection. Advocates simple meetings, conferences, and demonstrations to help parents extend their abilities and aid their children.

SACADAT, EVELYN. "Arousing Parent Interest in a Program for the Culturally Deprived." *The Journal of Negro Education*. Washington: Howard University Press, 34: 195-196, Spring 1965.

Relates how Quincy, Ill., Youth Development Commission used home visits, informal parent meetings at school outings, and trips to solicit parental interest and participation.

SMITH, MILDRED BEATTY. "Reading for the Culturally Disadvantaged." *Educational Leadership*. Washington: National Education Association, Association for Supervision and Curriculum Development, 22: 398-403, March 1965.

Suggests some practical ways in which teachers and parents may work together and parents may be encouraged to help their children.

LEGISLATION

"Federal Legislation and Programs for Underprivileged Young People." *ALA Bulletin*. Chicago: American Library Association, 58: 705-711, September 1964.

Describes Federal legislation and several governmental programs that relate directly to underprivileged people, such as the 1962 Welfare Amendments, parts of the Vocational Education Act of 1963, the Manpower Development and Training Program, and provisions of the Economic Opportunity Act of 1964.

FUSCO, GENE C. "These Mistakes Can Weaken Preschool Programs." *Nation's Schools*. A McGraw-Hill/Dodge

publication. Chicago: McGraw-Hill Publications, 75: 55-56, 102, April 1965.

Points out that programs for parents in disadvantaged areas must be tailor-made; school principals must understand conditions in these areas; steps must be taken to help teachers understand disadvantaged children and how—and what—they learn; school education must begin before grade 1; and parents must be made welcome in the school and encouraged to help. Notes that many parents appreciate opportunities to improve their own backgrounds.

HARTMAN, ALLAN S. "How to Start a Preschool Program Without Waiting." *Nation's Schools*. A McGraw-Hill/Dodge publication. Chicago: McGraw-Hill Publications, 75: 52-54, 90, April 1965.

Describes two types of experiments in process in seven school districts in Pennsylvania—an all-year program for children 1 year below kindergarten age, and 3 summers of successive education, beginning at about 3.7 years, with parent education during the school year.

HEFFERNAN, HELEN. "New Opportunity for the Preschool Child." *Childhood Education*. Washington: Associa-

tion for Childhood Education International, 41: 227-230, January 1965.

Describes the Economic Opportunity Act of 1964 and its possible application to the extension of nursery school education to economically disadvantaged preschool children. Urges readers to make the most of the challenge of this act in formulating an effective program for young children.

LANDERS, JACOB. "The Responsibilities of Teachers and School Administrators." *The Journal of Negro Education*. Washington: Howard University Press, 34: 63-77, Winter 1965.

Outlines major tasks faced by administrators and teachers in helping culturally deprived children: To establish affectional relations between children and school; improve intellectual functioning and academic achievement levels; inculcate attitudes, habits, interests, and values which make for progress; bring children into the mainstream of American culture; raise the expectations of teachers and administrators for pupils; inform the public as to the real needs of the disadvantaged so

that sufficient funds can be obtained for helpful projects; and enlist the support of parents and the community in fulfilling the aims of education. Suggests that leaders of teachers working with disadvantaged children should have knowledge of the community, training in group processes, and concern for human values.

"Reading Instruction for Disadvantaged Children." *The Reading Teacher*. Newark, Del.: International Reading Association, Vol. 18, No. 6, March 1965.

Articles concerning the teaching of reading to educationally disadvantaged children by representatives of several large cities, and one directed at the education of teachers of the disadvantaged.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. "The First Work of These Times: A Description and Analysis of the Elementary and Secondary Education Act of 1965." *American Education*. Washington: U.S. Government Printing Office, 1: 13-25, April 1965.

Describes and analyzes the five titles of the Ele-

mentary and Secondary Education Act of 1965. with plans for administration and financing.

WINSTON, ELLEN. "Preparing Citizens for Tomorrow's World." *Strategy of Change*. Summary of Joint Conference of Children and Youth. Washington: National

Committee for Children and Youth, 1145 19th St., NW., 19-26, April 5-8, 1964.

Describes recent legislation which provides funds, services, and programs designed to improve the quality of family and child life.