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**ABSTRACT**

This is the appendix to the study "What Works? An Examination of Effective Schools for Poor Black Children." The study identified and described urban schools that were considered effective in providing quality education for economically disadvantaged black students. This appendix contains a comprehensive bibliography and abstracts of literature related to the study. Included are books, journal articles, and papers on public education for black students, school desegregation, school and teacher effectiveness, school roles, racism in education, student achievement, curricula for blacks, school socialization, educational programs for minorities, student discipline, urban education, programs for the disadvantaged, compensatory education, teacher attitudes, and equal education.  
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APPENDIX  
TO  
WHAT WORKS?  
AN EXAMINATION OF EFFECTIVE SCHOOLS  
FOR POOR BLACK CHILDREN

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Alexander, E. Curtis, "The Pedagogical Oppression of Black Students in Norfolk City Public Schools -- Myth or Practice?" 1976, 9 pp. ERIC ED 194 672.

The writer cites the abuse of disciplinary action against black students in the Norfolk Public School system. In the 1974-75 school year, the black suspension rate was nearly twice that of whites, the threatened expulsion rate nearly five times that of whites. Alexander cites these statistics as evidence that the school system is not designed to educate black youth; rather it is designed to discourage black youth. He quotes a passage from Dr. Kenneth Clark that makes a similar evaluation of the design function of current northern urban public education -- that its purpose is the underdevelopment of black human potential.

Bacon, Frank and John Dixon  
"Characteristics of Outstanding School Programs"  
The Journal of Negro Education, Summer 1975,  
pp. 345-352

This article is an account of the National Conference on Inner City Schools that Work, held in Buffalo, New York, November 8-9, 1974. Descriptions of special school programs -- not regular school programs -- were requested from two hundred urban school districts. A panel of educators evaluated the programs. The "winning" entrants were invited to Buffalo to present their programs at the conference.

Evaluation criteria were: (1) how well the program met stated objectives; (2) depth of parent involvement; (3) the amount of effective staff development to prepare project personnel; (4) relative value of the program to the students' achievement and the school's mission.

The most salient features of successful programs were: (1) most innovative programs are ESEA funded; (2) they involved staff development; (3) they are most successful at the elementary and senior high levels; (4) they are initiated by school administrators.

These findings suggest that: (1) without ESEA funding innovative programs will disappear; (2) such programs are expensive because they involve staff development; (3) elementary and senior high students are more adaptable to special programs than junior

high pupils; (4) the role of administrators in the innovating process suggests a need for extensive training in curricula and learning theories to augment the necessary management and organizational skills; (5) the school administrator occupies the place of the change agent.

The article then cites five successful programs.

- I. Project Adapt (A Diagnostic and Prescriptive Technique)  
San Jose Unified School District
- II. I.G.E. (Individually Guided Education)  
Syracuse City School District  
Dr. Martin Luther King Elementary School
- III. The BUILD Academy Program  
Buffalo Public Schools
- IV. Regeneration: Inner City School Survival  
Maury High School  
Norfolk Public Schools, Norfolk, Virginia
- V. Program on Problem Solving Skills (POPS)  
Memphis City School System, Memphis, Tennessee

Bell, Derrick A., Jr. "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation" The Yale Law Journal Volume 85, Number 4, March 1976.

Bell argues that civil rights attorneys often have guiding principles which override the needs or desires of their minority clients. In relation to desegregation, black community groups cite quality education as their major goal. These groups often disagree with the racial balance/busing/magnet school concepts promoted by civil rights attorneys when such strategies do not result in improved instruction. Bell concludes that the priorities of black parents have shifted to pragmatic methods to improve achievement from a strict emphasis on racial balance. In their efforts to achieve racial balance, civil rights lawyers have sometimes failed to negotiate with school boards to gain educational improvements that parents want.

cf: Edmonds, Ronald R. "Simple Justice in the Cradle of Liberty: Desegregating the Boston Public Schools." Vanderbilt Law Review, Vol. 31, No. 4, May 1978.

Benbow, Carolyn, Compiler. Review of Instructionally Effective Schooling Literature, ERIC/CUE URBAN Diversity Series, No. 70, August 19, 1980, New York: ERIC Clearinghouse on Urban Education

Benbow summarizes the findings of approximately 40 studies, monographs and journal articles on school effectiveness. She captures the state of the art in abstracts of works by Edmonds, Bloom, Armor, Brookover and Hanushek.

Benjamin, Robert  
Making Schools Work -- A Reporter's Journey Through  
Some of America's Most Remarkable Classrooms  
Continuum: New York, 1981, 200 pp.

This volume has the advantage of being concrete -- it names names, schools, and programs that deal with and respond to local circumstances. It reads as a report from the field in which the field workers speak for themselves. Mr. Benjamin, a reporter who does not call himself an education expert, has built his book from the observation of maverick schools, or what a cancer-researcher might call the unit of the maverick occurrence. He built it on the evidence that orderly life can assert itself at the smallest unit and maintain itself there over time, regardless of a season of plague. He found his evidence in the classrooms of public schools in the east, the mid-west, the southwest, and the far-west, among them: Beasley Academic Center, 52nd and South Street, Chicago, Bill McNeerney, Principal; the May School, Chicago; Wesley Elementary School, Acres Homes, Houston, Thaddeus Lott, Jr., Principal; Mt. Vernon, New York, school district, Ruth Cafarella, Reading Supervisor; the Robinson School, East St. Louis, Illinois, Vera Williams, Principal; the Garrison School, Grand Concourse Boulevard, South Bronx, New York City, Carol Russo, Principal; Modesto, California, school district, James Enoch, Director of Curriculum and Instruction.

Mr. Benjamin found not only maverick units in the classrooms, but maverick unit-clusters in the form of school buildings, school



districts and even a school system -- all of which consisted of formal organization of practices and programs that had proved their effectiveness at the small unit level. He isolated four significant observations from his itinerary; 1) Mastery Learning and 2) DISTAR (Direct Instructional Systems for Teaching and Remediation), both of which are curriculum and teaching innovations; 3) the role of the principal, and 4) the concept of Responsibility.

He presents considerable discussion of Mastery Learning and DISTAR. These programs are significant in public education for two reasons: children learn under their strictures and teachers must teach to employ them because of the strict accountability and teacher involvement demanded by these programs. Furthermore, Benjamin believes both programs are relevant to competency-based educational goals. Benjamin allows William Spady, founder of the Network for Outcome-Based Schools (NO-BS) and currently director of the National Center for Improvement in Learning, to speak on this subject:

"Mastery Learning is the kind of instructional program needed to make competency-based education work. It's a learning system that can be used to deliver certain goods....Both [Mastery Learning and DISTAR] demand that an assessment-driven system 'replace' a credit-driven system....Mastery Learning implies something totally different [from]...12 years in school and everyone's out."

Benjamin also points the reader to sources. He discusses the formative role of John Carrol, an educational psychologist, in initiating the Mastery Learning concept in 1963. Benjamin Bloom, at the University of Chicago, expanded the idea in Human Characteristics and School Learning. Michael Katim, Curriculum Designer for the Chicago Public Schools has implemented these ideas into an applied curriculum for the entire school system. Benjamin also interviews Siegfried Englemann, the developer of DISTAR and author of Your Child Can Succeed (1975).

The resolution of deficiencies cannot, however, occur in the classroom if effective instruction is barred from the schools. Benjamin discusses a three million dollar U.S. Office of Education evaluation of nine Follow-Through programs in 1976 that found DISTAR to be the most effective program in all categories of measurement. Following publication of the report, not one school system contacted Englemann, the NIE turned down five proposals that he submitted, and all Follow-Through programs still received, as of 1980, equal funding, irrespective of their effectiveness.

The Principal: While the teacher is certainly the building unit that makes education work, Benjamin's report constantly refers to the principal's crucial instructional role. Alice Blair, Superintendent of Chicago District #13 and the "inventor" of Beasley Academic Center announces three essential ingredients for building a successful school: 1) a principal dedicated to basic education,

2) outstanding teachers., and 3) parental involvement.

Carol Russo, principal of the Garrison School in the South Bronx, recommends in choosing a principal: 1) one who understands instruction, 2) who is willing to meet student performance goals, and 3) advises that their jobs be contingent on satisfactory progress through annual evaluations.

Responsibility: James Enoch in Modesto, California, has instituted a system of mutual accountability in the school system. The students know what is expected of them, and the public knows what the school system aims to achieve. The kind of personal responsibility in the learning relationship that makes the maverick class and school effective has been enlarged in the Modesto Plan to a public sharing of standards, process and evaluation.

When instructional method, leadership and responsibility mesh in the learning environment, through hard work, an additional factor of positive school climate emerges. Benjamin cites the research of W. Brookover and the work of Ron Edmonds on the significance of school climate for learning effectiveness. The book is positive in tone, based as it is on an examination of what works through hard work.

Bettleheim, Bruno, "Education and the Reality Principle", American Educator, Vol. 13, No. 4, Winter 1979

In this provocative essay, Bettelheim argues that the fundamental pre-condition for learning in the educational process is an understanding in the student of the importance of delayed gratification over immediate gratification. Without this acceptance of the rigors of the reality principle over the satisfaction of the pleasure principle the student is unable to sustain "the arduous task of learning". The learning process, according to Bettelheim, is work and cannot be successfully sustained without belief in the eventual attainment of projected and delayed rewards. Furthermore, he argues that the dominance of the reality principle is established only through fear, and exemplified in moral principles. "My contention is that for education to proceed children must have learned to fear something before they come to school." All education, Bettelheim proposes, is based on a middle-class morality -- formerly derived from the context of the family -- whose psycho-analytic equivalent is a powerfully developed reality principle; fear [and anxiety] internalized through the super-ego, in emulation of role models is the dynamic generator of this morality.

It is the task of schools to instill the morality which is needed for education to reach its goals " . . . teaching the 3Rs [cannot] come before the morality of education . . . is in place". Economic background, family structures; sub-cultural values in the

interracial context of public schools make it imperative that the teacher realize that middle class morality does not hold universally. The reality principle requires that the teacher understand who a student is, and where he comes from, while making the same objectification of her own moral evolution. The teacher must understand the student's moral existence as a precondition for guiding the student's "person" to the place where it can sustain itself in the education process. Bettelheim has interesting things to say about relations across class, race and culture between teacher and student.

His observations, however, must be cross-referenced to the historical reality of class-relations in our time, or else they run the risk of paternalistic, moralistic opinion. The reader might want to keep in mind Balzac's pungent sense of the class basis of morality: a man must be able to afford the price of moral behavior before he can practice it. Morality is as dependent upon the distribution of goods and services as is poverty, health-care or home computers.

"Black Schools That Work"  
Newsweek, January 1, 1973 - pp. 57-8

The article cites six successful inner city schools: Windsor Hills Elementary School, Los Angeles; Howard D. Woodson High School, Washington, D.C.; P.S. 234, Bronx, N.Y.; Holy Angels Roman Catholic Elementary School, Chicago; Woodland Elementary School, Kansas City; Captain Arthur Roth Elementary School, Cleveland.

The article finds six common characteristics among these schools: (1) strict discipline (2) strong focus on reading and writing (3) high expectations and homework responsibilities (4) superior facilities with individual attention, despite overcrowding of classes (5) parental involvement in the schools through volunteer staffing, PTA, and fathers club activity (6) competent and dedicated staff.

Reference is made to Caleb Gattegno's system for teaching reading and math. The basis of the reading system is a color code for the 47 English language sounds.

Brazziel, William. "Quality Integrated Education"  
Theory into Practice, Volume 17, Number 2,  
April, 1978.

Brazziel opens this paper with the observation that, historically, black children have developed and been developed most fully in segregated schools. He cites the old Dunbar High in Washington, D.C., Morehouse College and Windsor Hills High in Los Angeles (which had the highest standardized test scores in the city in 1975). He continues with the observation that integrated schooling in many communities serves to devastate the growth of black talent and documents the situation at James Madison High School, Brooklyn, New York where integration at a school located in a liberal metropolitan community in the early 1970s left black students in an environment of white teachers, administrators and counselors who exacted academic, extracurricular and disciplinary discrimination upon them.

Brazziel then proceeds to reaffirm his commitment to quality integrated education as in the best interest of black and white children and the populace when it works, but he reminds the reader that Virginia once had 125 black high school principals but could count only 13 by 1975. He takes the position, in face of the record, that unless school boards and teacher training institutions respond to pressure to create integrated models of education, in both separate and joint action, he supports a mora-

torium on school integration action. During this moratorium he proposes two actions: (a) attention to the development of black children in segregated or resegregated settings and (b) the development of working models in integrated quality education - with full assistance of federal money - in three or four nation-wide locations so that the structural, managerial, instructional and philosophical components of such education can be thoroughly worked out as prototypes. In other words, if you can't do it right, don't do it no more until you can.

In support of this development of prototypes Brazziel offers ten principles for achieving quality education. He buttresses these principles with their conceptual derivation and with indicators to ascertain their effectiveness. His organizing model is that every school community, and the eight or ten colleges that prepare teachers for it, should jointly create staffing patterns and experiences for both its teacher trainees and its students that consciously prepare students for life in an integrated society.

The ten principles, without derivations and indicators, are:

(1) "Students should feel that they are able to aspire to every adult role in the school and that no restrictions according to race obtain in these roles."

(2) "Students should be taught by teachers who have been trained to teach in integrated schools."

(3) "Teachers should be dedicated to the principle of integrated education and regard service in integrated schools as a



career and not a stepping stone to monoracial schools."

(4) "Every child in the school should have full access to the full measure of the instructional resources of the school."

(5) "Racial fairness should obtain in grading and discipline."

(6) "Extra-curricular activity should involve many children and youth at every level; race should never be a factor in this involvement."

(7) "Children and youth should have equal access to the services of the guidance program."

(8) "Students have a right to an education in an atmosphere free of debilitating rhetoric and publicity."

(9) "State leadership must set an example of integration for the local schools of the state."

(10) "All involved must take a long view of both the integration and educative process."

Brett, Arlene  
"Effective Classroom Management in the Inner  
City School"  
The Teacher Educator  
VI5, no.2, Autumn 1979, p. 6-10

This report evaluates the effectiveness of 55 student teachers who taught a fifteen week semester to classes of Title I eligible black children in a Florida school.

Student teacher performance was gauged against four factors to test for significant inputs:

1. The effective rating of the cooperating teacher whose classroom the student teacher occupied; "outstanding," "good" or "poor."
2. The grade level to which student teachers were assigned;
3. The race of the student teacher
4. Previous teaching experience.

The only significantly weighted proportion was found in the first category. Whereas only 18% of the cooperating teachers were rated outstanding, 36% of the outstanding student teachers were associated with outstanding teaching classrooms.

The study also questioned the outstanding student teachers to describe what classroom management practices they found effective. Responses fell into four categories:

- a) Provision of good learning experiences
- b) Positive reinforcement
- c) Establishing rules and expectations

d) Developing trusting and caring relationships'

The list of specific practices within these categories is as follows:

'a) Provision of good learning experiences included:

Plan carefully and have things ready.

Plan with the children.

Relate learning to something they already know.

Relate activities to each child's life.

Provide work at the correct level of difficulty.

Provide meaningful things for the children to do.

Use games and fun ways of learning.

Use a variety of materials that are interesting to children.

Vary teaching techniques.

Call on students randomly.

Question students to make them think.

Keep children active and provide things to keep them interested.

Encourage children to do their work.

Offer assistance when needed.

Have lots of enthusiasm in teaching.

b) Positive reinforcement included:

Praise and give rewards.

Compliment good behavior.

Reward good behavior and correct responses with praise and treats.

Praise for good work.

Take good children on weekend outing with the teacher.

Touch children who are correctly lined up or in their seats.

Stars next to names for good behavior and treats for stars.

Reward with happy faces, candy, praise or smiles.

c) Establishing rules and expectations included:

Set standards and expectations.

Set a minimum of rules and then enforce them.

Establish rules for the routine procedures in the classroom.

Be firm and consistent.

Tell children what is expected of them and what the consequences are.

Give reasons for rules.

Tell children when they make the teacher happy, disappointed or angry about their behavior.

Allow students to decide on their own punishment.

Punish children by taking away something they like, but not severe punishment and not for a long time.

Explain to children why they are being punished.

d) Developing trusting and caring relationships included:

Take a little time each day to establish contact with a child through a smile or compliment.

Treat children as people.

Be the children's friend and be willing to listen and talk to them about themselves.

Listen to their questions, problems, and hopes.

Build trusting relationships through mutual like and respect.

Develop trusting relationships by making personal contact with each child through a smile, a touch, and conversation.

Get involved with the children in learning activities rather than staying aloof.

Trust the children.'

Dr. Brett suggests in her summary that the difference between successful and unsuccessful student teachers seemed to be that the successful ones were positively concerned with 'establishing good relationships . . . and providing good learning experiences . . . , and . . . less concerned about setting up rules and punishments to modify the behavior of the children.'

Brodbelt, Samuel  
"Disguised Racism in Public Schools"  
Educational Leadership, May 1972, pp. 699-702

Brodbelt discusses five indicators of institutional racism in public schools: (1) teacher attitudes toward minority students; (2) the use of IQ tests; (3) ability grouping; (4) segregation; (5) the allocation of teachers.

He proposes some guidelines for educating the society out of its institutional racism. (1) Direct examination/analysis of racism during the teacher-education process. (2) An examination of basic values underlying a democratic philosophy of educational opportunity. (3) A process to inform principals and school board members about the nature and extent of racism in their institutions, so that these leadership roles may thereafter be held accountable. (4) Appointment of an ombudsman with legal powers to bring administrators and teachers to court; i.e. statutory provisions to enforce accountability.

Brookover, Wilbur, Charles Brady et. al. School Social Systems and Student Achievement: Schools Can Make a Difference. New York: Praeger Publishers, 1979.

In a major study of 68 schools in Michigan, Brookover and colleagues seek to prove that the policy implications of Jencks (schools don't make a difference) and Hauser (school social systems have little impact on student achievement) are incorrect. Brookover et al hypothesize "that the nature of the student body and the adult members of the school social system may affect the school's social structure and academic climate as well as the level of student achievement, self-concept, and self-reliance in a school."

Extensive statistical analysis on large data sets and detailed observations in black and white schools were conducted. The study centers around the school as a social system rather than the characteristics of the students. Brookover's observations in four schools pointed towards the conclusion that high achieving schools had staffs which expected achievement regardless of student backgrounds.

Brookover collected and analyzed data and observed the process of schooling inside classrooms.

Brown, Frank  
"Education and the Black Community"  
The Educational Forum, Nov. 1973

Brown reminds the reader that integrated, segregated and/or community controlled schools may all be used to maintain the status quo. He urges that three priorities be maintained: (1) an emphasis on basic skills for children; (2) proper socialization, perhaps through ethnic studies; (3) economic benefits through employment.



Callahan, Raymond E. Education and the Cult of Efficiency: A Study of the Social Forces That Have Shaped the Administration of the Public Schools.  
Chicago: The University of Chicago Press, 1962.

This study tracks the origins, from 1900-1930, of the notion that the schools should be run for the benefit of the economy. Callahan points out major personalities who helped transform the values of business into educational practice. The schools, run by educators, a "low-status, low-power group" have been vulnerable to the notion that schools should be run like factories using industrial values to turn out graduates (products) which provided the raw materials (workers) used by businesses.

Callahan examines the impact on public schooling of the creation of efficiency experts during the Progressive Era. One of these experts, Frederick Taylor, an engineer, created a system he called "scientific management" which would increase wages and lower costs in the railroad industry. Taylor's principles of scientific management were adopted in many settings -- armed forces, homes, the church and by the schools. The system basically attempted to increase productivity from workers.

Later, others built up Taylor's work and cost per unit (child) became a criteria for judging educational effectiveness. As more and more businessmen became members of school boards, the transformation to business values, on advice from scholars and experts, progressed steadily. Boards included courses in

vocational education and dropped courses like Greek because they cost more per unit. (child) than practical mathematics. Boards implemented platoon systems which moved children from classroom to classroom in order to efficiently utilize space. Boards increased class sizes to 40-50 children per teacher to reduce labor costs.

Callahan concludes that the adoption of business values has had tragic consequences for education. "The tragedy itself was subordinated to business considerations; that administrators were produced who were not, in any true sense, educators; that a scientific label was put on some very unscientific and dubious methods and practices; and that an anti-intellectual climate, already prevalent, was strengthened."

Cohen, Michael. "Effective Schools: What the Research Says." Today's Education

Cohen believes that while some technical and statistical problems in identification of effective schools must be straightened out, there is clear evidence that such schools exist. Cohen points out the congruence between relevant features of the research on effective teaching and the research on effective schools. Both types of research cite the need for orderly, businesslike environments and the need for frequent and systematic assessment of student performance in the basic skills.

Cohen also cites a bureaucratic explanation of the existence of effective schools. "A different way of interpreting the same findings (the Edmonds' factors) is to recognize the five factors identified as contributing to schools' effectiveness suggest a classical model of bureaucratic organization: a goal-oriented organization with a hierarchical authority structure and a central manager who monitors behavior and deliberately adjusts organizational performance on the basis of clear and agreed-upon goals and feed-back regarding goal attainment."

Cohen writes that another explanation for the existence of effective schools may be that all of the adults in these schools have "shared (and positive) values." These three explanations, the Edmonds factors, the bureaucratic explanation and the shared values explanation can be useful for improving school effectiveness.

Coleman, Madeleine (ed.) Black Children Just Keep On Growing -- Alternative Curriculum Models for Young, Black Children. Black Child Development Institute, Inc., Washington, D.C., 1977. 1463 Rhode Island Avenue NW, Washington, D.C. 20005

Madeleine Coleman, editor of the volume, describes its primary purpose as a "descriptive analysis of ten programs" at the pre-school level "undertaken by Black people for Black alternative child development." The text consists of three major sections: a critical review of the literature of pre-school intervention programs by Ralph G. Horton, Jr.; program narratives of the ten site schools observed; a section of seven essays that review theoretical aspects in the literature of Black child development.

The study results from the Model Child Development Program Description Project sponsored by the Black Child Development Institute in 1973. Its stated objectives were: 1) to identify and describe ten exemplary child development models designed specifically for Black children by Black people; 2) to delineate principles for quality Black child development programming derived from the practices, policies, techniques and programmatic themes which form the basis of the models observed; and 3) to present a review of the literature which examines the theory and implementation of current child development programs and the consequences of their application on Black children.

The Program Narrative section reviews each of the ten sites in terms of (1) ideology, (2) organizational structure, (3) theoretical basis, (4) teaching strategy and (5) curriculum content. These narratives contain also a detailed daily schedule chart of activities at each school; an activity chart that describes a particular teaching strategy, materials, physical setting, child interaction and adult (parent/teacher) involvement; an organizational chart that serves as a flow sheet for responsibility and authority, at each of the following schools:

Uhuru Sasa Schule	Brooklyn, New York
Afrikan Free School Pre-School	Newark, New Jersey
Children of Afrika School	Harrisburg, Pennsylvania
Nairobi Pre-School	East Palo Alto, California
Clay County Child Dev. Ctr.	West Point, Mississippi
Martin Luther King, Jr. Family Center	Chicago, Illinois
Childhood Environment Center	Pittsburg, Pennsylvania
Learning House	Atlanta, Georgia
Watoto Weusi	San Francisco, California
Martin Luther King, Jr. Community School	Atlanta, Georgia

The final section contains essays by Black scholars on (1) self-concept, (2) physiological development, (3) cognitive development, (4) social-psychological implications of labeling, and (5) cross-cultural testing. Contributors to this section are

Sylvia Anderson, Jualynne E. Dodson, Wade W. Nobles, Pearl Rosser,  
L. Wendell Rivers, Asa G. Hilliard III and Joyce Ladner.

Extensive bibliographic material accompanies each section  
throughout the volume.

Collins, Thomas W., Noblit, George W., Ciscel, David H.  
"Retail Socialization: The Preparation of Black High  
School Students for Employment in Business"  
Integrated Education, March-April 1978, pp. 12-16

This paper is a political and economic analysis of a vocational education program, Distributive Education, at a high school in an unnamed southern city. The authors attempt to place their analysis of this program in its context within the corporate system which they describe as a dual economy. The affluent, managerial sector is maintained by the continuation of a poverty and low-income sector. The dual economy is staffed by a dual labor market. The dual labor market, in turn, is sustained by an education system whose function is to train appropriate workers for the two tiers of the economy. In the course of discussion, the authors refer to the work by Doeringer and Piore, The Internal Labor Market, in which it is argued that selective entry, on-the-job-training, and facility-specific mobility routes are the significant determinants of earnings and employment level. Collins et al argue that this system renders vocational educational programs largely irrelevant to the objective of employment for black youth, and the D.E. program under consideration reinforces that view in the context of the local community. The authors conclude that the program takes qualified black students out of the college preparation programs and prepares them for employment in those marginal industries that constitute a secondary labor market.

Cureton, George O.  
"Using a Black Learning Style"  
Reading Teacher, April 1978

Cureton asks whether there is a style of teaching and learning reading which is appropriate to the cultural context of inner city children. Some of the ingredients of Cureton's formulation are: (a) a phonics approach to reading; (b) psychomotor techniques in which an abstract idea is first embodied in a concrete or kinesthetic exercise; (c) encouragement of choral response to questions; (d) strongly teacher-centered learning environments; (e) individualized learning programs.



Davis, Junius and Cynthia Kenyon  
A Study of the National Upward Bound and Talent Search  
Programs. Final Report. Volume I. Review of the  
Literature Relevant to the Upward Bound and Talent Search  
Programs, 1976, 62pp.

This paper addresses the subject of higher education for minorities. As the title indicates, it is a review of the literature related to the Upward Bound and Talent Search Programs which were initiated in 1965. The review was conducted as an aid to the subsequent design of a study pursuant to three basic questions:

- (1) 'Who are the disadvantaged, how are they defined, and what are the personal characteristics and situational variables that may effect their educational progress?'
- (2) 'What is the nature of college experience for disadvantaged young people?'
- (3) 'What is the impact of Upward Bound, Educational Talent Search and other similar programs?'

The authors locate, compare and occasionally illuminate a substantial body of literature which is cited in the extensive bibliography. The section that surveys the literature on economic analysis includes a most useful general critique of relations between education programs and economic policy.

In the first section, 'Definitions of the Disadvantaged', the authors find that the literature generally draws an equation between disadvantage and the twin factors of economic and educational underachievement. The literature omits data on those members of the poverty-level population who perform well in school. There is some

confusion in the literature on the issue of achievement that suggests a tendency to consider academic achievement as a definitive threshold of 'advantaged' status.

A second confusion, a problem in terminology, occurs throughout the paper in the usage of the words 'disadvantaged' and 'minority'. It is evident that the economic and educational penalty served upon people of color in the United States locates them in a 'disadvantaged' position relative to non-colored people. At the same time, there is a class of disadvantaged/or less advantaged whites, defined largely by economic status and geography. In most cases, the authors use the terms 'minority' and 'disadvantaged' interchangeably and in almost all cases they apply them as cover terms for the people of color whom they identify as Blacks, Mexican-Americans, Hispanics, Native Americans and Orientals. This terminological procedure results in some deception and mystification over the course of fifty pages, and on one occasion, when the authors draw a distinction between disadvantaged and minority status, an apparent conundrum faces the reader: The following sentence concludes a paragraph that has compared the school-persistence rates of people of color and whites -- 'It is clear the high school graduation rates of the disadvantaged still lag behind those of minority students.' (pg. 12)

The survey identifies six areas of research related to the educational performance of the disadvantaged: (1) ability levels

(a misnomer that refers to test results) (2) performance in secondary schools (3) persistence in secondary schools (4) aspiration for college (5) college-going trends (6) barriers to higher education.

The survey refers to the growth in minority high school completion rates in the 1963-68 period. It also cites the impact of declining matriculation rates at black colleges during and subsequent to that period.

Among the barriers to higher education the authors cite the following categories from Fred Crossland's Minority Access to College (Shocken, 1971): (1) test barriers (2) poor preparation barriers (3) money barriers (4) distance barriers (5) race barriers.

The section on the Nature of the College Experience for the disadvantaged surveys four areas: (1) college entrance rates (2) academic performance (3) persistence in college (4) social adjustment to college.

In attempting to assess the impact of Upward Bound and related programs, the authors found a real deficiency of longitudinal research on the subject. They pointedly state that no study used in their survey followed a senior class of special program students through four years of post-high school experience. Funds have simply not been provided in the basic grants for evaluation, so that significant data does not exist for ongoing planning, evaluation and implementation. Upward Bound and Ed-

educational Talent Search both originated in 1965 and the authors researched the literature in 1973.

The concluding section discusses cost benefit analysis of Upward Bound programs and economic issues in a methodological perspective. The observations of this literature are particularly relevant to current policy issues. The authors report "that focus on the 'supply' side of the labor market may be of only marginal efficiency." Data indicates that "as a short-term anti-poverty policy instrument, education without an availability of jobs that utilize and reward the capabilities of disadvantaged workers is unlikely to have much impact... a complete set of anti-poverty policy instruments should focus on both the supply and demand sides of the labor market." (p.50).

The paper cites a study by Bennett Harrison on the relationship between education, employment, and income for ghetto areas of ten cities. ("Education and Underemployment in the Urban Ghetto," American Economic Review, 1972, LXII(5), pp. 796-812.) Harrison found that while education may help all groups to move into "what are nationally considered to be more prestigious positions," once there, people of color find themselves again underemployed, without job security and receiving earnings comparable to their previous positions. He found that the same movement for whites translated into substantial earnings increases and lowered risks of joblessness.

The authors summarized this section as follows: "The policy implications of this and other similar studies are relatively clear. Although educational programs for the disadvantaged such as Upward Bound and Educational Talent Search may provide increased educational opportunities for participants, subsequent improvements in employment and earnings are not necessarily equal for participants of various ethnic groups. Additional policies focusing more on the demand for labor for Upward Bound and Educational Talent Search participants may be necessary to improve their economic conditions and thus break the cycle of poverty."

This conclusion recalls the findings of John Ogbu on the structural job ceiling that enforces a caste system for American minorities of color. From what we know about the structural necessity of unemployment, underemployment, and a poverty class for the maintenance of the organization of production, even a phrase such as "to break the cycle of poverty" reads as a remnant of unexamined rhetoric.

deLone, Richard H. Small Futures: Children,  
Inequality and the Limits of Liberal Reform  
(for the Carnegie Council on Children)  
Harcourt Brace and Jovanovich - New York, London, 1979

Richard deLone states his argument in the title of his book: the effective limit of liberal reform is the structure of inequality in American society, an inequality that produces small future possibilities for the children of the less equal. Mr. deLone's belief is that the structural inequalities in American life, which are in contradiction with the constitutional ideals of political liberalism, endure from generation to generation and will continue to do so unless public policy addresses them directly at the structural level. The burden of this policy initiative would be to redistribute income throughout the society so as to diminish the income differential between the top fifth and the bottom fifth of the family earnings chart. He points out, for example, that by readjusting the official poverty line upwards to the point at which Americans consistently place the poverty line, an effective income equalization policy could be effected. By placing the poverty level at one-half the median family income the earnings differential between the top and bottom fifth would fall from an eight-to-one ratio to four-to-one. He advocates policies to reduce statistical inequality. As these policies, such as a tax credit plan, take root in social practice they will increase the parity of "futures" for children.

This kind of structural intervention runs counter to the

historical practice of liberal reform which has always followed the belief system of economic liberalism. This belief system, deLone reminds us, is grounded in the concept of individualism. Consistent with this, social reform measures under this system focus on redress for individual victims, or preventive measures against individual damage, rather than on instituting measures to replace victimizing structures with structures favorable to groups. Economic liberalism, based on free market idealism, has never supported structural reform policies. The contradiction between political and economic idealism has allowed the institutionalization of inequality and poverty.

Liberal reform policies often focus on issues of educational opportunity, public schooling, and child care. deLone argues that statistical and historical evidence confirms that such policies -- which he calls essential in the absence of anything else -- reinforce inequality, and maintain it. They maintain it because they in no way decrease the differentials in earnings and opportunity that remain constant over generations. Hence, if political liberalism still aspires to effective action it must directly address the status quo mechanisms inherent in economic liberalism.

deLone directs extensive argument and evidence to discussion of the historical function of children as the focus of reform effort, to discussions of income disparity and intergenerational

income mobility, to programs of reform such as AFDC, and to concepts of child development. He demonstrates the historical failure of reform efforts to effect change beyond the individual level. He presents the structural economic reasons why this is so. It is ironic, and significant, that this book and John Ogbu's discussion of caste in American, Minority Education and Caste, should be published at a time when governmental policy is abandoning and dismantling the programs of political liberalism -- (deLone's half-a-loaf) -- in the name of economic liberalism.



Dodson, Dan W. "Is Desegregation Possible for New York City?"  
Integrated Education, May 1975, pp. 156-159  
Testimony before the New York Commission on Human Rights

In this brief statement, Dodson makes the following points:

- 1) That school desegregation is a political issue not an educational one;
- 2) That we are back to a Plessy vs. Ferguson situation because "the apartheid business was political at that time and the courts kept it so;"
- 3) That because the great migration to the city is over, and the birthrates of all groups are declining, the declining school registers offer the opportunity for better educational services;
- 4) That the desegregation process produces a leveling effect in the provision of social services throughout the society because community concerns become concerns relevant to the spectrum of society;
- 5) That the bureaucracy of the NYC Board of Education has been instrumental in preventing the implementation of desegregation procedures while issuing supportive policy resolutions; this situation results from the relationship of the Board to the "white power arrangements of the society."

Dodson, Dan W. "Is Race the Problem?"  
Integrated Education, Issue 74, vol. xiii, No. 2,  
pp. 11-12, March-April 1975.

Dodson wrote these paragraphs in response to an article on educational equality by Professor Rohwer that suggested organizational reforms at the middle and lower school levels. Dodson comments upon several important issues in his brief remarks.

1) Because "the grading system is programmed to distribute children on some sort of curve, a goodly portion will fail regardless of their individual merits. The public school system is organized to fail a significant proportion of its students and in that sense the issue is not race but institutional snobbery."

2) Testing is a chief instrument, and a competitive mechanism, in the selection/sorting function performed by schools. The input of schools is "all of the children of all the people. Its output is people who have been taught their place. Tests that can be demonstrated to be objective perpetuate the myth of equal chance."

3) Any reorganizational plans that call for individualized, culturally-tailored instruction must be critically reviewed because they allow for the introduction of double-standard curricula based on class and cultural distinctions. "Regardless of differences which now exist, the final criteria have to be common levels of achievement...There must not be one curriculum for lower class

children and a different one for those of the upper class. Shoe cobbling courses in black schools of the south are too fresh in memory to allow for that."

4) "The dominant issue is power. The power-full control the schools. They control the professional preparation of those who staff them (teacher and administrative education). One is not credentialed to teach until he is 'safe for the system.' The system is going to try to place the blame for failure of children upon their individual limitations, rather than upon the limitations of the system. The scholars... will provide the rationalizations upon which the system rests. For black children, race is the issue, for they are being asked to become socialized into a system that holds them to be second class. When they do not buy this arrangement they are called dumb."

Dodson, Professor Emeritus of Human Relations at NYU, and Professor of Sociology at Southwestern Georgia University, is the author of the Fleischman Commission Study on desegregation planning for New York city schools in the late 1960s.

Dodson, Dan W. "What is Quality Education?"  
The Negro Educational Review: vol. xxv, no. 1  
January 1974, pp. 5-17

"What is quality education?" asks Dodson, in a society of rapid technological, social and generational change.

The answer has two dimensions, he replies. The first is instructional - namely 'how much is learned?' Does the student achieve toward the upper limits of his capacity? In this dimension, the factors of teaching and learning hardware, condition of the physical plant, and even high standards for teachers are not critical learning conditions. Therefore, if children learn equally well, or poorly, in any context, what values will guide the organization of the context?

Which brings up Dodson's second dimension of the answer - the citizenship dimension. Here he makes use of Horace Mann's concept of the "common school:" "By this he did not mean ordinary. He meant it would be a common experience for all the children of the community. The children from both sides of the tracks would go to school together and become socialized into a common set of values, a common sense of obligations and responsibilities as citizens. Today, we are dangerously close to the point where the goals of scholarship and those of citizenship are no longer compatible in American society. For the most part, we would scuttle the goals of citizenship in order to launch our young hopefuls into the academic stratosphere.'

Dodson then suggests that attention to the quest of scholarship achievement and neglect of the citizenship component of education may result in the failure to achieve both goals. He points out, with reference to Bruno Bettelheim, that pressures for academic achievement from both family expectation and school regimentation often destroy the curiosity for knowledge and the faculty of observation, which are the constituents of creativity. The individual and the society thereby lose the knack for living with the vitality that finds new solutions to old problems. Dodson's reasoning implies his support of the obverse approach; a serious attention, instructional and organizational, to the values of the "common school" will obviate the spurious division between goals of scholarship and citizenship.

"Quality education", he reminds the reader, is a code concept for resistance to desegregation -- (i.e. to the values of citizenship) -- in the name of preservation of scholarship. In reply to this false argument he sums up the research:

(1) ' . . . except for instances where low-income white children are brought in minority numbers into low-income black situations, desegregation does not impair the achievement of white children'.

(2) ' . . . except, perhaps, where lower social status black children are brought in minority numbers into situations of higher status whites, desegregation efforts neither raise nor lower the achievement of black students'.

Reasoning from this base, Dodson argues that who goes to school with whom is not an educational matter, since it does not reflect in educational achievement. It is rather a political matter. 'Prejudice is a function of politics and not an aversion to differences.' The modern world is full of examples of political arrangements intended to create hostilities and prejudice between people with common ties -- Northern Korea/South Korea, North Vietnam/South Vietnam, East Germany/West Germany. 'In this vein, it should be pointed out that people learn what they live, not what they are taught.' Therefore, children, black and white, in segregated school environments, taught constitutional and democratic values, will learn instead the institutionalization of separation, because that is the political arrangement of their living experience. In this line of thought Dodson warns that, 'the great danger of the moment (1974) is that has become good politics . . . when bigotry becomes good politics, fascism is not far behind.'

Anticipating criticism of his position that asks 'Why risk all this turmoil . . . by instituting policies of "forced mixing" of children if the data indicate that they learn only slightly better, do not get along better, and in general so little measurable gain is achieved?' Dodson makes eight points:

1. that the data on achievement are still equivocal;
2. none of the studies cover a longitudinal dimension;
3. the alternative to developing a modus operandi (with all

its difficulties) for living together in a world of difference is an apartheid society;

4. children cannot be socialized into a common system via segregated schooling;

5. segregation begets discrimination. Professor Charles Willie has stated that the only reason for separating people in the first place is so that they can be treated differently;

6. citizenship cannot be taught in segregated settings because the living arrangements out-educate the educators;

7. isolation breeds provincialism wherever it occurs;

8. segregated schooling is inherently unequal -- in the allocation of resources -- and cannot be made otherwise.

Dodson's paper was apparently delivered to an audience in Dallas when that city was under a recent desegregation court order. In that context, his emphasis is on defusing false arguments that oppose educational and citizenship issues. He questions pointedly 'whether Americans who have now moved into the middle class will have power enough to disengage from the common experience and produce a caste society'.

Certain writers -- Ogbu, Karier, Harrison -- argue that the caste society has become well established and is perpetuated, in part, by the tracking devices of schooling that destroy the possibilities of a "common school" experience by socializing youth into skewed political arrangements. In this regard, Dodson's observations that we learn what we live so that the 'living arrangement out-

educates the educators' accurately describes the schooling function that he would change. While the "common school" cannot create a "common system", neither can a "common system" come into existence without a common socializing value. Again one wonders about the inherently revolutionizing aspects of mass communications and electronic technology for creating a common adolescent socialization experience on a world-wide basis whose internal dynamic outstrips the institutional control of even those who own it.



Estes, Sidney H. "Discipline: A Different Perspective." Atlanta: Teacher Corps, 1979

The first section of this paper presents a cultural and historical overview of changes in America's pluralistic society that may have contributed to what is called the discipline problem in public schools. The second section discusses positive approaches to the resolution of discipline conflicts. This section refers extensively to the work of psychologist William Glasser who argues that punishment is no longer effective action in discipline problems. He recommends instead a method for giving students a stake in the school through a contract between student and teacher. Estes lists the principles behind Glasser's thinking in this way:

1. Get involved with students.
2. Deal with their present behavior.
3. Get the student to make value judgements about his or her behavior.
4. Help the student make a plan to change that behavior.
5. Get the student to make a commitment to change that behavior.
6. Accept no excuses.
7. Met out no punishment."

According to Glasser, "Yesterday's child was goal motivated, today's child is role motivated."

In examining some of the historical factors that shaped the context in which today's "role motivated" child lives, Estes isolated nine factors which are particularly relevant to the problem

of school discipline:

1. dehumanizing school practices
2. television influences
3. increased availability of drugs and guns
4. civil rights and women's rights movements
5. economic problems
6. culture conflict
7. increase in single parent families
8. increase in maternal employment
9. history of racial discrimination"

Since it is the teacher who must deal directly with the cultural effects of mass media, and with racial, class, political, and emotional distinctions, Estes considers it essential to effectiveness that teachers become deeply familiar with the modes and values of students from cultures different than their own.

The characteristics of effective teaching include:

- |                      |                             |
|----------------------|-----------------------------|
| 1. Routine           | 7. Compassion               |
| 2. Empathy           | 8. Realistic approach       |
| 3. Zest              | 9. 'All Around' Person      |
| 4. Conscientiousness | 10. Professional competence |
| 5. Imagination       | 11. Professional confidence |
| 6. Assertiveness     |                             |

Flaxman, Erwin, A Selected Bibliography on Teacher Attitudes, ERIC-IRCD Urban Disadvantaged UD003771 Columbia University, New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged, January 1969, 23p.

This brief annotated bibliography from the early age of Head-Start and Title I programs contains twenty-nine entries broadly grouped into four overlapping categories:

Teacher Attitudes

Teacher Characteristics & Background

Teacher Behavior

Teacher Education & In-service Education

The titles and study selection indicate the concerns of the 1960's decade in education, when cross-racial, ethnic and cultural interaction in the classroom revealed the cumulative extent of (white) America's ignorance and neglect of its total citizenry.

Thus, Robert P. Boger presented a paper, Head Start Teachers' "Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships" to the AERA annual meeting in 1967. The paper describes the results of an Attitude Inventory test, administered to prospective teachers of similar SES background, but of different ethnic groups; "Mexican-American", "Anglo" and "Negro".

Other titles pointing to racial structures as factors of education are:

Gottlieb, David, "Teaching and Students: The Views of Negro and White Teachers"; in The Disadvantaged Learner: Knowing, Understanding and Educating. ed. by Staten W. Webster, Chandler Press:

San Francisco, 1967.

Green, Robert L. Crisis in American Education: A Racial Dilemma, 1967. (Prepared for the National Conference of Equal Educational Opportunity in America's Cities; sponsored by the U.S. Commission on Civil Rights, Washington, D.C.)

Green offers four policy suggestions:

1. Urban education teaching programs must include minority staff, and must offer more intensive and extensive preparatory programs to prospective teachers of low-income urban children.

2. Colleges and school systems should organize cooperative fifth-year programs for beginning teachers; in-service training programs should include more contact with the communities of students served.

3. In-service workshops should include observation of master teachers, and temporary residence in a poverty neighborhood.

4. Financial aid should be available to train teachers for inner-city service.

Passow, Anthony, "Diminishing Teacher Prejudice", in The Inner City Classroom: Teacher Behaviors. ed. Robert D. Stein, Columbus: Charles E. Merrill Books, 1966.

Passow argues that the way to improve the attitudes, sympathy and empathy of teachers for inner-city children is to educate them into an understanding of the culture of the children through revised teacher education courses.

Other titles reviewed in the Flaxman list include:

Harlem Youth Opportunities, Inc., New York. Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change, 1964.

Rosenthal, Robert and Lenore Jacobsen, Pygmalion in the Classroom: Teacher Expectations and Pupil's Intellectual Development, Holt Rinehart and Winston, New York, 1968.

Schueler, Herbert, A Case Study in Preparing Teachers for the Disadvantaged: Project 120, a Special Teaching Program in Junior High Schools in Low Socio-Economic Areas. CUNY, New York, Hunter College, 1964 (ERIC ED 011 009).

Strom, Robert D., The Preface Plan: A New Concept of In-Service Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income. Ohio State University, Columbus, 1967 (ED 017 596)

Webster, Staten W., "The Teacher as an Alien: Some Theoretical Considerations Regarding Teachers for Disadvantaged Schools", in The Disadvantaged Learner, ed. Staten Webster, San Francisco, Chandler Publishing Co., 1966.

Flaxman, Erwin and Victor Zinn, The Education of Teachers of the Disadvantaged: A Selected Bibliography, New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 1967, 13p. (ERIC ED 011 907) 110 entries.

France, R.W. Attitudes & Characteristics of Effective Teachers of Culturally Disadvantaged Children.  
Minneapolis Public Schools, Minn./Research Division,  
October 1969, 18p.

This study sought the answer to three questions:

1. Do effective teachers of the culturally disadvantaged hold attitudes which differ from the attitudes of ineffective teachers?
2. If so, in what ways do they differ?
3. What characteristics are related to these attitudes?

The investigators found that the answer to the first question was "yes" and proceeded to differentiate the answers to the follow-up questions.

They found, proceeding from first principles; that (a) the effective teacher recognizes the existence of material/physical deprivation. She accepts the existence of a sub-culture of poverty. The ineffective teacher rejects the existence of material poverty in the affluent society. (b) The effective teacher perceives that there are special problems related to the sub-culture of poverty and to teaching its children. The ineffective teacher does not perceive issues of health care, home-school culture and language variance as significant or even existent. (c) The effective teacher refrains from punitive action derived from judgemental labelling; the effective teacher does not ascribe difficulties to genetic or innate origin. The ineffective teacher, who assumes

equal access to opportunity, ascribes difficulties to genetic deficiency, laziness or some other intentional source; consequently, the ineffective teacher prescribes punitive action to correct behavioral and learning variance. (d) The effective teacher does not find teaching the disadvantaged to be an unpleasant experience. The ineffective teacher does.

The effective teacher has; (1) high proportions of low-income children in her class, (2) has a commitment to teaching such children that reflects itself in teaching experience, in research on the topic, and in recognition by teachers, parents, and principals.

The effective teacher recognizes and accepts the problems of the disadvantaged without rejecting the people who have these problems. The ineffective teacher denies the existence of these problems, while at the same time rejecting or punishing the people who exhibit symptoms of these problems.

Frederiksen, John R. "Models for Determining School Effectiveness." Paper presented at the annual meeting of the American Educational Research Association, Boston, Mass., April 7-11, 1980.

Frederiksen describes the statistical technique used to identify effective schools using Michigan data in a research project, the Search for Effective Schools. He concludes that effective urban schools exist, "and in not inconsiderable numbers." The schools achieve high levels of reading and math achievement for all the students they enroll including children from educationally disadvantaged backgrounds. Poor children performed at the level usually reached by middle-class children in the same school district. Frederiksen concludes that inappropriate research designs have traditionally made no allowance for interaction between background and school effectiveness.



Freire, Paulo, The Pedagogy of the Oppressed,  
Herder and Herder: New York 1970

In the conclusion to their essay on Labor Market Segmentation, Harrison and Vietorisz remark that if power is reckoned as the ability to control the way people think of the world then the neo-classical theory of economic society is indeed powerful in America. Freire grounds his thinking in assertion of the identity between the processes of consciousness and the historical structures of society. From this basic unity between man and the world it follows that pedagogical action (as method, process and intention) is social action; the outcomes of pedagogical action are social structures and the structures of pedagogical action reflect the contradictions in social structures.

Education, as the intention of the pedagogical process, stands either for oppression or for liberation, according to Freire, who draws out the logic of the fundamental theme of our epoch, which he characterizes as domination. Because his conception of human reality comprises a dialectical process of the wo/man-world relationship -- (that is, the dialectic of a being with historical consciousness), Freire always poses a contradictory relationship for processes of consciousness and structures of society. In this case, the theme of domination is matched by its contradiction, the theme of humanization. The pedagogy

of education must then reflect one or the other of these themes. Freire's priori position -- evolved from a stance that is at once radically Christian and radically Marxist -- is that "man's historic vocation is humanization, the process of becoming more fully human"; that this process requires the humanization of historical structures; that this vocation is a process, a struggle without stasis, transitional. Dehumanization results from a distortion of this process in the direction of stasis -- a silencing of the human vocation by enhancing the social formations that constitute the status quo. These formations limit the transformative intention of consciousness-through-work. The power to transform consciousness into history diminishes under the weight of pre-ordained forms. Such a process does violence to the decision-making vocation of wo/man and gives rise to the dynamic of power, coercion and oppression.

When Freire puts what we call education into this lens of the human condition, he discovers certain paired replications such as oppressor-oppressed, teacher-student, leadership-people. He also finds that the maintenance of contradiction between such pairs depends on a unified theory of cultural action that manifests itself as consistent behaviors throughout the dialectical relationships. Indeed, it is more accurate to say that the contradictions result from a consistent theory of the dialectical itself. Freire designates this theory the "antidialogical".

He identifies it through four characteristics:

1. conquest
2. divide and rule
3. manipulation
4. cultural invasion

When manifested in the practice of education, these characteristics describe the "banking" concept of education, via the "banking" concept of consciousness. The antidialogic stance models consciousness after a cipher that needs to be filled with information. It presupposes an innate ignorance in the human species that justifies the imposition of the knowledgeable upon those who-do-not-know. In this concept of reality, the world does not mediate between equals who discover both it --( the world)-- and each other through this mediation; -- (the dialogic stance). Rather, it perceives the world in an object relationship to human action; it perceives wo/man in an object relationship to wo/man; and it perceives education as the process of action upon human objects. Accordingly, antidialogic education assumes that its function is to shape humanity in conformation to historical structures. The consistent character of this view is oppression. Dialogic theory, based as it is in apprehension of the historical character of consciousness, considers education as the process of changing historical structures, as action with the world.

For Freire, dialogic theory is the humanizing contradiction to oppression. The characteristics of this form of cultural action are:

1. cooperation
2. unity
3. organization
4. cultural synthesis

Dialogic theory expresses itself through the "problem-posing" concept of education. Grounded in the historical present, "problem-posing" education and consciousness begins with recognition of the limitations and distortions placed upon the human vocation. This recognition of "problems" initiates a critical process of consciousness-as-action through which specifics of the historical situation acquire the aspect of conditional structures to-be-changed, rather than assuming the mask of a fatalistic human existence. Education for freedom begins with the perception of fragmentation and incompleteness within history. Problem-posing education proceeds from historicity, through dialogue, to expose the conditional nature of the world. The process of critical thinking contradicts the uncritical acceptance of an alienating, imposed consciousness. Genuine dialogue, mediated through the world, supercedes the teacher-student opposition. A community of actors engaged in changing the world emerges out of silence.

The subject of Freire's book is the dynamic of consciousness

in the historical wo/man-world relationship. Education, as an active product of that relationship, can catalyze the submergence, emergence and intervention of consciousness into history. The generality of treatment, and the specificity of analysis constitute a theory of social structure, historical process and educational function that illumines in high-relief administrative, instructional and cognitive structures derived from the "banking" theory. Pedagogy of the Oppressed, consistent to its dialectic, describes the interior morphology of neo-classical social/economic ideology, and its contradiction, -- a theory of and preliminary method for historical liberation from the oppressed-oppressor encounter.

Gappert, Gary. The Prospects for Partnership in Urban Education: A Report with Recommendations for Policy, Research and Knowledge Utilization. Research for Better Schools, Inc., Philadelphia, PA, 1978. 45 pp.

This paper is a summary of issues presented at the fourth annual Conference on Urban Education in 1978. The theme of the Conference was Prospects for Partnerships. Its presentations were organized around five items:

1. educating urban youths
2. fiscal priorities
3. emerging partnerships
4. political and legal realities
5. strategies in school management

Gappert's concern is with comprehensive urban policy and its relationship to educational planning. His task in this report is to assemble the thematic concerns of the conference agenda within a systematic research, planning and policy framework.

His approach is one of systems analysis -- what he calls ecological modeling (after Frank Spikes). He recommends an approach that will develop a data base through a taxonomy of different types of urban systems, of urban school systems and of strategies for management. This method requires research, development, and a knowledge-development perspective of (a) the federal relationship to urban systems and urban schools; (b) the state relationship to its municipalities and educational systems;

(c) the municipal structure itself and its school systems. Gappert proposes overlapping research coordination via urban theory development, management studies, fiscal policy, research and application.

His chart for a comprehensive Planning Framework for Urban Education follows in its entirety:

CHART I

A COMPREHENSIVE PLANNING FRAMEWORK FOR URBAN EDUCATION

1. Policy Analysis and Development
  - 1.1 Federal Urban Policy and its Relationship to Federal Education Policy
  - 1.2 State Urban and Education Policies
  - 1.3 Municipal Education Policy
  - 1.4 District Education Policy
  - 1.5 Community or Neighborhood Education Policy (Sub-District Level)
  - 1.6 Fiscal Aspects of Urban Education Policy
  - 1.7 Legal Aspects of Urban Education Policy
2. Theory Building for Urban Education
  - 2.1 Theories Pertaining to Deficits, Deprivation and Disadvantaged Students
  - 2.2 Ideological Theories
  - 2.3 Urban Theory and Concepts of Urbanism
  - 2.4 Urban Institutional Change
  - 2.5 Systems of Urban School Improvement

3.. Research in Urban Education

- 3.1 Data Base Development and Strategic Indicators
- 3.2 Urban Structures and Functional Similarities and Differences
- 3.3 Strategies of Urban System Management
- 3.4 Strategies of Urban School Improvement
- 3.5 Promising Practices in Urban Partnerships for Urban Youth
- 3.6 Analysis of Urban Implementation of New Educational Technologies and Techniques
- 3.7 Cultural Differences and Communication Syndromes
- 3.8 The Characteristics and Management of Individualized Learning Programs in Urban Environments
- 3.9 The Characteristics of Effective Urban Schools
- 3.10 The Characteristics of Successful Urban Projects in Research, Development, Adoption and Adaptation

4. Intentional Knowledge Development

- 4.1 Capacity Building in Urban Educational Management Systems
- 4.2 Alternative Models of Urban Community Education
- 4.3 Incentives for Alternative Approaches to Urban Staff Development
- 4.4 Development of Urban Youth Budgets
- 4.5 Urban Diffusion Systems



5. Knowledge Utilization

- 5.1 Urban Utilization of Results of Basic Skills Research
- 5.2 Urban Utilization of School Improvement Research in the Broader Community, Development Processes Supported by the U.S. Department of Housing and Urban Development
- 5.3 Training in the Skills Required for Collaborating Planning
- 5.4 Utilization of Research and Evaluation Results and Processes as a Management Tool in Urban Districts

The remainder of the report consists of a substantive<sup>2</sup> elaboration of each entry in the chart:

also:

~~Spikes, Frank~~

~~"The City, the University and Continuing Education:  
A Model for Interagency Program Planning and Delivery"  
St. Mary's University, San Antonio Texas, November, 1977.~~

The Global 2000 Report to the President of the United States,  
Entering the 21st Century

Prepared by the Council on Environmental Quality and the  
Department of State

Gerald O. Barney, Study Director

Vol. I: The Summary Report - Special Edition with the  
Environment Protections and the Government  
Global Models - 360pp.

Vol. II: The Technical Report - 700+pp.

Pergamon Press 1980

Pergamon Policy Studies: On Policy; Planning and Modeling  
U.S., U.K., Canada, Australia, France, Federal Republic of  
Germany

Maxwell House  
Fairview Park  
Elmsford, New York 10523

The Global 2000 Report is an analysis and projection study of probable changes in resources, population and the environment over the final one-fifth of the 20th century. Demographics, agriculture, marine resources, GNP, forestry and all the other material factors in global industrial civilization are included in this study. The planning systems and world models employed as the programs for data analysis are also presented for evaluation. The two volumes constitute a public analysis of the material, conceptual and strategic foundations for long-range international policy planning. A concluding subsection to volume II includes a survey of historical antecedents to the study; national commissions for resource analysis and economic planning extend through twentieth century presidential administrations from T. Roosevelt to L. Johnson. The Report is both an inventory of power and a product of power, produced and assembled

through access to state-of-the-art data systems and information networks. It is a probe of the limits of growth, to determine appropriate applications of positive and negative feedback systems for maintaining growth or achieving equilibrium in both national units and production sectors of technical civilization. President Carter initiated the study with the following directive, May 23, 1977:

"I am directing the Council on Environmental Quality and the Department of State, working in cooperation with . . . other appropriate agencies, to make a one-year study of probable changes in the world's population, natural resources and environment through the end of the century. This study will serve as the foundation of our longer-term planning."

Graham, Patricia Albjerg. "Research and Secondary Education." NASSP Bulletin, May 1979. pp. 49-58.

This presentation briefly surveys the social emphases of public schooling in its historical development, and surveys the trends of educational research in recent decades. Graham concludes that the mandate for schooling fluctuates with historical circumstances and that it is ill-conceived to expect educational initiatives to resolve issues that belong in the economic sphere. Consequently, she recommends a more specific mandate for schooling at this time -- literacy, "the ability to read and write, manipulate symbols, make judgements, and take actions resulting from them." This mandate provides an "educational definition of the schools' responsibilities."

With respect to research, Graham emphasizes the present NIE priority to pursue research at the secondary school level on issues of adolescent growth and institutional responsiveness, on secondary school administration, finance, and organization. The NIE perceives that public concern with issues of education now centers around issues that occur at the middle-school and high school level.

Greenberg, I.M. "Project 100,000: The Training of Former Rejectees." Phi Delta Kappa, June 1969.

Greenberg reports on a project initiated by Robert McNamara during the height of the Vietnam War and riots in urban ghettos. The armed forces inducted 100,000 men who would have been rejected on the basis of mental ability tests. A special program was set up by the Department of Defense to give these men essential school skills. The program, announced in a 1966 speech by McNamara which connected poverty, poor education and social unrest, accepted 40,000 rejectees the first year and 100,000 men a year during each succeeding year.

Greenberg concludes that the overwhelming success of men exiting the program was due to their instructors who were not professional educators. Instructors expected high achievement, blamed student failure on their own inability to motivate students to learn, and never assumed that failure was due to background or genetic factors and 70-hour work weeks. Notable parts of the program included heterogeneous grouping -- all ability levels within one class; tutoring and counseling, student repeat of portions of training with companies in an earlier stage of training, special centers for slow learners, adjustment problems and poor physical specimens; and remedial programs.

Hampton, Peter J. 'Innovative Techniques in Teaching Academically Disadvantaged Students' Improving College and University Teaching, Winter 1977 .

This article presents the views of one who believes that improvement in cognitive performance can only proceed from an improvement in the affective domain of the student.

In the course of describing eight principles that he has found effective in teaching, Hampton reveals an attitude towards these students, whom he calls disadvantaged, that is so patronizing and condescending as to appear contemptuous. At the same time, some of the principles that he offers are curiously similar to the suggestions of Mary Hoover and George Cureton who advocate their approaches in terms of black learning styles. The question arises therefore (a) whether Hampton's suggestions are simply good teaching principles, regardless of target population and subject matter, so that what is offensive in his presentation is the tacit assumption that the non-disadvantaged student (whomever that might describe in American society) could be taught without any of these expensive human amenities of affective domain; or (b) whether Hoover and Cureton are enunciating a form of Black disrespect if they argue that the processes of the mind (as distinct from the content) are governed by the force of circumstance. On the other hand, we may grant that both sets of authors are right, and that the affective domain is the

province of the art of teaching, and that it must be tailored to fit circumstances.

Hampton suggests:

1. 'Know your students!'
2. 'Teach them many things,' that is, teach for many objectives at once.
3. 'Accept heterogeneity in your students,' that is, a wide level of skills and mastery and attributes, within the individual and within the group.
4. 'Motivate your students extrinsically,' that is make clear the rewards of education in terms of resources available to them now, materials available to them now, and opportunities available to them now and in the future. (As regards this point, the kind of profit incentives Porter proposes would clinch the argument.)
5. 'Pace the learning of your students,' begin at a level of mastery and increase the challenge to learning progressively.
6. 'Teach concepts rather than facts,' teach principles of learning and knowledge that can engender growth and stimulate application, rather than memorization of detail without conceptual perspective. Hampton also advocates sequential order in teaching wherein the complexity of tasks is progressively upgraded. This is simply fundamental teaching/learning as when a dancer must master the elements of positions before mastering combinations of movement. Likewise the musician.

7. 'Encourage varied activities while teaching,' in order to encourage learning by active participation, and to both rest and inspire the span of attention.

8. 'Accept and redirect feelings and emotions from your students,' Hampton perceives the teacher's role as one that requires psychotherapeutic training in order to better deal with the complexities of the affective in order that they not detract from the cognitive program. That is, don't turn your students off.

It is curious that what appear to be sound principles of teaching should be imbedded in the language and attitudes of missionary supremacy.



Hare, Bruce, "Self Concept and School Achievement: The Role of the Teacher," Illinois Teacher, March/April 1978, pp. 170-172

Dr. Hare found that the significant variation in scholastic performance among school children which the Coleman Report correlated with racial identity, correlates to socio-economic level if race is a controlled factor. The greater the parental education and income, the higher the performance of the child. Secondly, he argues that one of the buttresses of racialism is the concept that black children, and other children of color, are somehow deficient and/or handicapped in their cognitive endowment, either by circumstance or heredity. Using the language of William Ryan, he characterizes this as the "blame the victim" argument and he observes that the function of this argument is to remove the responsibility for "educating" from the school. Removing responsibility means that the school is not accountable for failure.

The "blame the victim" argument postulates that black children are inhibited in their learning process by low self-concept. Hare conducted a study, again controlling for social class, that found no significant differences in general self-esteem between black and white children. He found that:

- (1) Poor children generally felt less good about themselves

- (1) Poor children generally felt less good about themselves than middle-class children;
- (2) For all children, except for middle-class white children, the home is the greatest area-specific influence on their sense of self-esteem. (For middle-class white children it is the school that is the strongest influence, more so than peer or home environments.)
- (3) Hare concludes that this information can be of functional importance to teachers and educators if they understand that "the most effective route to these children is through gaining parental support."

In accordance with his findings that the teacher-home relationship may be a lever against the effects of class structure on scholastic achievement and self-concept, Hare ventures a list of suggestions to the teacher:

"If the teacher is to help lower class and minority children to achieve, the following suggested steps may be implemented:

- 1) Teachers can assist the parents in driving home a message that says how well students do in school is most important to how they feel about them.
- 2) Teachers can improve the connection between home and school by visiting homes and inviting parents to visit school as often as possible.
- 3) Teachers can allow the home and community experiences and knowledge of such children to become relevant material for

school learning. This can be done by using the children, parents, and community members as resource persons.

4) Teachers can increase the number of school projects that have take-home products as their outcome. Class projects such as books, paintings, hand-craft items, and tools, can be taken home and presented to the parents. This further facilitates parent/teacher appreciation.

5) Teachers can see that children with a history of academic failure experience success. For example, many children stop trying altogether because failure without effort hurts less than failure with effort. In extreme cases, some passing may be necessary on the basis of effort alone in order to regenerate motivation.

6) Teachers can investigate their own attitudes toward under-achieving children to find out whether they are co-conspirators by expecting less of such children. While class and race discrimination of the overt kind are readily recognized, the paternalism of excessive sympathy and/or lower expectations of performance from 'deprived' children is an equally crippling, and in many ways, a more dangerous form of discrimination.

7) Teachers can strive to increase the importance of academic performance to the child's general concept of self-worth. People tend to do most seriously those things that are most important. They also tend to diminish the importance of those things they believe they cannot do so as to protect their general

concept of self-worth. Thus, it is important that a balance of success accompany an increase in the importance of school. Emphasis on such things as effort and improvement would facilitate this process among students without a strong history of success.

8) Teachers can take care that grouping practices and classroom organization don't provide positive messages to some children at the expense of others. Such practices as giving out third, fourth and fifth grade spellers with large numbers on them in the same classroom creates a caste system in which everyone knows who is 'smart' and who is 'dumb.'

9) Teachers can be conscious that 'differentness' is not synonymous with sickness and 'sameness' with health in their expectations and evaluations of children. Frequently, stereotyped expectations of what the model student is supposed to look, act and think like, diminish our appreciation of difference. In a pluralistic society, diversity can be an advantage to all.

10) Teachers can take care that curriculum materials do not glorify some groups at the expense of others. For example, the treatment of slavery has frequently been embarrassing to black children, the celebration of Columbus Day to American Indian children, the derogatory treatment of women to female children, the treatment of World War II to German American and Japanese American children. In the school curriculum, crimes of both omission (the omission of positive facts) and commission (the negative stereotyping of a group) as outlined by Carter G. Woodson\*

have much to do with the alienation of non-male, non-white, non-middle class children in the classroom. Positive treatment of all groups makes students feel they belong, induces pride, and facilitates the need to achieve.

(11) Finally, teachers should make the assumption that all children can achieve regardless of past academic history or characteristics, and commit themselves to achieving this goal. Children cannot be expected to transcend the expectations of their teachers.

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\*Carter G. Woodson, *The Miseducation of the Negro* (Washington, D.C.: Associated Publishers, 1933).

Hare, Bruce  
"Self-Perception and Academic Achievement: Variations  
in a Desegregated Setting". American Journal of Psy-  
chiatry, 137:6, June 1980, pp. 683-689.

This study, carried out among 101 black and 412 white fifth grade students was primarily interested in "presenting and discussing findings about race and class in a desegregated context. It also presents these findings in relation to academic achievement as measured by standardized tests. Thirdly, it asked whether race or socio-economic status, their interaction, or something else is the most dynamic explainer of such differences in self-perception and achievement as might be found."

Dr. Hare found no significant difference in general, peer and home self-esteem between blacks and whites when SES was controlled. He did find however, that while self-concept of ability rose as SES rose, with race controlled, when SES was controlled, black children scored significantly higher than white children. At the same time, black children scored lower on academic achievement measures. These two findings together suggest, according to Dr. Hare, that black children are not "accepting teacher and test evaluations as the sole criterion for estimating their ability."

In conclusion, the author found that:

(a) parent-teacher "consensus and support" are important, for relating achievement to general self-esteem evaluation among lower SES children;

(b) that there is little evidence for fear that the desegregated setting is damaging to the self-esteem of black children;

(c) that it is time to move beyond concern with the psychological impact of the desegregated setting, to concern with "the misfit relationship between all low SES children and the school."

Harrison, Bennett Education, Training and the Urban Ghetto. The Johns Hopkins University Press, Baltimore and London, 1972.

The writings of political economists in the area of education can be particularly useful in revealing the social fabric, ideological content and policy agendas that a strict concentration on institutional curriculum and organization may obscure. The school is an institution crystallized within the social matrix. The advantage of looking at the institutions and the process of education from an alternate economic point of view lies in the ability to bring to light the socialization, training and classification function that education performs.

Bennett Harrison argues that the human-capital concept of education and training is fundamentally an ideological position unsupported by empirical evidence, when applied to ghetto and minority populations. He argues that the institutionalized policy initiatives that habitually design solutions to labor market conditions through constructions on the supply-side (e.g., education, training, manpower provision) require strategies that are redundant and ineffective to the ends sought -- increase in productivity, employment, and efficiency. As such, this policy bias appears to be an ideology that is effective only for the unstated premises of neo-classical descriptions of social reality -- skewed distributions and unequal accumulations; toward this



educational level and economic level by race; and the disjunction between educational requirements for employment and actual vocational requirements of the job are examples of the documentation that Harrison assembles to argue against the efficacy of 'human capital' theory in ghetto development applications.

He advocates a planned economic program to create jobs - manipulation of the demand side of the labor market rather than the supply-side. Harrison quotes Ivar Berg to clarify this point: '...we find that the requirements specified by employers are the base around which programs of reform and remedy are designed.... Planners have [even] expressed doubts about whether educational requirements that go up...are in line with the actual demands jobs make. Yet they proceed to see answers only in correcting the 'shortcomings' in the labor force, however much these shortcomings may in fact reflect arbitrary changes in requirements.'

In short, the corporate power sets the 'educational agenda' as a social control for investment protection and stability, not for employment or labor supply goals.

Harrison specifies three areas of institutional change required within a program of economic planning for job development: (1) Public Employment Programs; (2) Enforcement of Public Sanctions on the Hiring Practices of Private Employers; (3) Comprehensive Redevelopment of the Central City. With the last area he proposes a comprehensive urban employment policy based on a synthesis of city-planning, economic planning and educational planning which

would allow, for example, 'job possibilities and their technical requirements to inform the development of the prevocational... curricula of the schools.'

A comprehensive essay, thoroughly documented, with extensive bibliographic material footnoted throughout the text, Education, Training and the Urban Ghetto is an effort to rethink the relations in society by developing a theory of the economy out of analysis of critical institutions.

Harrison, Bennett and Vietorisz, Thomas  
Labor Market Segmentation: The Institutionalization of  
Divergence  
The Center for Educational Policy Research - Reprint  
Series #46  
Harvard Graduate School of Education  
March 1973 - 23 pp.

Harrison and Vietorisz present their view of the labor market its institutional components (e.g. education) within a broad political economy framework. A summary account of their presentation of this framework follows:

Labor Market segmentation-- (the tendency toward divergent development that results in the establishment of primary and secondary labor markets) - is a means of stabilizing and protecting the core institutions of a modern capitalist society. The system-defining institutions of such a society are (a) the separation of the workers from the means of production (b) the organization of the productive process by private capital, and (c) the trading of labor power as a commodity. The stability of the system depends upon the maintenance and control of these institutions by productive capital. Divergences - arising from division of labor - and segmentation serve as a means of control. Productivity loss resulting from racial discrimination, while acknowledged by neo-classical descriptions, is sacrificed in the interests of long-term control. Phenomena such as minimum unemployment requirements, reduction of wage-purchasing power below the rate of inflation, continual replenishment of the

pool of low-skilled and unskilled workers through immigration policies are all systematic constructions taken by the employers pursuant to social and political solidarity among themselves. These constructions institute a divergence and inefficiency that trades off short-term profits for long-range institutional stability.

The fundamental control in such a society is "exercised at the level of the workplace." The "day-to-day confrontation with workers at this level... gives rise to the social and political solidarity of employers as a class and thus generates a second level of control through the political manipulation of the macro-economy."

Vietorisz and Harrison devote the remainder of the first part of the essay to analysis of (A) control at the level of the workplace, and (B) control through a matrix of reinforcing institutions. They discuss (Part A) the function of the division of labor as both a technical means of reducing costs and a control device for introducing distinctions and divisions into the labor force beyond the requirements of technique. Occupational specialization, distinctions between white and blue collar occupations, distinctions between domains of labor union control, and distinctions between primary jobs and secondary jobs are aspects of division of labor controls within the workplace.

The authors discuss the function of education as a training/retraining necessity for any mobility from secondary to primary

sectors in an increasingly divergent structure. Education is the barrier and the conveyance between sectors, and is a legitimizer of institutionalized divergence. With such an interpretation the authors reinforce the view -(Karier, Marks)- that internalization of ideology results in voluntary (or perhaps involuntary) participation in the process of control:

"Educational and skill distinctions overlap to a significant degree -- though not completely -- with occupational and craft specializations. They represent a particularly powerful means of social control."

"Low wages in the secondary labor market deprive workers of both the motivation and the means of increasing either their own education and skills or those of their children. Once the education and skill structures of primary and secondary segments diverge sufficiently, mobility between them becomes impossible without a large, non-marginal dose of additional education, the means for which are lacking. In addition, retraining in mid-career is difficult per se, and low education levels are institutionalized inter-generationally by the deprivation in which the children of low-wage workers are forced to live."

In Part B the authors discuss the matrix of controlling institutions as an elaboration of the "tracking" process. Among tracking institutions they include (1) Formal Education; 'secondary labor market participants-to-be receive an inferior education' from pre-school to university and because of life cir-

cumstances of families locked into the secondary labor market their children are "unable to take full advantage of even a fully equivalent education if it were offered." (2) Credentialism; as a screening device for labor market access rather than a functional necessity. (3) Welfare, Housing, Health Care, Mental Health, Drugs: "In all these areas the effort has been to create an institutional web that ensures the survival of the secondary labor force, but at a level low enough to break its potential militancy and to make it unfit for primary jobs." (4) Crime; "The law-enforcement institutions are an exemplary case of the tracking function. The prisons are filled with persons for whom there is no room in the labor market. Furthermore, the authors perceive tracks within tracks." "Blacks and other suppressed minorities segmented into the secondary labor market are also confined to secondary crime....High-profit primary crime...is open only to persons of the appropriate ethnic backgrounds." (5) Employment and Wage Policy; (a) "National monetary and fiscal policies are adjusted to keep unemployment from falling below a threshold at which labor becomes hard to manage; historically... a 4% level, but inching up to 5%." (b) Minimum wage legislation is not adjusted to keep pace with the rise in general prices (c) Legislation is never intended to hold the rate of profit (via trusts and corporations) to the rate of growth of the economy.

Part II of the essay, the Independent Role of Discrimination,

discusses racial discrimination as an independent, secondary institutional device for labor force control at the level of the workplace and the level of institutional alignment: "Given the overriding need for control, tendencies toward segmentation within the system are seized upon, emphasized, and reinforced. The institutions favoring positive feedback - wage research, "credentialism," tracking systems within the public schools - are therefore elaborated and utilized for control purposes. Racial discrimination tends to segment the labor force; therefore, it is used to enlist blue-collar workers to cooperate in the erection and maintenance of barriers to mobility, and to deflect their energies from the primary confrontation at the workplace." (p. 18)

Part III touches upon the need for a steady expansion of the range of control for maintenance of the system's "integrity". In this expansion the role of ideology is critical. The institutional ability to frame the problem enables that institutional structure to supply the answer; "This state of affairs is the distorted public perception of the nature of the problem that rests ultimately on an ideological model of the labor-market framed in terms of the supply-demand concepts of standard economic theory. If power is the ability to define the concepts in terms of which reality is perceived, then the neo-classical paradigm is powerful indeed in American society today." In this connection the authors cite a work by D.M. Gordon - (Theories of Poverty and Underemployment, Lexington, 1972) - as an example

of "the emerging paradigm competition in economic theory" engaged at the level of fundamental institutional rethinking.



Hayman, John L., Jr.  
Moskowitz, Gertrude  
"Interaction Patterns of First-Year, Typical and "Best"  
Teachers in Innerscity Schools"  
The Journal of Educational Research  
Vol. 67, No.5, January 1974

This study proceeds from the question, "What tools and insights do new teachers in innercity schools need to prepare them for a productive experience?" To answer the question the authors studied the behaviors of New, Typical, and "Best" teachers during the initial contact period of the school year, and for six subsequent periods over four weeks.

Classroom observers used the Flint System of behavior categories which classifies teacher 'talk' behaviors in terms of direct and indirect influence; the system also classifies six types of student 'talk' behavior.

The study found significant patterns of difference between "Best" and New teachers in the contact lesson, and found divergent patterns of change in the follow-up lessons. In the first contact "Best" teachers used more jking, dealt with students' feelings, and gave students useful suggestions and overviews, with regard to expectations, standards and subject matter. New teachers concentrated more on administrative and routine procedures. The findings of the study suggest that new teachers have a low awareness of the forms of interaction and influence that are effective. Consequently, they employ methods that are direct; i.e. Theory X assumptions of influence. This

approach is unconvincing for positive student interaction and effective classroom management. Effectiveness was found to deteriorate over time as direct influences were increasingly employed. Interaction patterns of "Best" teachers underline the importance of praise, emotional honesty, and involvement, indirect influence, and clarity of standards/expectations. Furthermore, the most critical moment in establishing the effectiveness of classroom management was found to be the initial contact lesson. The authors suggest that teacher training deal specifically with conducting this first encounter between student and teacher.

Higher Horizons 100, 1978-79: Hartford Moves Ahead: An Evaluative Report  
Hartford Public Schools  
Evaluation Office  
Hartford, Conn. pp.49

The Higher Horizons 100 program provides groups of 100 students from educationally disadvantaged backgrounds with an 'integrated academic, cultural and counseling program.' The clusters of 100 operate on a mini-school basis; staffing consists of five or six teachers, a counselor and a project aide. In the 1978-79 school year, its fourteenth year of operation, HH100 schooled eight clusters of 100 students in three high schools and two middle schools. The program is listed in the U.S. Office of Education publication, Educational Programs That Work.

This evaluation report was produced in the Hartford School District Evaluation Office. It contains breakdowns of test-scores and attendance patterns that satisfy the evaluators' concerns for meeting project objectives.

The HH100 proposal states three objectives:

1. Students will demonstrate an improvement in reading and mathematics above what would be expected; these gains were measured according to results of the Metropolitan Achievement Test or The Comprehensive Test of Basic Skills;
2. Students will achieve a better percentage of attendance than that of the whole school;
3. Students will acquire more realistic and positive

attitudes toward themselves and school.

The evaluators found that test and attendance records substantially exceeded the target levels in all eight cluster groups.

Hoover, Mary Rhodes  
"Characteristics of Black Schools at Grade Level:  
A Description"  
Reading Teacher, April, 1978 - 6 pp.

Hoover lists the commonly stated causes for low achievement among minorities and categorizes them as "Blame the Victim" beliefs or "Blame the System" beliefs. She then cites some characteristics of programs in schools where inner-city children read at grade level: (1) a structural approach to reading focused on the orthographic rules (spelling patterns) of English (2) group-oriented philosophies that stress Excellence and Awareness, and utilize group learning strategies (3) scheduling of reading activities for the entire morning (4) high expectations for students and teachers (5) strong teachers training components (6) support, involvement and advocacy by school administrators.

The article also includes a list of fifteen grade level schools:

Black and minority schools at grade level\*

Private Schools

Nairobi Day School, E. Palo Alto, California	(Blakeslee; Slater)
Freedom Library Day School, Philadelphia, Pennsylvania	(Lindenmeyer)
Holy Angels Catholic School, Chicago, Illinois	(Beck)
University of Islam - Temple No. 4, Washington, D.C.	("The Muslim Way")

Public Schools

Woodland School, Kansas City, Missouri	(Weber; Thomas)
Hill School, Philadelphia, Pennsylvania P.S. 234, Bronx, New York	("Black Schools That Work") (New York State Education Department)
New York School A, New York, New York	

Howard D. Woodson, Washington, D.C.  
Windson Hills, Chicago, Illinois  
Grant, Chicago, Illinois  
Captain Arthur Roth Elementary, Cleveland,  
Ohio  
Martin Luther King, New Haven, Connecticut  
Longstreth School, Philadelphia,  
Pennsylvania  
Henry School, Philadelphia, Pennsylvania

("Black Schools That Work")  
("Black Schools That Work")  
("Success in the Ghetto")  
("Black Schools That Work")  
("Success in the Ghetto")

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\*Described in the reference cited

Huell, Barbara P.

"A Model for Developing Programs for Black Children"  
Black Child Development Institute, Washington, D.C.

1976, 30 pp.

ED 147 006

Barbara Huell's paper proceeds from the premise that education is the locus of the struggle, because the struggle is for the control of minds. Her focus is historical and humanistic, and aimed at curricular aspects within institutional settings. She codifies (a) eleven principles upon which a new black educational construct should rest, (b) a list of Personal, Humanistic and Political values/attitudes which must be incorporated into that educational experience; and (c) a curriculum implementation system diagram in which historical study serves as the hub of the wheel of education for black children.

As background for the principles that she advocates, Huell makes the following points:

(1) that this historical phase of the Black struggle is for control of the development of our children's minds;

(2) that schooling, because it is the social institution authorized to develop the minds of children, is therefore at the center of the present struggle, both for those who seek to gain direction over their destiny, and those who seek to prevent such an evolution;

(3) that, consequently, there is a need for a new educating system in this country because the present one is a political ve-

hicle for maintaining the cultural/social program of the white portion of the population at the expense of all others; as such the education system is not in the best interest of all;

(4) that white supremacy, as fashioned and maintained through the schools; presents its agenda by teaching black children the same material as it teaches to whites. The curriculum defines a marginal environment -- social, cultural, psychic and political -- that the state expects the "oppressed" to occupy;

(5) that programs such as Headstart, while welcomed as the first instance of government interest in the development of black children, are based on a pathological interpretation of the black child and his/her reality and environment. Some concepts of negativity, previously reserved for school-age youth, now reach the black child's mind in late infancy.

The article concludes with a three-tiered bibliography of essential reading for all black educators prepared by John Henrik Clarke.

\*"Social Policy Needs Facing Black People":

1. "A re-strengthening of the Family Unit."
2. "A willingness to seek and a determination to establish ourselves where we are in the world."
3. "Nurturing and refinement of the cultural heritage of our people."



4. "Political sophistication and complete participation in the political process."

5. "Economic independence and stability in immediate family life and in the larger black community."

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"The education of black children must address these needs":

1. "The history and cultural heritage of black people must form the matrix from which all black education moves."

2. "Black parents, teachers and community members must recognize the responsibility, which is primarily theirs, for the correct education of black children."

3. "The education of our children must be anchored in a firm system of values and behavioral patterns which are consistent with the ideology and objectives of the program."

4. "Teachers, parents and other community members associated with the school program must be mindful that they are primary models for inculcating and nurturing these values and behavioral patterns in the children."

5. "A positive sense of racial identity must permeate the entire school atmosphere and must guide the teacher in her expectations of the child and in his/her attempts to help the child maximize full potential."

6. "The program should be so constructed that each child feels secure about his/her own ability and worth as an individual

human being. The program, while not fostering self-centered interests must help each develop a healthy self-concept and unshakeable self-confidence."

7. "Regardless of the funding source, the program should be independent in focus, design and programming. The ultimate control and responsibility of the schools should rest with the parents and community people."

8. "Teachers, parents and community members must provide mechanisms for re-strengthening and maintaining the concept of the black family as the social agent in the child's environment and as the basis for his/her achievement."

9. "The curriculum content and teaching strategy must exhibit in design and implementation a profound consideration of the child's social, physical and cultural environment. A candid appraisal of this must be made with due respect to the strengths of the environment and the analysis of its weaknesses as well."

10. "The curriculum should be developed to help children acquire basic literacy skills but with a sense of purpose and an understanding for what these skills are to be utilized."

11. "The learning environment must be filled with teachers who are prepared to teach academically; teachers who are willing to continue their own education and drive for excellence; teachers who will subordinate teaching to learning; and above all, teachers who appreciate children not only for themselves, but as the hope of this nation, for the actualization of brotherhood."

Jacobs, Jane. The Economy of Cities. New York:  
Random House, 1969.

This book is an attempt to map the processes by which work adds upon itself, in the social context of cities, to generate the development of cities. It is remarkable for its reasonableness and for its use of simple language in describing the dynamics of a universal social process that all too often is presented in mystifying terms. The writer's attention to the mundanity of the process -- its worldliness -- mirrored by her respect for the importance of humble work -- the addressing of an immediate problem in a local circumstance -- on all levels, perhaps explains her common-sense approach and the common-sense effect of the text. Jacobs describes the urban conditions that promote economic development and those that produce stagnation in terms of the conflicting dynamics inherent in the process of the division of labor. She specifies the reciprocal relationships between economic processes and the spatial, social, and political environments. The book should be a manual for city planners, educational planners and development planners.

Jacobs does not discuss education as an institution or process in the urban economy. However, the descriptions of conditions that promote growth and of conditions that result in stagnation have direct application to (a) the process of problem-solving,

(b) the content of curricula, and (c) the political and labor market arrangements that await students whose work will be the source of economic growth. Her fundamental position is that economic growth -- the process by which work multiplies -- is the process of adding new activity to older divisions of labor, and that this process entails in reality a trial and error component that may or may not result in successes. The trial and error process is inherently costly because it is unavoidably inefficient. Jacobs argues that it is a major social cost but one that must be viewed as a long-term social investment that encourages the dynamics of growth: Without it, stagnation is a certainty.

In analyzing the process of development, Jacobs looks at the following factors:

- (1) The necessity of inefficiencies to the economic health of cities -- not as a by-product but as an initiating component of health.
- (2) The inevitable inefficiency of development and research work, the trial and error process.
- (3) The unavoidable costs of investing in development and the economic social and political consequences of not investing in that cost.
- (4) The irresolvable conflict between efficiency and development; the interests of these two goals are mutually exclusive

and may not be served under the same agenda . Efficiency produces short-term profit, leads to stagnation and consolidation, promotes the status quo because it serves the interests of those who are producing work that is already developed. Development is costly in the short-term, generates growth, upsets the status quo by introducing new sources and forms of production, and promotes diversification.

(5) Physical arrangements of cities that promote proliferation of work;

- a. The mingling of primary uses, such as residences and workplaces
- b. Small and short blocks
- c. The mingling of buildings of differing size, age, condition and function
- d. High concentrations of people

(6) Social preconditions for development: The possibility of an individual changing his work and place in society during his/her work lifetime as distinct from doing specifically different work than the parent.

(7) Political preconditions: When some people in an economy are prevented from solving practical problems, particularly humble problems and other people are not, the problems go unsolved, accumulate and forestall the economic developments that would ensue from their solution.

(8) Population and Resources: Arguments that tie economic

growth to population control are reactionary; population growth, problem solving and work-development are the components of economic growth and social advance. Cities are high in concentrations of people. Planning conceived as population control is planning for stagnation. >

(9) Discriminatory use of Capital: Capital not allocated to the solution of humble problems must be either spent or exported. The high level of foreign aid exported by America during the last quarter century is a symptom of the discriminatory allocation of capital away from the solution of humble problems in humble neighborhoods whose investment would result in infrastructure solutions and stimulate diversification.

(10) Economic Conflict: The fundamental social conflict is between those who control developed work and those who would develop new work. Those who control developed work inevitably triumph because they are the possessors of power, except on occasions where a third party intervenes. The third party is often government. Thus, there are forms of government which can initiate economic growth through interventions for short periods of time. One question before us is how to encourage the development of such governments, and governmental forms. Inevitably, these governments come to represent the interests of new work which has become developed work, and the process of change must be reinstigated. Economic development in its genuine social appearance is always profoundly subversive of the status quo.

This abstracted reckoning does not do justice to Jacob's presentation for the very reason that makes her accounting so effective: the concreteness of her language and of her examples. Particularly relevant are her perceptions of the city as a mine which contains resources of refined, distilled and disaggregated raw materials whose transformation into new applications -- through a process of collection and subsequent chemical, metallurgical and electronic synthesis -- appears to be a logical evolutionary step in the dynamic of progressive social organization. It is for this reason that she values so highly the role of the humble worker in the economic structure, particularly the recycler -- the garbageman, the disposal service, the service industries.

James, William H. and Leslie A. Sanderson  
A Multi-Dimensional Tutoring and Academic Counseling  
Model: Applications and Effects Upon Minority High  
School Students. Educational Assessment Center  
University of Washington, Seattle, Washington, 1979  
ED 194 677 (ERIC)

This paper focuses around a research project "to determine if individual tutoring and counseling with high-risk under-achievers is an effective means of improving grades and attitudes towards school".

The greater part of the report consists of a Literature Review of one-on-one tutorial projects in the period of 1965-1979. The literature describes several possible combinations of tutor/tutee relationships: same age and grade level; older achievers with younger under-achievers; high schoolers with elementary students; college level with high school; graduate students with elementary; adults with children.

Not all of the studies include quantitative evaluation. Those which do include statistics reveal greatest benefits when older students were paired with younger students. This pairing consistently yields positive achievement growth for tutee and tutor. Same-grade pairings tended to reveal some achievement growth for the tutee, but no significant change for the tutor. College, graduate students and adult level tutors demonstrated acquisition of teaching skills -- growth in instructional, counseling and assessment abilities. A consistent trait of one-on-



one tutoring is its cost efficiency and its energy-intensive demand.

The TAC program (Tutoring and Academic Counseling) was designed to include both instructional tutoring and academic counseling. Each three-hour weekly session included two hours of instructional work -- (math problems, writing assignments, drill, vocabulary practice, etc.) and one hour of counseling (study habits, time management, peer influences, student-teacher, student-parent relationships). In addition, each tutor met with a tutorial coordinator for an hour weekly. It is not clear to what age group the tutors belonged. All assessment measures are directed at tutee achievement growth which implies that the tutors were beyond the high school level.

The Journalism Research Fellows. The Journalism Research Fellows Report: What Makes An Effective School? Washington, D.C., Institute for Educational Leadership, 1980.

Seven education writers, enrolled in a fellowship program at George Washington University, studied schools across the country. Effective schools were identified and studied in Virginia, Nebraska, Arkansas, Florida, Maine, and Maryland.

In the most extensive study, Robert Benjamin writes a series of articles for the "Cincinnati Post" studied seven of "the best schools in the worst areas of the country". At the Beasley Academic Center in Chicago, Benjamin observed a class of 32 black elementary students who learn to read from 9:07 until 1:30 daily. Only one hour a day is devoted to other topics. Benjamin observed schools in Detroit, Edison School; Garrison School, the Bronx; Modesto City Schools; Robinson School, East St. Louis.

He writes a series of sidebars which enable parents to examine their local schools. He lists questions which if answered help parents to evaluate the quality of elementary schooling their children receive.

Benjamin concludes that the common factors of effective schools for poor, urban children are teachers who are personally accountable for what goes on inside the classroom; concentrated time spent teaching reading, all day if necessary; a demanding

leader; the expectation that all the children can learn; concentrated time spent on academic activities; no distinctions among children on the basis of social class, appearance, I.Q. or previous achievement, and constant student evaluation.

Other articles in the report were written by Jane Eisner of the "Virginian Pilot", Jack Kennedy of "The Lincoln Journal", Janet Kolodzy of the "Arkansas Democrat", Margo Pope of the "Florida Times-Union", Wayne Reilly of the "Bangor Daily News" and M. William Salganik of The Sun.

Kamin, Leon J.  
The Science and Politics of IQ  
Lawrence Earlbaum Associates, Publishers  
Potomac, Maryland 1974  
distributed by the Halsted Press Division of  
John Wiley and Sons

This book reviews the social history of IQ testing and the empirical evidence for the heritability of IQ. The second part is a detailed refutation of the evidence for the heritability of intelligence as argued by Professors Jenson and Herrnstein. Kamin devotes chapters to the study of identical separated twins and to adopted children. His analysis concludes that there is no evidence to support the position that IQ test scores are in any degree heritable. There is evidence, however, to support the view that those who argue for the heritability factor do so from a commitment to particular social beliefs. The first two chapters of the book address this issue and contain several important clarifications:

1. Kamin establishes at the outset that the author of the intelligence test, Alfred Binet, strongly objected to any interpretations of data which claimed that intelligence was a fixed and immutable quantity. He described such views as a "brutal pessimism."

2. The author argues for the socio-historical context in which intelligence data is interpreted; "The interpretation of IQ data has always taken place, as it must, in a social and political context, and the validity of the data cannot be fully assessed without reference to that context. That is in general true of

social science, and no amount of biology-worship by 'behavior geneticists' can transfer IQ testing from the social to the biological sciences." (pg.2)

3. On the political seductiveness of the genetic view of intelligence data; "There are few more soothing messages than those historically delivered by the IQ testers. The poor, the foreign-born, and racial minorities were shown to be stupid, they were shown to have been born that way. The underprivileged are today demonstrated to be ineducable, a message as soothing to the public purse as to the public conscience." (pg.2)

4. Henry Goddard, Vineland Training School, N.J.  
Robert Yerkes, Harvard  
Lewis Terman, Stanford

These eugenicists propagated the view that the Binet test provided a fixed measure of innate intelligence. They expressed this idea through the concept of mental levels derived from a hereditary basis.

The concept of fixed, genetically induced mental levels explained the destiny of inmates at penal, mental health and juvenile detention institutions. Because of the unchangeable nature of the mental life of these so-called deficient beings, any measures that claimed to reduce a tendency towards anti-social behavior, or towards the spread of poor genetic material, were recommended. Consequently, sterilization laws appeared in several states, following the lead of Indiana in 1907.

5. Kamin argues that the hereditarian interpretation imposed upon the concept of intelligence predated the collection of IQ data.

In other words, the generation of IQ data, - especially as a result of the first mass-testing conducted during World War I - became an occasion for disseminating the values of the eugenics movement. Terman, Goddard and Yerkes shared this view prior to data received from the Stanford-Binet test, first published by Terman in 1916, eleven years after Binet's first test in France.

6. Chapter 2, Psychology and the Immigrant, documents the influence of the work of Yerkes and the Eugenics Research Association in establishing restrictive immigration codes against "degenerative" and "defective" immigrant stock from southern and eastern Europe. Eugenics provided the ideology and the Stanford-Binet test provided documentation to support an exclusionary Anglo-Nordic policy.

Karier, Clarence

"The Objectives and Impact of Scientific Testing"  
(excerpted from "Testing for Order and Control in the  
Corporate Liberal State", Educational Theory 22, 1972,  
pp. 154-180.)

The American Experience in Education, chapt. 14, pp.224-240  
Barnard, John and Burner, David  
New Viewpoints, Division of Franklin Watts, Inc.  
New York, 1975

This paper by Karier provides a historical and critical perspective on the origins and role of standardized testing in American education, on the relationship between corporate policy interests and educational practice, and on the role of corporate foundations in orienting educational policy.

Karier traces the implementation of national testing from its advent in World War I manpower selection. He identifies that historical period with the emergence of the corporate system as a nationally dispersed and organized socio-political power capable of advising and defining national policies. One of these policy interests became the national education system. Social scientists came to occupy a significant role as articulators and ideologists of social policy and organization. Academics associated with the eugenics movement -- advocates of meritocratic hierarchies and selective breeding -- were instrumental in designing and implementing the standardized tests which soon determined national educational norms. Karier identifies Lewis Terman, Edward Thorndike (The Thorndike Dictionary), H.H. Goddard, and Henry B. Garrett as academics associated with the Eugenics Record Office, founded in 1910. Garrett, a student of Thorndike, served as chairman of

Columbia's department of psychology for sixteen years, and held a position on the National Research Council. (As recently as 1966 Garrett produced a series of pamphlets interpreting the history of sixty years of testing and relating it to the impact of school desegregation. Karier reports that over 500,000 copies, published by the Patrick Henry Press, were distributed free of charge to American school teachers, presenting eugenics positions on education, race and schooling.)

The eugenics movement was successful in getting portions of its program into legislation. Sterilization laws were passed in at least 21 states by 1928 with the purpose of rendering ineffective the 10% of the population that carried bad germ-plasm, a trait that exhibited itself through feeblemindedness, criminal behavior, dependency, and disease. An ideology derived from the eugenics lobby resulted also in restrictive immigration policies in the 1920's.

Karier describes the role of foundations in effecting educational policy. In 1918 the Carnegie Institute of Washington assumed control of the Eugenics Record Office. James Conant's study of American schools and Charles Silberman's Crisis in the Classroom were Carnegie funded projects. (John Ogbu's recent study, Minority Education and the Caste System is Carnegie funded.) Karier identifies the Ford Foundation as active in educational television research and the Rockefeller Foundation in Black education. Also relevant to contemporary concerns is this perspective he offers on the cycles of educational emphasis: 'It is interesting to note that during periods of labor surplus - (the 1930's and 1970's) - our



educational rhetoric tends to be child-centered, while in periods of shortage the rhetoric shifts to society-oriented needs.'

Clearly, the eugenics ideology has played a leading role in the organization of American educational practice and social policy. Issues of education, employment, economic organization, health care and political control begin to reveal a common strategic origin from an analysis of this history. The Civil Rights movement, the Black liberation struggle, and the anti-war movements represent, from the point of view of a eugenics dominated society, an aberrant historical force. The new policy climate may represent a resurgence of the consolidation of corporate interests in response to national and international historical change.

Karier, Clarence J. (ed.)  
Shaping the American Educational State: 1900 to  
the Present. The Free Press, 1975. MacMillan  
Publishing Company, Inc. New York, 439 pp.

Karier, professor of the history of education at the University of Illinois, Champaign-Urbana, has compiled a book of documents and critical essays that constitute a history of twentieth-century America, seen through the development of its educational institutions, practices and ideology. He clarifies the parameters of the study and the social beliefs that underlie it in the Preface and Introduction essays: the educational state has been derived from and tributary to the corporate liberal state, which itself evolved as a consequence of rational industrial manpower provision in the World War I era and the militarized technocracy, honed during the Cold War and the Vietnam era. Karier begins his volume with a quotation from Dewey to the effect that history is always written from conceptual materials, principles and hypotheses of the "historic present." History occupies a perspective, advocates a position and participates in cultural change. With that in mind, Karier states his perspective as clearly as possible:

The author writes from a perspective of the present which holds that American society is not structured to enhance the dignity of man but unfortunately, is structured to foster a dehumanizing quest for status, power and wealth. We live, I believe, in a fundamentally racist, materialistic society which, through a process of rewards and punishments, cultivates the quest for status, power and wealth in such a way as to

use people and institutions effectively to protect vested interests....The social system, it seems, can satisfactorily manage and control virtually all human needs except one; the need to know, to feel and to control one's own social destiny through the acquisition and growth of personal strength and development. (pp.xvii-xviii)

The volume does not read as a polemic, however, because Karier includes documents which develop the arguments of at least two sides of each issue. The essays and documents pursue two main topics: (1) "the role, function and responsibility of the professional in the educational state." This topic treats the profession of the educator within the corporate state; and (2) the hows and whys by which the educational system was rationalized by professional educators. This topic treats issues of politics, power, corporate and national interest. The rationalization of the educational state was fundamental to the rationalization of the corporate state. Such is Karier's thesis. A brief synopsis of sections of the book follows.

Introduction: Karier adapts the frontier thesis of American history -- developed by historians Frederick Jackson Turner and William Appleman Williams -- to the evolution of the educational state. He argues that the conception of the frontier as a "gate of escape" functioned to foster avoidance of the problems of maldistribution of wealth and power. Rather than construct redistributive mechanisms, the "frontier" response was to create

more institutions that would generate more wealth and power, thereby enlarging the pool while maintaining the social and economic class structure. These institutions were the creation of corporate industrialists who in turn created private foundations for the advancement of their interests in public policy; the Brookings Institute, the National Industrial Conference Board, the Twentieth Century Fund. Karier argues that the educational state became a new frontier in the twentieth century; that the myth of social mobility through education paralleled and replaced the concept of westward movement; that the educational state served as a field of development for national power and economic growth within the production/consumption concerns of the emerging industrial state. In support of this argument, he points out that the "American population trebled" between 1870 and 1940, "while the...high school population increased ninety times and the college and university population increased thirty times."

The professional educator became a "servant of power," willingly and unwillingly. Educators and academics advocated and developed principles of organization that sought to implement and fulfill corporate policy requirements: school reorganization through testing; tracking and differentiated curricula; restrictive immigration plans; segregation-desegregation rationales. The educator and the educational state, supported by corporate foundation funds became the rationalizers of the evolving hierarchical society demanded by the prevailing distributive philosophy.

Karier pursues this approach through an examination of the idea of academic freedom in the university context, and the limits of academic freedom imposed by state concerns. Implicit in chapters 1-3 is the historical awareness of the role that science and the university played in creating and legitimizing the age of mass civilian destruction. "After Buchenwald, Hiroshima and My Lai, few sensitive observers could find credence in the liberal academic credo which asserted the neutrality of the scientific inquirer and the assumed beneficence of science."

Chapter 3 documentation includes the letter sent in the fall of 1970 by President Nixon to college and university presidents, educators and trustees endorsing Sidney Hook's plan for achieving campus pacification in the name of preserving academic freedom. Also included is an essay by Noam Chomsky, "Some Thoughts on Intellectuals and the Schools." The theme of the chapter is the conflict between inquiry, truth and political power as the particular condition of the intellectual within the educational state. As Karier points out, the definition of the truth of an idea as a function of the results that it produces is a working assumption shared by pragmatist and fascist proponents alike. As such, a theory becomes a tactic and its evaluation becomes dependent on institutional power. The realm of philosophy then enters the circle of national interest and results in the subordination of argument and science - [thought] - to state interest. Ultimately, Karier proposes, this is the

determining relationship between the university and the state derived from the German model of the free university, and the Greek humanist tradition of the rhetorician, whose persuasive skills were at the service of the highest bidder.

Chapter 4 begins an inquiry into the idea of the meritocratic system as it developed in the educational system and became institutionalized in the societal hierarchy. Karier traces the idea from the 18th century enlightenment philosophers, through the 19th century positivists, and finds it allied with an aristocratic concept of talent and virtue: (a) those who will rise to the top of the system would be possessors of talent and virtue predisposed to succeed; or (b) the process of education will inculcate the qualities of virtue in the talented and enlightened self-interest will then maintain it. The meritocratic idea and its twin, the doctrine of the free-market, were both myths masking caste structures in the guise of a-historical ideal structures. Karier goes on to examine the uses of IQ testing, eugenics and multiple track planning in legitimizing and institutionalizing the meritocratic myth, and its attendant deceptions.

Karier's introduction to this chapter essentially treats in an abbreviated form the subject of his paper on "Testing and Competence in the Corporate and Liberal State." However, he

addresses and includes a paper by Lester Frank Ward on "Education." Ward was an influential 19th century sociologist who described a concept of education that believed in the historical leveling process that could come about if the ideals of the meritocratic system could be truly implemented. Karier's critique addresses the conflict between this ideal form and the institutional reality of Ward's - and subsequent - historical moments. Hernstein, Jensen and Terman and other eugenicists adopt the position that these historical institutional formations constitute objective reality.

Chapter 9 contains arguments and documents - Walter Lippmann, Terman, Jensen, Russell Marks - on the "Nature-Nurture Debate: Towards a False Consciousness." Karier argues that the nature-nurture debate between hereditarian and environmental positions leaves unchallenged the concept of meritocratic society because both sides endorse such a society. Policy debates that focus on opposition between these positions obscure the fundamental questions of partisan economic interest. He refers here to the article by Russell Marks, "Race and Immigration: The Politics of Intelligence Testing." Marks uses the 1924 Restrictive Immigration Act and the 1954 Brown Decision to illustrate occasions of legislative and judicial policy change in which the testimony of social scientists concerning the nature-nurture dialogue provided evidence to account for the decision-making outcome. The

fundamental questions at issue, however, were ones of realigning social and economic policy to accord with the changing priorities of industry. Karier and Marks both point out the false equations between hereditarian-conservative and environmental-liberal positions.

"Although the study of the influence of genetics and environment on human behavior is an important study in itself, the findings from these areas of inquiry do not in themselves incline one to support either a radical or conservative view of the organization of society." (Karier, p. 276)

Marks argues that the crux of the 1924 Act was the need of the industrialists to close the gates on the increasing labor supply in order to develop both the domestic consumer market and the domestic labor poor, given the projections of automation and industrial production, and within the concerns for control and efficiency. The domestic labor pool included the largely neglected manpower of the black nation, a labor and consumer market long recognized by industrialists such as Carnegie who supported programs of development at Tuskegee and Hampton from the beginning of the century. The same demand for efficiency and labor utilization that produced a seemingly conservative decision in the 1924 Act led - with gradual corporate shift from a segregationist to integrationist position - to the 1954 Supreme Court Decision which produced the increased, and problematical, participation of the Black Market in the economy. Social scientists



provided crucial testimony and ideology, derived from the hereditarian-environmentalist debate on both occasions and with alternate emphases. Marks suggests that these events attest to the skills with which corporate concern utilizes the arguments of social science representatives from the educational state to produce ideological arguments for economic policy shifts. The 1954 era was preceded by the extensive study of American society by Gunnar Myrdal carried out between 1938-1944, The American Dilemma. This study, commissioned by the Carnegie Corporation, advocated integration of the black nation into the American economy for reasons of internal stability, military and industrial manpower and economic productivity.

Russell Marks, in the course of his presentation, also encapsulates in a few sentences, the germ of an alternative to the meritocratic structure. This is a substantial contribution because throughout this book (and the other literature surveyed), no theoretical concept has been put forth as an alternative to the criticized meritocratic idea. Those who support it say that the meritocratic structure exists and works and that societies are hierarchical in essence; those who oppose it in practice while endorsing it in theory argue that the meritocracy is an ideal that cannot be implemented in the historical structures of privilege and class that control the society. Marks suggests discarding the concept of weighted rewards, or finding a basis other than that of "talent and virtue:"

'On the other hand, given the heredity hypothesis it might be argued that the individual therefore is not responsible for this intellectual ability and should not be punished for his hereditary limits. This would seem to suggest a reward system where all would receive the same rewards or where rewards were based solely on effort since intelligence were hereditarily fixed and effort could be determined.

The same may also be said for the environmentalist position. It can be used as an argument challenging the efficacy of hereditarian reform or as a method for promoting environmental reform. But again, if reform implications are drawn, the meritocracy can be endorsed or challenged. Institutional change can be directed toward preserving and stabilizing the existing class structure or toward challenging and negating the reward structure and the authority of the state. The traditional model linking nature and conservatism, nurture and liberalism is therefore misleading.' (pg. 317)

Karier continues the theme of Marks' essay up to the publication date of the book, 1975, by illustrating how the arguments of Jensen (beginning in 1969) and Jencks (1972) contributed to the withdrawal of liberal establishment support for black interests in the educational state and, subsequently, for public schooling, which had become a matter of minority education in the cities. He points out that again the arguments of social scientists preceded and justified a shift in economic and social policy at the national level.

This presentation raises a serious question which Karier does not pursue; given the historical arguments and evidence he adduces to support the analysis of corporate direction, based on economic priorities, over the political organization of education and race, what is the basis of the corporate decision to restrict participation

of the Black Market in the economy, since this is the outcome produced by escalations of unemployment, withdrawal of support for affirmative action and educational programs; et al.?

According to what analysis of the cybernetic state is such action in the corporate national interest? Has, for example, the momentum of technology and the neutralization of post-revolutionary economics produced a set of conditions, simultaneous with the post-Brown social momentums, in which the increased participation of the Black Market is no longer essential or desirable to the long-term planning of American capitalism? If such a projection, sponsored by the several corporate foundations, concluded that further black participation was both detrimental to the level of privilege of the majority class, and non-essential to productivity and market goals, then that 10% of the population would be irrelevant to the political economy of the state. It seems that historical circumstances call for a close reading of the Carnegie-sponsored Ogbu study, and of other foundation-sponsored critical interpretations of education, economics and population - in both national and international focus.

Kean, Michael H.  
"Research and Education in Urban Educational  
Policy"  
ERIC/CLE Urban Diversity Series, Number 67,  
June 1980

This paper is an analysis of the effectiveness of the joint study "What Works in Reading", conducted by the Philadelphia School District Office of Research and Evaluation and the Federal Reserve Bank. (The School District also published a follow-up policy paper, "Blueprint for Academic Achievement.") The author's aim is to assess the factors that contribute to the successful translation of research data into policy implementation. As such, Michael Kean's report might be entitled "What Works in Educational Research."

In an attempt to answer the question why some research papers have an impact upon decision making while others do not, Kean refers to Bricknell and Aslanian's recommendations for the effective communication of research data:

1. Brevity
2. Placing most technical material in appendices
3. Timeliness with respect to decision makers expectations
4. Use of entirely non-technical language
5. Provision of public presentation material to amplify the executive summary

(Bricknell, Mitchell and Carol Aslanian  
Data for Decision Makers, New York, the College Board 1974)

Kean identifies ten factors associated with the translation of research and evaluation into educational policy.

1. Identification of clients
2. Vitality of the topic:  
i.e. attention to criteria  
of importance, visibility, acceptability,  
understandability in framing the  
study topic initially
3. Participant involvement
4. Technical quality:  
i.e. research procedures that are of  
unchallengeable competence, and that  
build upon previous efforts
5. Reporting formats:  
Since most decisions are made by laymen, the  
basic report should: (a) be in non-technical  
language; (b) include an abstract;  
(c) include a popularized, graphically illustrated  
version for wider public distribution; (d) include  
a full technical account for professional interest
6. Findings keyed to the Decision Process:  
Attention to timing, timeliness, school system  
context, and cost-effectiveness.
7. Preparation of Policy Makers.  
briefings with decision-makers
8. Overcoming Resistance:

Anticipation of problems prior to final stages of implementation.

9. The Role of the Ombudsman:

A liaison person, 'trouble shooter', between study group and clients

10. The Role of the Entrepreneur:

The entrepreneurial aspects of research implementation and policy decision making - making new things happen, the change agent.

King, Nicelma J. and Others, Staff Development Programs in Desegregated Settings. Rand Corporation Santa Monica, California, sponsored by NIE (DHEW), 1980, 114p. ERIC ED 194 674

This report results from a national study of 16 desegregated school districts. The authors indicate that it is the first systematic attempt to examine staff development for desegregation. That is a remarkable statement since the Study is published sixteen years after Title VI, and twenty-six years after Brown.

The study team conducted a literature review to determine their research foci and to identify significant research omissions. They selected three phases of staff development for analysis:

- (1) The Process of Staff Development
- (2) The Characteristics of Staff Development Programs
- (3) The Perceptions of Staff Development by District Personnel

The study team identified five significant aspects of the Process of staff development:

- (a) The determination of desegregation goals
- (b) The formulation and implementation of the desegregation plan
- (c) The identification of desegregation needs
- (d) The planning and delivery of staff development programs

(e) The evaluation of staff development outcomes.

They determined that the most critical factor was a formal needs assessment effort by the district. Such efforts yielded more efficient and effective programs.

With regards to Characteristics, the team identified four main parameters:

- (1) Content
- (2) Duration
- (3) Funding
- (4) Desegregation-specific/or Non Desegregation-specific focus (DS/NDS)

The content of desegregation-specific programs emphasized:

- (a) conflict management or discipline
- (b) human relations
- (c) multicultural and community participation

Non desegregation-specific programs emphasized:

- (a) curriculum
- (b) basic skills/cognitive development components

Significantly, however, for the issue of academic achievement, the basic skills/cognitive component received the second lowest rate of response; 14% of the 142 programs in 16 districts included it in their presentation. Human relations figured in 46% of the programs, personal development in 13%.



The perceptions of respondents who evaluated staff development programs in terms of "needs" and "outcomes" were generally positive across a range of role categories (administrators, principals, teachers, trainers). Their concept of the effectiveness of such programs, however, was generally limited to improvements in teacher morale, self-confidence, and intergroup relations. Such programs improve the "climate" of the desegregation process, which may be the first step toward improving the academic program within the process. The respondents generally agreed that SD programs were least effective in improving student achievement and student attitudes. This is somewhat surprising in that the role of the teacher is to contribute to the improvement of student achievement and attitude. One wonders what it was that the participants in SD programs felt better about.

The crux of the Report seems to lie in two studies:

(1) An examination of role involvement at the Process level; a correlation of participant roles to process stage charts the location of decision-making and assessment power.

TABLE 3.3

SUMMARY OF INVOLVEMENT OF ACTORS IN STEPS OF THE STAFF DEVELOPMENT PROCESS

TYPE OF INVOLVEMENT IN STAFF DEVELOPMENT PROCESS					
Category of Respondent	Needs Assessment	Program Planning	Program Delivery	Recipient Training Programs	Evaluation
District Administrators	usually	usually	usually	seldom	sometimes
Trainers					
Inside	always	always	always	--	usually
Outside	sometimes	always	always	--	usually
Principals	sometimes	usually	sometimes	usually	sometimes
Other school staff					
Teachers	usually	sometimes	seldom	always	usually
Counselors	usually	sometimes	seldom	always	usually
Community members	seldom	seldom	seldom	usually	seldom
School board	seldom	seldom	never	usually	seldom
Union leaders	seldom	seldom	never	seldom	seldom

(2) Identification of staff development program component characteristics:

TABLE 4.1

Frequency of Program Components

Subject Matter Component	Number of Districts Reporting	Percent of Staff Development Programs Using This Component
Human Relations	16	46
Multicultural	15	39
Curriculum	15	33
Conflict Management/Discipline	14	26
Community Participation	10	29
Orientation to Desegregation	11	21
Organization Training	5	18
Basic Skills/Cognitive	6	14
Basic Skills/Affective	8	26
Personal Development	5	13

TABLE 4.2  
COMBINATIONS OF PROGRAM COMPONENTS

Component	(n)	Percent of Programs Using This Component in Combination With Others	Most Likely Accompanying Component(s)
Human Relations	(66)	90	Multicultural Conflict/Discipline
Multicultural	(39)	87	Human Relations, Curriculum
Curriculum	(47)	57	Human Relations, Multicultural
Conflict Management/ Discipline	(37)	84	Human Relations, Discipline, Multicultural
Community Partici- pation	(18)	88	Human Relations, Curriculum, Multicultural
Orientation to Desegregation	(17)	88	Human Relations
Organizational Training	(9)	55	
Basic Skills/ Cognitive	(11)	55	Curriculum
Basic Skills/ Affective	(19)	58	Human Relations, Basic Skills/Cognitive
Personal Development	(8)	37	Human Relations

TABLE 4.4  
 FREQUENCY OF SUBJECT MATTER COMPONENT IN  
 DESEGREGATION-SPECIFIC AND NONDESEGREGATION-SPECIFIC  
 PROGRAMS

Subject Matter Component	Number of Programs With This Component	Percent of Programs Using Component <sup>a</sup>	
		DS	NDS
Human Relations	65	64	10
Multicultural	38	38	5
Curriculum	45 <sup>b</sup>	30	37
Conflict Management/Discipline	37 <sup>b</sup>	34	13
Community Participation	18	15	10
Orientation to Desegregation	17	18	--
Basic Skills/Cognitive	10 <sup>b</sup>	3	15
Basic Skills/Affective	19	12	20
Personal Development	8	5	7

<sup>a</sup> Column totals to more than 100 percent because many programs included more than one component.

<sup>b</sup> One or more of the programs that included this component could not be classified by the interviewers.

The identification of relationships at the Process and Characteristic stages makes possible the future manipulation of tractable factors towards the achievement of perceived goals and needs.

Kirst, Michael W. What Types of Compensatory Education Programs are Effective? 1967, 18p. ED 015 982

Kirst's paper is an early attempt to evaluate compensatory education programs and to identify significant factors of effective programs. As he makes clear in his introductory remarks, "effectiveness" of programs at the time could only be evaluated in a cursory and hypothetical manner; Title I programs had been operative for only one year; longitudinal data did not exist; definitions of effectiveness were unclear; implementation of programs for teacher education, in-service training and student performance improvement was in its rudimentary phase.

Kirst looks critically at the definitions of effectiveness in compensatory education as a function of standardized achievement test results. He states that there is a "mismatch" between the aims of compensatory education programs and the measuring instruments chosen. His concept of effective programs calls for a comprehensive approach to improving the educational content for the child: (1) academic content adapted to individual needs and environmental realities, (2) attitude and curriculum training for teachers whose students remain below adequate performance levels, (3) addresses nutrition, health and welfare needs of the child, (4) employs follow-through and reinforcement techniques to support goals of the school program.

Consequently, the implementation of effective programs, in

Kirst's sense, are expensive. Indeed, he derives his definition of comprehensive programs from an evaluation of programs that were comprehensive, effective -- and costly. He concludes that a high per pupil expenditure increment (\$500 to \$750) is a necessary condition but not a sufficient one. He cites a Civil Rights Commission study of the Higher Horizons Program in N.Y.C. that found statistically insignificant achievement growth when per pupil expenditures dropped to \$50 to \$60 from \$250.

Expenditure alone is not sufficient because it does not necessarily change teacher attitudes or student/teacher interactions. The More Effective Schools (MES) program in New York schools did not show significant improvement in math and reading skills despite its expenditure average of \$560 per pupil, 12.3:1 instructional ratio, and provision of both instructional hardware and support staff. Why? Kirst suggests that MES devoted little attention to in-service training of teachers in terms of attitudes and curriculum techniques. It is not sufficient to relate to a class of 12 students in the same way as to a class of 40. He summarizes that 1) teacher quality and 2) individualized learning approaches are critical ingredients of effective programs.

In support of the importance of teacher quality and attitude in student learning he cites the Pygmalion effect study of Robert Rosenthal. Rosenthal found that the expectation of high performance by the teacher for particular students dramatically

raised the IQ achievement scores of those students above that of a control group. Such expectation also changed the teacher's attitude toward the student in a positive direction. It enabled the teacher to see the student as a learner rather than as an aggregate of conditions that received the teacher's pre-judgement.

1) Expectation within the teacher provoked expectation within the student; 2) this expectation produced improved teacher/student relationships and 3) improved student achievement ratio; 4) the study also raised the question of whether improved student performance from innovative program implementation results from the empirical content of the innovation or from the system of expectation that innovation provokes; a placebo effect which Rosenthal calls "Pygmalion".

Kirst draws policy implications from Rosenthal's study:

1) that teacher training programs inculcate the utility of anticipating high performance from students; 2) that new educational practices be tested with expectancy control groups to determine whether it is the costly innovation or the cost-efficient expectation that correlates with desired results.

In support of individualized instruction, Kirst cites an individualized reading instruction program in Hartford (IRIT) and the Homework Helper program in N.Y.C. In the Homework Helper program senior high school students tutored 4th, 5th and 6th grade pupils in after-school reading sessions of four hours a week.

During the six-month evaluation study the tutored pupils showed gains of 6 months; the control group showed a 3.5 month gain. More significantly, the tutors themselves showed gains of 3.4 grade levels, against 1.7 grade level gain for their control group. In addition, the tutors showed greatest success with the most below-grade readers.

Of course, the implications of this study go far beyond identifying the utility of individualized instruction in a positive sympathetic student/teacher relationship. Without being facetious, it suggests ways of improving school performance, student attitude and self-concept while providing a vocational training experience for the older students. The approach would be cost-effective; would circumvent the damage-quotient of teachers with fixed attitude problems; would contribute to a realignment of roles, initiative and responsibility in the (high) schools because it would break down the absoluteness of the student/teacher relationship. If students can be active tutors, then teachers can be active learners within the same educational concept.

Kirst identifies the ingredients of effectiveness as:

- 1) teacher quality,
- 2) teacher attitude,
- 3) positive student/teacher interaction ("rapport"),
- 4) individualized instruction,
- and 5) increased per pupil expenditure, largely to provide in-service retraining for all teachers.



He acknowledges that, at the time of writing, educators had insufficient knowledge of implementation methodologies with which to apply successful projects/programs at the system level. This knowledge debit was augmented by a lack of longitudinal data and disaggregated isolation of positive techniques. He stresses, however, the importance of rapport and a caring attitude and includes a quotation that aptly summarizes the goals of urban education:

"Educators have stressed a need to look beyond conventional school practices for widening the child's total learning environment, involvement of parents as motivators, exposing children to community resources, bringing the world of school into realistic harmony with the world of work, and providing simple guarantees that a child is reasonably well-fed and clothed . . . to a child whose world is darkened by the mood of hope-bereft adults (parents and teachers alike), by ignorance of patterns of life outside an urban or rural slum, and the physical stresses of hunger, poor teeth, and faulty vision, it is hardly a welcome favor to pile an extra hour of remedial drill upon an unsuccessful school day. To this child, new opportunity must be offered in large variegated, carefully tied, packages, designed to change a life outlook, not merely a report card."\*

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\* National Advisory Council on the Education of Disadvantaged Children (NACD).

Klitgaard, Robert E. and George R. Hall, Statistical Search for Unusually Effective Schools  
(New York: Carnegie Corp. of NYC, 1973)

The authors use standardized achievement test scores as a measure of educational effectiveness. Citing arguments against the use of test scores as outcome measures such as:

- test scores measure only a small part of what schools are about, "and that part incompletely;"
- test scores should not be the basis for policy decisions
- test scores encourage the notion that schools are factories producing quantifiable units after raw materials (students) are put in;

the authors "grudgingly" used achievement scores because they "...can reflect progress toward valid educational objectives."

Klitgaard and Hall examined six data sets:

1. Michigan schools  
(1969-1970; 1970-1971; grades 4 and 7)
2. New York City elementary schools  
(1967-1971, grades 2-6)
3. Project Talent data  
(1960, grades 9 and 12)
4. New York state school districts  
(1969-1970; 1970-1971; grades 3 and 6)
5. New York state schools  
(1966, grade 1; 1968, grade 3; and 1971, grade 6)
6. Project Yardstick data  
(many years and grades).

Reviews of previous studies and a discussion of the research methods used in the authors' study are discussed.

The authors conclude that three useful statistics -- variance, skewness and the proportion of students above a specified minimum level of achievement -- might be useful measures of the intraschool distribution of test scores.

Importantly, the authors find no statistical evidence for the existence of "...extreme outliers [or] of discontinuity in educational effectiveness among schools." The Michigan data revealed unusually effective schools which were mostly rural and all-white. The New York City data revealed that random chance could account for overachievers and not statistical significance. In the Project Talent data differences between schools were probably due to chance alone.

The authors examine the policy implications of their finding no statistically unusual schools. They conclude that statistical techniques focus on the "average" effects of all schools, but it is important for policy and research to focus on exceptions to the rule.

Lincoln, Eugene A. "An Effective Method for Teaching the Inner-City Child," Urban Education, Vol. IX, No. 1, April 1974.

Lincoln believes that what happens within inner-city schools is more crucial than conditions in the student's home or background characteristics. Lincoln, who has trained teachers and studentteachers believes the home has been used as a "scapegoat."

He advocates the use of sequential teaching techniques in inner-city schools. A description of the technique, suggestions for its use in various subject areas, and implementation methods are given.

Long, Larry, "How the Racial Compositions of Cities Changes" Land Economics, 51, 3, August 1975

In attempting to evaluate the relative importance of factors contributing to the increasing percent blacks in central city metropolitan areas, Long weighs three variables:

1. Higher natural increase among blacks;
2. Continued black in-migration;
3. White out-migration.

The study focuses on eleven of the twelve cities with the largest black populations between 1900-1970; New York, Baltimore, St. Louis, New Orleans, Detroit, Chicago, Cleveland, Atlanta and Los Angeles. Long found that with the exception of New York City, white migration patterns were more important in contributing to population change than black migration or increase rates. Within this larger pattern are several local variations. For example, in the 1950's all of the cities had net out-migration of whites (except LA) and net in-migration of blacks. By the 1960's the net in-migration of blacks in three of the cities - St. Louis, New Orleans and Cleveland - had shifted from positive to negative.

The article contains three tables of statistical breakdowns for the period and cities in question. It concludes that "evacuation" is the primary factor in raising the black proportion of the population in America's largest cities. Long reminds the reader that such studies of population patterns are significant for informing policy decisions on racial balance and demographic stabilization.

Long, Larry, "The Migration Experience of Blacks" Integrated Education, May-June 1975, Issue 75, vol. xiii, no. 3, pp. 28-31. Testimony before the New York Commission on Human Rights

Larry Long is Chief of the Population Analysis Staff at the Bureau of the Census. His statement before the New York City Human Rights Commission makes three points that rebut conventional perceptions of the relations between the northern migration of blacks, educational opportunity and socio-economic circumstances. Long takes the following positions:

(1) Statistical evidence does not support the view that in-migration of southern blacks exacerbated urban problems of poverty, unemployment and welfare dependence. Data shows that in large northern cities - including New York City - southern black migrants, after living in the north for a few years, are more successful in avoiding poverty and actually have slightly higher incomes than blacks native to the north. Southern migrants 'have a stronger attachment to the labor force than blacks born and raised in the north' and this attachment persists through their working life.

(2) Although they have slightly higher educational exposure than southern migrants, northern blacks do not present evidence that this educational advantage translates into economic advantage. On the contrary, both income levels and labor force participation of northern-born blacks are lower than first generation in-migrants. 'In the New York City metropolitan area thirty-two percent of black men sixteen to sixty-four years old who were native to the area

were not in the labor force in 1970, compared with sixteen percent of southern migrants who had lived in the area for five years or more, and seventeen percent of more recent southern migrants. These patterns apply to both men and women and are found in every age-group'. This testimony supports Bennett Harrison's thesis that the human capital theory of resource investment so central to education and training programs is dysfunctional in the economics of the black labor force. (Harrison's position is that this dysfunction is a structural feature of a dual economy rather than a symptom of malaise of an integral system.) Furthermore, the evidence of southern white in-migration points to the inverse of the pattern just sketched out for blacks; recent white migrants from the south are more likely to be unemployed or under-employed than northern-born whites.

(3) The evidence that northern-born, second and third generation blacks are unable to translate educational opportunity and environmental socialization into socio-economic productivity may help explain why the income gap between blacks and whites has closed little since 1960, with erratic fluctuations, whereas in the period 1940-1960 the ratio closed steadily. Despite the rising educational level of blacks, (1) 'data shows that at every age group, at every educational level, and in every migration category black men have lower incomes than white counterparts', and (2) 'at almost every age and educational level, the southern-born blacks who have lived in the north for a few years have higher median incomes than their northern-born counterparts'.

Long suggests that 'in some ways birthplace in the urban north has become for blacks the economic handicap that birth in the rural south was often alleged to be.' The data suggests that increasing the relative income position of blacks involves bringing more blacks into the labor force and reducing unemployment. Rising educational levels may have some impact but alone will not achieve income equality.



Madaus, George F., Peter W. Airasian and  
Thomas Kellaghan.  
School Effectiveness: A Reassessment of  
the Evidence.  
New York: McCraw-Hill Book Co., 1980

The authors suggest strategies for examining school effectiveness while concluding that the thrust of evaluation in the sixties was unduly pessimistic about the role which schools play in increasing achievement. They conclude that "what goes on in school is clearly related to student achievement" and that school systems generally have not been successful in providing poor children with academic skills. They suggest that the society carefully consider what they ask schools to do because the schools can not succeed in the face of unrealistic expectations. The authors conclude that the state-of-the-art in school effectiveness studies is not sufficiently developed.

Mazzarella, Jo Ann, The Principal's Role as an Instructional Leader (Burlingame, CA: Association of California School Administrators) Management Digest Series 1, No. 3, 1977

Mazzarella reviews the literature to determine what instructional leaders do and describes the role they play in improving schools. She discusses arguments for and against the active involvement of principals in establishing instruction and curriculum goals and cites barriers to be surmounted by principals who would be effective leaders. Barriers discussed include lack of professional preparation in curriculum and instructional management, lack of time when administrative and discipline are taken care of, transferral of principal's prerogatives to teachers during the collective bargaining process and complications created by citizen participation in schools. Mazzarella concludes that the principal can and should be the instructional leader in the school because the principal is the most important agent for change and educational improvement. She believes barriers to leadership can be removed by making schools autonomous units free of domination by superintendents and school boards, sharing power willingly with teachers, parents and students; and by training teachers in curricular design and organizational management. A bibliography is appended.

McCleary, Lloyd E. and Scott D. Thomson. The Senior High School Principalship, Vol. 3, The Summary Report, Reston, Virginia: National Association of Secondary School Principals, 1979.

This report synthesizes three studies commissioned by the National Association of Secondary School Principals. The first report was a national survey of senior high school principals, the second was an in-depth look at 60 senior high school principals characterized as effective by a variety of nominators, and the third report is a synthesis of the results of the first two studies. The report presents the central findings of the three volume work, talks about non-public school principals and projects the principalship in the future. The significant findings from the study of effective principals were that personal and professional factors were enchantment to effectiveness, that situational factors enhanced effectiveness, effective principals as a group were "consistent in their inconsistency." Essentially effective principals related to all segments of their constituency, were consistent in using their personal style to get the job done and were clear that they needed the cooperation of all the segments in the school community.

Napier, Shirley. "Two Major Problems Plague Urban  
Education and its Administration"  
ERIC ED 177 239 1979

Napier suggests that the bureaucratic structure of schools operates against effective delivery of services to minorities and the poor. She cites Bennis' notion of a bureaucratic model. That model "consists of a chain of command, a system of rules and procedures for dealing with all contingencies: a division of labor based specialization; promotion and selection based on technological competence and impersonality in human relations." This model does not work because it tends to ignore individual and group needs.

She suggests that methods for removing bureaucratic barriers to effectiveness include: use of task forces; rotation of principal, supervisors, etc.; uniform systemwide policies which allow differentiated procedures from building to building; use of Teacher Corps interns; involvement of all effected parties in the decision-making process; use of resources outside the school; lessening of the number of decisions made by top management; innovative scheduling; and criterion reference objectives.

She concludes that the bureaucratic model of organization is used and designed to maintain the status quo and fails to deliver quality education so that each child can realize his/her potential. There is a need she says for, "commitment to changes in philosophy, and decision-making structures, and planning strategies, and

approaches to training for work in urban settings and approaches to program implementation.

National Diffusion Network. Education Programs That Work: A Resource of Exemplary Programs Approved by the Joint Dissemination Review Panel Department of Education, San Francisco, California: Far West Laboratory for Educational Research and Development, 1980, Seventh Edition.

The Joint Dissemination Review Panel (JDRP) reviews two hundred and twenty-nine programs which raise achievement for various target populations. Chapters citing exemplary programs are: adult education; alternative schools programs; bilingual/migrant education; career/vocational education; early childhood/parent readiness/parent involvement; environmental education/science/social science; organizational arrangements/administration; pre-service/in-service training; reading/language arts/mathematics; special education/learning disabilities; special interests; arts/communication/technology; special interests; gifted and talented/health/human behavior/physical education.

Each project describes itself using JDRP's format which includes descriptions, target audience, project description, evidence of effectiveness, implementation requires, cost, available services, and name of contact person.

Seventy-four exemplary projects in reading/language arts/mathematics are described. Hartford, Connecticut's Intensive Reading Instructional Teams raised mean total reading scores on the California Achievement Test from 2.5 to 3.2 in ten weeks. In 1974-75 scores were raised from 2.6 to 3.7, a one year one month

gain in ten weeks at a cost of \$470. per pupil. Sonora, California's Learning to Read by Reading Program, for upper elementary to adult learners, raised achievement on Gates-MacGinite 2.2 years in twelve weeks. Some students who started at 4.0 made four or five grade's gain in twelve weeks. Excluding personnel costs, materials for the program cost approximately \$825.00.

Newby, Robert G., Wayne State University  
"Quality Education for Black Children in "Segregated"  
and Desegregated Settings"  
ED 152 899  
Prepared for the Coalition for the Education of Black  
Children and Youth 1976 - 26p.

The author writing from a sociological perspective, supports the position that the schooling of black people is an expression of cultural imperialism.

In an attempt to counter the argument that the purpose of education is individual fulfillment, Newby illustrates three contexts of unfulfillment for black life: (a) the rate of unemployment in Detroit where, in 1975, the city-wide unemployment rate was 23%, the inner city rate was double that, and the rate among black youth was 60%; (b) the conditions of drug dealing and crime that are ordinary in some inner city high schools; (c) the life circumstances of a Delta farmer whose share-cropper existence is fundamentally unchanged from 18th century conditions. Newby argues - citing DuBois and Woodson - that the purpose of education for black people must be to alter the conditions of oppression; because within that oppression the objective of individual fulfillment is inadequate.

Newby identifies as instruments of cultural imperialism the Test - be it IQ, Achievement, or Personality, and the Reading Teacher. He describes the function of these instruments as the extension of rule and dependency upon black people. Briefly describing the origins of IQ testing, he identifies its historical development in the 1920's as a product of advocates of eugenics.



Their research into testing was supported by corporation funding. Newby asserts that the corporate state sought means to legitimize itself, in this case, through the design of tests that established and enforced an equation between socio-economic status and intelligence. His position is consistent with theories of institutions and authority in which it is held that one of the exercises of possessors of power is the pursuit of legitimacy. Indeed, legitimacy is one of the conditions of power, just as illegitimacy is a condition of its absence. I do not think that, by making this assertion, Newby means to attribute prescience or omniscience to the corporate state with regards to the effectiveness of implementation of the IQ testing system. However, this implication is buried in the text and it is worth hearing. Historical circumstances tend to neutralize its probability because in that era, under the aegis of Plessy vs. Ferguson and the Dred Scott decision, the corporate state did not have to legitimize its power over black people since by definition they had no legal rights that the white man was bound to respect.

Newby places the controversy over declining literacy levels in America in perspective by citing the literacy campaigns - staffed by untrained youth - of Cuba, China and the SNCC voter registration drive. It is in this context that he designates the role of the reading teacher as a political role, capable of acting as a change agent or as a status quo agent. This view is congruent with Freire's assessment of literacy as a condition of cultural action for freedom. Parallel to the way in which IQ testing

reinforces an identification between socio-economic status and intelligence, Reading Achievement tests reinforce an identification between literacy and intelligence.

Thirdly, Newby argues that integration programs, as practiced, constitute a form of white supremacist policy in action, a subterfuge of social organization that functions to diminish black academic motivation, achievement and institutions. While acknowledging the decisive historical importance of the 1954 Brown Decision for initiating an era of legal citizenship rights for blacks Newby urges a qualitative vigilance. He believes that the purpose of education for black people must not be to share in the corruption of the mainstream, but to change the course of the stream. He advocates that concerned communities oppose testing in their school districts. While not explicit on this point, his statement implies an opposition to the three forms of testing - IQ, Achievement and Competency - on the logical ground that they represent current derivations of eugenics-derived social screening mechanisms. From that perspective, such tests - while serving as instruments of educational assessment - comprise legitimizing criteria for the class and race bias-structure that remains the organizing principle of the corporate state.

cf. Kamin, Leon J.  
The Science and Politics of IQ  
Lawrence Erlbaum Associates, Publishers, Potomac,  
Maryland  
Distributed by the Halsted Press Division of John Wiley  
and Sons  
1974

Karier, Clarence J.  
"The Objectives and Impact of Scientific Testing"

in The American Experience in Education

Barnard, John, and Burner, David (ed.)

New Viewpoints, a division of Franklin Watts, Inc.

New York, 1975

Nottingham, M.A. Principles for Principals.  
Washington, D.C.: University Press of America,  
1977

Nottingham writes about practical techniques for improving skills. He believes that school reform success " . . . rests heavily upon administrative skills and particularly those of the principal." Nottingham joins the list of authors who believe it is the principal who determines whether and when change occurs in schools. The principal, formerly a teacher or assistant principal, learns management skills on the job from within the system. Nottingham attempts to examine the principal's role in light of research on management theory. In explaining the role of the principal in curriculum improvement and management Nottingham notes that the principal need not be an expert in all areas of curriculum because teachers are the curriculum experts, that teachers and principals must work together to plan and improve the curriculum and that the principal should have an overall knowledge about how learning takes place and that the principal needs a philosophy and theory of learning which provides the framework against which he evaluates the curriculum. Nottingham's philosophy of curriculum development says that teachers are not "academically free, that students should be academically free", that "democracy and curriculum development is not anarchy", that good curriculum involves cooperation between all parties, that goals and objectives are necessary for accountability and must be

part of curriculum development. He also believes that curriculum planning should take into account individual learner differences. Nottingham provides several hypothetical situations which the reader must solve, includes teacher observation, rating scales, and a substantial bibliography on teaching, learning, leadership and management.

Ogbu, John. Minority Education and Caste: The American System in Cross-Cultural Perspective.  
New York: Academic Press, 1978

John Ogbu argues that the sub-standard educational achievement of black students is a social indicator consistent with the sub-standard socio-economic roles that blacks occupy in the United States. Arguing that education is a process of preparation and socialization for adult roles, he finds that the education process for black youth can never be a bridge to employment commensurate with equal training of middle-class whites. This is because the social hierarchy dispenses its rewards and penalties according to racial identity. He calls this hierarchy a caste system and identifies the black American as a caste-like minority with pariah status. The caste status of racial groups he finds is maintained at the economic and social level through the mechanism of the job-ceiling. Through the job-ceiling, employment opportunities at the choice level of American society are reserved for members of the ruling caste. The job-ceiling is the level above which the caste-like minorities encounter in severe selective discrimination.

Ogbu makes three fundamental points following on the assertion of the caste system: (1) That the function of education in America is to prepare youth for their role in society within the caste system, so that logically enough whites receive preferential educational experiences just as they receive preferential post-edu-

cational opportunities; conversely, blacks receive negatively discriminatory educational experience just as they receive negatively discriminatory post-educational opportunities. Ogbu supports this position by historical surveys of the educational experience of blacks, in the South and in the North, since the Civil War; and by historical surveys of the occupational employment of blacks, North and South, over the same period.

(2) The second point he emphasizes is that, given the social reality of the job-ceiling, and its attendant socio-economic penalties, the preparation of black youth for adulthood is conditioned -- both at home and at school, by parents and by "educators" -- by the conscious and subliminal assumption that realistic socialization of black people requires both psychological, cognitive, and vocational preparation for second-class citizenship. This kind of socialization he finds enforced in today's classrooms by such devices as tracking systems, disciplinary methods, grading and testing, access to Standard English training, and by post-educational opportunities.

(3) Ogbu argues, from the historical and socio-economic evidence, that black school performance is a survival adaptation to the reality of lower social and economic opportunity for a caste-like minority.

Although Ogbu never directly makes this conclusion, it is consistent with his presentation to argue that there is no crisis in American educational practice today -- no crisis that is in-

consistent with or contradictory to the status quo distribution of social, economic and political power. The American educational system functions perfectly in accord with the economically skewed, "caste-like" society which it serves and which serves it. Such is the conclusion drawn from Ogbu's book. It is only from the basis of commitment to reform and redistribution that criticism may properly direct itself at the American education systems. The value of Ogbu's book is precisely that by drawing out the evidence and arguments for the function and performance of black education, he locates the next stage of action and argument for educational reform in the socio-economic macrostructure, which he calls the caste system.

Ogbu foresees that only a dismantling of the barriers of caste will undo what he calls the "academic retardation" of blacks and other caste-like minorities: Puerto Ricans, Mexican-Americans and Native Americans. Only the implementation of equal opportunity in the post-educational environment will correct the skewed pattern of educational performance in America.

As a policy suggestion to achieve the dismantling of the caste system Ogbu sees the need for a national commitment to that goal led by the initiative of the federal government. He acknowledges that those members of the ruling caste who are in a position to implement change and influence ideas are



those who profit most from the caste system and are therefore those who have the most to lose from its deconstruction. It is therefore unlikely that short of the combination of a national crisis and extreme pressure for social change any systematic restructuring can willfully occur. Ogbu states that no modern castelike society has succeeded in abolishing its caste-structure. It is not entirely clear what are his criteria for a 'modern society' or whether he is making the assumption of peaceful social change. Algeria, Vietnam, Cuba, and Mozambique might qualify for some, as 'modern societies' that have removed the caste structure, as might Russia and China also.

Ogbu provides rich documentation in support of his hypothesis through historical, economic and sociological references. Several chapters of the book pursue a cross-cultural comparison of the status of castelike minorities in five societies: West Indians in Britain, Maoris in New Zealand, Scheduled Castes in India, the Burakus in Japan, and Oriental Jews in Israel. His book is weakened occasionally by a tendency to denigrate the positive aspects of the Black experience in America. A term such as 'academic retardation' carries with it a deterministic pejorative meaning that is unsuitable to the critical position he takes. Similarly, the conclusions of his argument, when stated as policy recommendations, call for a set of actions that counsel integration and assimilation for minorities. As such, they require what he requests - a paternalistic intervention by

the ruling caste to effect social change:

"It seems likely that these [civil rights] initiatives, as well as pressures for priorities and preferential treatment as a compensation for generations of discriminatory exclusion, will have to increase before the white power structure will design and implement a comprehensive policy for total elimination of the caste barriers and their supporting ideologies." (p. 367)

These are questionable recommendations to follow a stringent analysis of the political economy of the American education system. Ogbu never speaks in the terminology of political economy, perhaps because his training is in anthropology, or perhaps for strategic reasons. This in no way weakens his argument but perhaps deflects his policy summation from its apparent parallels with analyses of prior, and current, colonial formations. Appeals for social change directed at the moral conscience of the society have culminated at the present in the outspoken ethos advocated in the current economic/social policy climate.

Parker, R.H.<sup>3</sup> and W.C. Parker. I Ain't No Group, I'm Me.  
(Gifted and Talented Educational Program Perspectives)  
1977, 20 p., ED 171 866

Parker and Parker open their paper by establishing a relationship between "compensatory education programs" and the separate but equal concept. This observation of itself opens a critical perspective on contemporary educational practices.

They continue: "We have reached the point where the education of minorities must necessarily be an integral and ongoing component of our educational systems. Educators must abandon the premise of addressing the education of minorities within the concept of an appendage or an after-thought."

The authors argue that minority cultures are "legitimate" and that they are "different" and consequently, to be effective, "curricula must account for and address the significant uniqueness of these cultural, social and moral forces."

Although the paper is subtitled with reference to educational programs for the gifted and talented, this issue does not surface until the final two pages. The real substance of the paper lies in its presentation of the differentiating qualities of black culture within the American context -- qualities which provide a standard for structuring relevant and dynamic curricular content.

Parker and Parker first criticize the prevailing models of minority education for being vehicles of negativity towards black

and minority culture.' The Deficit Model assumes that a culture/ consciousness that is different is deficient in quality -- that black lifestyle is a pathology which education should purge. The Difference Model assumes a more humanistic perception of the integrity of "other" cultures as distinct from the European mode. However, it is unable to free itself of qualitative value comparisons -- "better than/worse than", largely because it maintains an "either/or" mutually exclusive model of cultural contact. The authors argue that polyculturation is a real and ongoing process for Black Americans, minority Americans and culturally mobile Euro-Americans. The inability to acknowledge or perceive the vitality and visibility of the process is but one more symptom of the "dehumanizing" limitations that the Deficit/Difference models fix upon their hosts. Parker and Parker define Polyculturation as "simultaneous enculturation into other distinct cultures without sacrificing personal worth." They present it as a positive alternative model to those previously described.

The authors describe the differentiating qualities of Black American culture by reference to four parameters: (1) Oral Cultural Tradition, and the operative distinctions between oral and 'lettered' cultures; (2) Time: Attitudes toward time derived from oral and lettered traditions; (3) Language and Expressive Language; (4) Cognitive Processes; concepts of the Self, the World

and Truth derived from the modes of oral traditions.

The authors assemble their concept of Black culture and apply it to the practice of educational assessment through standardized testing procedures. They conclude that the written nature of the test is of itself a significant cultural bias that presumes to evaluate the totality of a student's cognitive ability. The limitations of the testing instrument prevent an evaluation of the substantive communicative process of an orally-biased, body-centered, historically present, dynamically self-creating collective. They advocate the development of unobtrusive assessment mechanisms to "cross-validate" the written test results.

For teachers of black and minority-culture students they recommend a thorough evaluation of the limits and reference criteria of their own backgrounds, and an education in the modes of human behavior nourished by a culture that maintains the priorities of oral culture while negotiating a modus vivendi with a surrounding "lettered" tradition. The model of polyculturation, that is operative within the black American experience, recommends itself as a humanizing model for white Americans and for educational practice.

Passow, A. Harry, Teachers College, Columbia  
"Urban Education: The New Challenge"  
Educational Researcher, October 1977, pp. 5-10

This paper was first presented to the Special Interest Group: Urban Education AERA Annual Meeting, New York, April 6, 1977. In it Passow surveys the history of urban education issues, programs and research projects, with national focus, from 1957 to 1977.

In looking at the twenty year period that began in the immediate post-Sputnik Era, Passow finds that the analysis of the source of school achievement problems has remained constant, while a comprehensive program to combat that problem has not been conceived or enacted. Rather, the problems of schools as changing institutions in a changing society have magnified. Passow remarks that in 1962 at the first of ten annual Work Conferences on Urban Education at Teachers College, Columbia he observed that the school alone could not make an impact on the nest of problems that came to it as educational, sociological, psychological, economic, political, health, welfare and housing issues. The relationship between educational attainment and employment opportunity was clearly emphasized as was the necessity of opening up equal opportunity to employment, housing and civic affairs. Without these societal changes, the problems of schools resulting from demographic changes, social forces and technological innovation would remain.

Consequently, twenty years later the problems appear larger.

Discouragement and reaction to fiscal policies that have apparently brought little change toward equity has led educators and legislators to question the value of education in the society and the right to access to it. In the face of this situation, Passow counsels a reaffirmed commitment to the value of education and to the implementation of a concept of urban education which occurs in and beyond the confines of the institution we call "school".

Pendergrass, R.A. and Wood, Diane  
"Instructional Leadership and the Principal"  
National Association of Secondary School Principals  
Bulletin (NASSP)  
March 1979 - p. 39-44

The article focuses on the role of the principal as instructional leader and advocates the use of a systematic approach to instructional design. Specifically, the authors describe the applications of one design model - Planned Instructional Emphasis (PIE). They state that PIE addresses five necessary components of an instructional system:

1. The academic and social needs of teachers;
2. The concerns of teachers;
3. Factors of organizational development;
4. Theories of learning;
5. Models, or techniques, of teaching.

The authors acknowledge two roles of the principal; institutional manager and instructional leader. This article addresses what they consider to be the neglected role. In concluding their remarks they cite three characteristics involved in effective leadership:

1. '...the pursuit of change. Without change as an essential focus or purpose there is no need for leadership.'
2. '...responsibility. Leaders assume responsibility above and beyond that of followers.'
3. 'Instructional leadership involves change that is uniquely instructional. Instructional leadership can be clearly distinguished from many other kinds of change.'



Phi Delta Kappa. Why Do Some Urban Schools Succeed?  
The Phi Delta Kappa Study of Exceptional Urban Elementary  
Schools, Bloomington, Indiana: Phi Delta Kappa, 1980

A team of researchers compiled eight case studies of schools that work and aggregated the results of hundreds of studies about various parts of school effectiveness. The Kappan study calls the schools exceptional.

The Kappan researchers found that factors associated with effectiveness were:

- leadership
- teaching personnel
- finance: special project funding
- curriculum and instruction
- community resources

Porter, John W. "Redesigning the Role of Public Education to Assure Equality, Equity and Excellence", July 1979. ERIC ED 175 955. 0

Porter presented this article while State Superintendent of Public Instruction in Michigan. He argues that America is in need of a "New Social Contract;" that this contract is necessitated by the existence of a "new Public;" that this New Public has come into the existence during the last quarter century (1954-1979) under the twin forces of the Black mobilization for social change and the technological innovations that have redesigned the physical and psychic environments - television, shopping centers, interstate highways, computers. He perceives public schooling as a critical institution that has not kept pace with technological and social change. But because of its position in society, public schooling should be a major component in the "New Social Contract," responsible to the New Public, functioning as an agent for Equality, Equity and Excellence and thereby abandoning its role as an institution that Screens, Sorts and Selects.

Within the "New Social Contract" the public school - if it is to survive, or if it should survive - must perform a new function. The New Contract must link Education, Employment and Entitlement as a reciprocal social condition between citizen and State over the course of the personal life cycle. Economic incentive must be provided within the educational process, at the end of the educational

process - in the form of employment, and at the end of the employment process in the form of an Entitlement - a guaranteed income.

In sketching out his argument Porter advocates a Department of Education, Employment and Entitlement; he mentions the necessity of resource exchange between suburb and inner city; and he makes five specific recommendations:

(1) "a national commitment by the President relating federal aid to national standards

(2) a modification to the Income Tax Code allowing 750.00 tax credit for every elementary and secondary pupil performing at an acceptable level

(3) a requirement by the federal government that the state become the employer of last resort for all high school graduates who perform at an acceptable level

(4) individual state/federal monetary incentives for secondary students in terms of their performance in the Life Role Competencies

(5) specific fiscal classroom and school building enticements to allow individual uniqueness to emerge beyond the bargaining contract."

The cachet "acceptable level" offers a loophole for the tradition of screening and selectivity to pass into the "New Social Contract." Nevertheless Porter is making serious recommendations for keeping poor children in school, for encouraging individual and family effort toward excelling in the schooling process and for placing the public school as a participating agent

in the American economic dynamic, - the profit motive. He suggests the possible function of enlightened, policy level decisions.

Porter's position could perhaps be summed up as follows:

The citizen is entitled to work.

The citizen is entitled to education - as the precondition for work and employment.

The worker is entitled to a just remuneration.

The student, as a novice citizen, is entitled to remuneration and to future employment security.

The citizen is entitled to life security subsequent to employment.

Research for Better Schools, Inc. "A Planning Perspective and a Selected Bibliography for Research and Education". Philadelphia, PA: November 1978.

This study outlines the research planning agenda for urban education in the 1980's. It also focuses attention on the "Urban Education studies" conducted by Chase beginning in 1977. Chase examined data from 600 programs in 30 big city school districts concerning four topics: action learning, basic skills, cultural pluralism, and school/community interaction. A review of the successful programs found that: innovative programs are being generated in city schools in the midst of difficult conditions; educators and board members are expecting more from students formerly regarded as slow learners; partnerships with community agencies and groups are helping bridge the gap between school and community; significant changes in traditional and inappropriate classroom experiences are caused by alternative and innovative programs; general acceptance of the importance of the evaluation at every stage of development is assigned along with creation of conditions essential to success of magnet schools; federal intervention programs have either "triggered or expedited a high proportion of innovations which urban districts rate as unusually successful"; program leadership, staff commitment and effective implementation are crucial parts of program success; continuous program evaluation, and staff development are essential for success; most of the successful programs emphasize student choice and re-

sponsibility and use of resources outside of the school; many of the successful programs can be made available to increase numbers of students through systematic needs assessment, curriculum and staff development and staff/community cooperation to achieve equality and excellence. This report provides an extensive bibliography under the categories of general education, educating urban youth, fiscal priorities and urban education, merging partnerships, political and legal realities confronting urban education and strategies in school management for urban school systems.

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Robinson, Andrew. "Plans, Programs, Strategies for the Future in the Education of Black Elementary and Secondary Children". The Negro Educational Review, Vol. xxvii, No. 1, p. 72-85, January 1976.

The title is inaccurate, but the article is substantial. It presents no plans, programs or strategies and is not future oriented. It does give a survey history of black education in America that is a significantly selective capsule. Following the history section, it offers a statistical description of the present state of black education with particular notice to three factors: (1) percentage of all-white/all-black schools; (2) enrollment figures; and (3) "push-out/drop-out" population of black students who are removed from the educational process. (e.g. Cook County, Illinois, including the Chicago Public School System, graduated 49,304 students in 1970-71; it reported 21,066 drop-outs.)

Robinson sees black education history in four periods: (1) Slave education; (2) Freedman; (3) Negro Education, i.e., Plessy-Ferguson era; (4) 1954 -- Courts and Schools, 1964 -- Legislative and executive branches and the schools.

He considers the statistical indicators as evidence of the failure of desegregation efforts. (96.3% of white students attended majority white schools; 28.4% attended 99-100% white schools; 60% of black students attended majority black schools; 25.1% attended 99-100% black schools.)

A concluding list of eight entries focuses on the state of black education from the perspective of socio-economic factors seen through the lens of the status of desegregation:

(1) 6.8 million black students attend elementary and secondary public schools;

(2) 800,000 black students attend all-black schools; over 3 million (or 45.2%) attend 80-100% minority schools;

(3) One-third of the 6.8 million students are in 20 cities;

(4) Of the 100 largest public school districts, 17 have majority black enrollments; 8 are approaching majority black status; others including New York City, Los Angeles and San Francisco have white minority enrollments; one-third of the districts have white student minorities;

(5) The Supreme Court ruling, in Richmond and Detroit decisions, prohibits cross-district consolidation;

(6) Those schools that have desegregated exhibit "overt" problems; discriminatory practices in hiring/firing black teachers; "push-out" of black students by suspension and expulsion; closing and downgrading of previously all-black schools;

(7) "The cities are becoming both Black and bankrupt", their tax base is unable to adequately support public education;

(8) "The cities are densely populated with poorer people -- where there is the greatest need there are fewest resources."



Schiff, Martin, "Desegregation and Decentralization of the New York City Public Schools: Legal and Administrative Contradictions", Journal of Law and Education, July 1979, vol. 8, no.3, pp.291-313

New York State wrote decentralization into law for New York City schools in 1970 in response to black community demands of community control. The Bundy (1967) and Peterson (1971) Commission Reports - of the Ford Foundation and the Commission on Urban Education, respectively - recommend virtually total community control. 'Both reports while nominally in favor of integration dismissed its practicality and argued instead for community control as a means of increasing community political participation, removing allegedly racist teachers, insuring greater teacher accountability and thereby improving educational achievement of minority children.' Administrative decentralization rather than community control ensued.

The Decentralization Law put into effect a policy that defeats the official policy of the New York City Board of Education as stated in 1954; 'To devise, put into operation a plan which will prevent the further development of (segregated) schools and would integrate the existing ones as quickly as possible.' Hence, the first legal contradiction according to Schiff is between the city policy determined in 1954 and the state law of 1970.

Secondly, Schiff suggests that the Decentralization Law may violate the equal protection clause of the 14th Amendment. The law became 'the administrative and legal alternative to':

- (1) 'interdistrict zoning between NYC and its suburbs';

(2) 'heavy expenditures for special education programs that would attract white middle class enrollment';

(3) 'massive and mandatory busing of elementary school children across NYC school zones';

(4) it was accompanied by the termination of the More Effective Schools Program which 'had the potential' of raising reading achievement scores of minority children to the norm.

Schmidt, Sarah. "Schools Can Make A Difference"  
A review of Fifteen Thousand Hours: Secondary  
Schools and Their Effects on Children by Michael  
Rutter, Barbara Maughan, Peter Mortimore, Janet  
Ouston with Alan Smith. (Harvard University Press,  
Cambridge, MA, 1979) pp. 285. American Educator  
Vol. 3, No. 4, Winter 1979. p. 13-16

This review gives an account of the research procedures and the range of conclusions in the eight-year, London-based research project into the ingredients of effectiveness in schools.

Schmidt reports that the Rutter team began with a review of the literature on schools which included the negative assessments of Coleman and Jencks. They observed a common pattern of methodological deficiencies in the literature and they formed their own research procedures upon this critique. They observed that previous typical surveys: 1) used measures of attainment that have little relationship to anything most schools would attempt to teach; 2) that they examined a narrow range of variables, excluding important considerations of influence; 3) that they lacked information about the children before they entered the schooling process so that the increment of achievement effected by the school could never be determined, furthermore, no longitudinal follow-up studies had ever been done; 4) patterns of school life viewed as social organization in the process of education were ignored. Rutter's group determined to study few schools but in great detail over a long period of time.

They found that "differences in outcome between schools were systematically related to their characteristics as social institutions." Schmidt mentions several characteristics linked with success, among them: regular homework, display of children's work, group planning of curriculum by teachers, senior level decision making, significant amounts of class interaction rather than individualized attention. Out of context, however, these observations are misleading because Schmidt and Rutter et al. emphasize that the same teacher behaviors or organizational characteristics can produce different results in different schools. So that it is not the technique in isolation that shows significant outcomes, but rather the mix of practices throughout the school that create, in effect, a particular culture with a particular tone.

The review successfully conveys the thoroughness of the Rutter study and the positive thrust of its findings about the possibilities of formal schooling.

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School Factors Influencing Reading Achievement:  
A Case Study of Two Inner-City Schools. New York  
State Office of Education Performance Review:  
Albany, New York, March 1974. ERIC ED 089 211

Two New York City elementary schools, one high achieving and one low achieving, were studied to determine what school factors influenced reading achievement. The schools were matched according to median family income, percentage of families on welfare, pupil ethnicity, percentage of pupils with second language difficulties, percentage of pupils eligible for free lunches, and pupil mobility. The study covered a two and a half month period and combined observations of grades 2, 4 and 6 - (the beginning, midpoint, and culmination of the formal reading program) - with interviews of selected school personnel: district superintendent, district reading coordinator, bilingual specialist, principal, assistant principal and teacher.

One of the first discoveries of the study team was the universal criticism of the standardized tests that are required of students by the State Education Department. (The Pupil Evaluation Program Tests, and the Metropolitan Achievement Tests) Both tests were considered invalid by school personnel because of a cultural and linguistic bias detrimental to the city children. Over and above this criticism, the reliability of test results was questioned because schools follow different policies for granting student exemptions, preparing students for tests and administering the tests. The study team elected

to administer informal, textbook reading tests using the Bank Street Informal Reader Placement Test, and the MacMillan Textbook Test. From these tests they ranked school 'A' as 40% at or above grade level, and school 'B' as 20%.

Comparison of the administrative, curricular, and instructional patterns of the schools yielded several significant findings.

1. Teachers' personal reading patterns

"The teachers interviewed reported an almost universal dislike for reading, other than newspapers and magazines. The teachers reported that they seldom read for the purpose of professional growth unless they were enrolled in graduate courses."

2. Reading Curriculum and Instructional Methods

The United Federation of Teachers (UFT) contract specifies that elementary school children will be homogeneously grouped in classes according to scores on standardized reading tests in the city schools. (-for the significance of this union sanction of ability-grouping and track-planning, derived from the tradition of eugenical correlation between intelligence testing and class, see Clarence Karier. )

Within the mandated structure of homogeneous ability grouping the study team found no significant distinctions in approach between schools 'A' and 'B'. Typically, the teachers are active and dominant, the students passive and dependent and the

instructional approach makes no preparation for self-directed learning activity.

### 3. Objectives of School Leaders

Principal 'A' described his major responsibility as "running a viable educational institution."

Principal 'B' described his objective as "to stabilize the school through strong management control."

### 4. Stability and Recruitment Practices

Principal 'A' has been twelve years on the job. Several teachers on staff did their student teaching at 'A'.

Many para-professionals worked at school 'A' for over four years. One, after completing the necessary college work, was teaching at 'A'.

Staff members actively recruited new staff. The teaching staff included a pair of sisters, a father and son, and a teacher whose mother worked as school secretary.

Principal 'A' made stability a priority and embodied that stability through example.

By contrast, the study team found a pattern of career mobility at school 'B'.

### 5. Supervision

Principal 'A' employed a Theory Y approach to management, achieving a coercion-free atmosphere through informal observation techniques that made his presence felt throughout the building without an authoritarian command system. He delivered

teachers' paychecks to the classrooms; lunched daily with the teachers; delegated authority and responsibility to the assistant principals. The teachers at 'A' felt that they could rely on the administration for instructional support and assistance. They also felt that the administrative staff provided a secure buffer from both bureaucratic and community problems.

#### 6. Community Relations

'A' was acknowledged as an open school with a welcoming policy toward parents. A room was set aside for parents' use; another room was used by a community high-school equivalency preparation program. 'A' encouraged active parent groups and a policy of home visits by teachers.

#### 7. Union Contract

Principal 'A' described his staff as "very understanding" in explaining that many classes exceeded the mandated size. Teachers were known to waive their contract mandated rights to class assignments. Only one grievance procedure was initiated during principal 'A's twelve year service.

Principal 'B' took a legalistic stance that elicited legalistic staff response.

#### 8. Initiation and Implementation of New Programs

The administrative team at 'A' had developed a school-wide reading program under the leadership of one of the assistant principals. They were able to describe policies of integrating compensatory and supplemental programs into regular



classroom work. For example, teachers at 'A' were required to stay with their classes during reading lab as in-service preparation.

The administration at 'B' had no such school wide program for dealing with the reading problem, nor for incorporating supplementary programs into the curriculum.

#### Conclusion

The study team concluded that differences in student performance between schools 'A' and 'B' were attributable to factors under the schools' control. The crucial area of difference was in administrative behavior, policies and practices.

Sizemore, Barbara  
"Education: Is Accomodation Enough?"  
The Journal of Negro Education - Summer 1975, pp. 233-246

Sizemore wrote this article while she was Superintendent of Schools in Washington, D.C. It is an account of the obstacles to institutional change in the D.C. school system encountered by black change agents. She touches upon Toynbee's theory of social change before describing the components of institutional structures and the strategies of structural change in the specific context of D.C.'s quasi-colonial status. The report reads like a tactical briefing and orientation for black administrators committed to change.

Sizemore, Robert W. "A Comparison of the Perceptions of the Characteristics of Teachers by Black and White Secondary School Students in an Urban School District", 1979, 20p.  
ERIC ED 174-729

This study addresses the difficulty that teachers and school administrators often acknowledge in creating classroom environments conducive to learning at the junior high school age level. School staff further maintain that interracial classrooms compound the difficulty of the situation. The study took place in an eastern Virginia city school system, under a court-ordered busing plan. The investigators proceeded from the hypothesis that teachers may fail with junior high school age and black students because these groups perceive as important different teacher-behaviors and characteristics than their senior high school age and white counterparts.

The study proceeds from the assumption that impressions of others are formed in terms of characteristics the perceiver feels are important. If students have different needs, attitudes or problems that are age-group or culture specific, than their perceptions and evaluations of teachers will isolate different behaviors as important or unimportant. The investigators theorized that behavioral attitudes of students and their ability to respond to instructional techniques may depend in part on their perception of the relevance of the teacher's behavioral and instructional

approach to their needs. As a policy hypothesis, the investigators reasoned that many problems in schools may derive from the paucity of efforts made to match instructional and behavioral characteristics of teachers with student perceptions of behavioral and instructional priority.

The sample consisted of 480 students equally divided between black and white ninth graders and black and white twelfth graders. The students were asked to select their three best and worst teachers over the last three years and to identify the characteristics that separated them. Each student identified 18 differentiating behaviors which s/he perceived as important. The 8,640 identified behaviors were then grouped into three general teacher behavior categories, following in the behavior categories cited by D.G. Ryans in a 1960 study: warmth, organization and stimulation.

The study found that black students and ninth graders perceived warmth factors as important; white students and 12th graders more frequently perceived organization and stimulation factors as important. The study found no significant variance by sex. The 20 most frequently perceived behaviors were listed with significant variance by race or age associated with 18 of them.

Most significantly for policy organization in the schools under study, the investigators found that four out of the five top ranked behaviors were identified for all four groups of students.

These characteristics were:

1. The teacher's ability or willingness to adequately explain the material.
2. The ability of the teacher to present the material in an interesting way.
3. The teacher's willingness to "help students with the work" after it has been presented.
4. The teacher's caring attitude

An informal poll of teachers in the school district later revealed that none of them mentioned as important the characteristics which the students found most important.

The author recommends the method of the survey to school administrators for generating local data on student perceptions. Such data will make teachers aware of characteristics which students feel are important in the classroom. It will assist administrators in developing in-service staff training programs, and in matching perceived student needs with perceived teacher characteristics in classroom assignment and personnel hiring practices.

The twenty most perceived teacher characteristics were:

- |                        |                                     |                    |
|------------------------|-------------------------------------|--------------------|
| 1. explains            | 9. fair                             | 16. mood, temper   |
| 2. helps with work     | 10. goes too fast                   | 17. talks too much |
| 3. interesting         | 11. makes sure students understand  | 18. not in room    |
| 4. nice                | 12. uses different teaching methods | 19. prejudiced     |
| 5. cares               | 13. tries to teach                  | 20. too much work  |
| 6. listens to students | 14. yells                           |                    |
| 7. understanding       | 15. helpful                         |                    |
| 8. controls class      |                                     |                    |

Slavin, Robert E. "Cooperative Learning in Teams: State of the Art." Address presented at annual convention of the American Psychological Association, New York, 1979.

Slavin describes the basic features of cooperative learning and describes studies which use instructional methods for encouraging cooperative learning. Slavin's analysis shows statistically significant achievement effects as compared to control groups. Cooperative learning had stronger positive effects in low level skills such as computation, language mechanics and vocabulary. Positive effects were lower in social studies, math concepts and reading comprehension -- more complex skills.

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Stickney, Benjamin D., Springfield College  
"The Fading Out of Gains in 'Successful' Compensatory  
Education Programs"  
Urban Education, October 1977, Vol. xii, No.3

This paper is a report on the ongoing deficit in rate of learning experienced by low-income children even when exposed to, or participating in, compensatory education enrichment programs. Stickney refers as his standard to a research project by T. Thomas in 1975 (Educational Policy Research Center, Stanford Research Institute, "Patterns in ESEA Title I Reading Achievement,"), who found that low-income children learn at an achievement rate of .7 months learning per month of instruction (.7:1) which is approximately two-thirds the rate of middle-class children, 1:1.

Stickney reports that there is a paucity of information on long-term longitudinal studies of children in compensatory education programs. He found only three such documentations beyond the pre-school level that had recorded achievement data for pupils covering more than one academic year: the More Effective Schools project (MES) NYC, begun in 1964; the Higher Horizons Program, also in New York City, in operation from 1959-1965; and the Initial Enrichment Program, begun in 1958 in the same city. In each program students exhibited an initial gain in rate of learning to a level that equaled or exceeded the national norm, followed by a tapering off of gain rate to a level insignificantly different from a control group. These evaluations range from an eighteen month period to a five year period of intervention programs.

Before stating his conclusion Stickney makes two important points: (1) innovative compensatory education programs for the disadvantaged are not producing results at variance from educational innovations across the board since "it has been known for years in some educational circles that variation in curriculum and methodology generally have little or no effect on the pupil achievement of the advantaged population."

(Gage, N.L., ed., The Handbook of Research on Teaching, - Chicago, Rand McNally 1963; Stephens, J.M., The Process of Schooling, - N.Y., Holt, Rinehart and Winston 1967.) (2) Stickney observes "that one of the few input variables in the entire field of education that correlates rather consistently with greater pupil learning is the degree of structured schooling that disadvantaged pupils receive." He reasons from this that a structured approach should be more effective with low-income children because it attempts "to teach some of the cognitive processes of the dominant culture in a systematic way."

Stickney concludes, from the scant longitudinal data available, that schools cannot function as "the great equalizer" and that in order to reduce the environmentally determined inequalities of achievement it is necessary to reduce the inequalities in the environment.



St. John, Nancy. "Thirty-six Teachers: Their Characteristics and Outcomes for Black and White Pupils." American Education Research Journal, Vol. 8, No. 4, Nov. 1971, pp. 635-648.

This paper is a study of the prediction, based on evidence of social science research between 1954-1971, that in the desegregated classroom, characteristics of the teacher will effect the achievement, self-concept and interracial behavior of both minority and majority group pupils.

The St. John study found that the greatest correlation between teacher characteristics and reading comprehension gain for black pupils derived from the factors of kindness, adaptability, and optimism. [The Coleman Report, on the other hand, found that the best measure of teacher ability derived from a correlation between the verbal ability of teachers and the verbal ability of pupils in the same school.]

The traits of kindness, adaptability and optimism were identified in the study as descriptions belonging to child-oriented teachers. White children appeared to do best with task-oriented teachers. The traits associated with task-orientation were "stimulating," "fluent," "confident," "broad."

For black pupils, the "child-oriented" teacher contributed significantly to improved conduct and attendance, reading growth and belief in teacher approval.

The "task-oriented" teacher contributed positively to reading, negatively to belief in teacher approval. The teacher rated as

"fair" by the classroom observers contributed to improved conduct and to a sense of environmental control.

Nancy St. John concluded that the evidence (a) supports the importance of the role of the teacher in the interracial classroom; (b) supports the proposition that the teacher is more important to the academic growth of the black child than the white child.

Based on the order of correlations by observers between subjective ratings and outcomes, she recommends that future studies of equality of educational opportunity should use the anthropologists' observational tools rather than depend on mere "objective" or quantifiable indices of teaching quality.

Summers, Anita A. and Wolfe, Barbara L.  
"Do Schools Make a Difference?"  
Reprint Series 266, University of Wisconsin. Madison -  
Institute for Research on Poverty.  
Reprint from American Economic Review, vol. 67, no. 4,  
Sept. 1977  
ED 156 797

This is a positive paper on the economics of education in a large urban school system. The two economists utilize pupil-specific data in a disaggregated data base to examine the differential impact (by race, income and achievement level) of educational inputs on achievement gain. The authors matched a three-year personal educational history of 627 sixth-grade elementary school students in 103 Philadelphia schools with data on (a) school-wide resources of the school that each pupil attended, (b) the pupils estimated family income and (c) data on each pupils individual teachers. They conclude affirmatively that schools do make a difference, that specific controllable inputs can effect achievement gain, while other inputs sometimes thought to be significant in this respect were irrelevant.

(1) With respect to teacher training: The study found that teachers from higher rated colleges were associated with greater student learning rate, and that they particularly benefitted the learning rate of lower income students.

(2) With respect to teacher experience: Students whose third-grade scores were above grade-level benefitted from greater teacher experience, but for those whose scores were below grade-level teacher experience had an adverse effect. This below-grade

group worked better with newer teachers, a finding that may attest to the learning effects of enthusiasm and fresh starts.

(3) With respect to teacher examination: The authors found a 'perverse relationship between the National Teacher Exam Score and learning.' They recommend that such scores not be used as a measure of teacher potential in the hiring processes of school systems.

(4) With respect to school inputs: Class size was significant for achievement gain among the below-grade group (those scoring two or more years below grade level). Specifically, this group's performance level declined when class size exceeded 28 pupils.

School enrollment proved significant: Black students demonstrated beneficial effects on achievement growth from smaller schools.

Conversely (a) the physical plant of the school - playground space, age, condition - had no significant input on achievement (b) nor did the level of training experience, or range of post-graduate degrees of the principal, (c) nor did the level of teacher training beyond the B.A.. These three items are significant expenditure categories for school system budgets. The report suggests that they may not be significant inputs for achievement growth and hence do not warrant extra spending. The authors do point out that these school inputs may be of significance to school objectives other than the achievement objective on which they focused their study.

(5) With respect to peer group effects and racial balance: both black and non-black students exhibited greatest achievement rate growth in schools with a 40%-60% black enrollment;

a student body of low achievers has a negative effect on the learning rate of all students;

low-achieving students benefit positively from attendance with higher achieving students.

(6) Finally, one finding that puzzled the authors, but which seems consistent with Frantz Fanon's thesis; for students at or below grade level, a greater achievement growth rate was associated with more disruptive incidents.

The authors conclude that targeting which school inputs are specifically helpful to disadvantaged students is essential in an era when court rulings increasingly effect organization and policy.

Taylor, Estelle W.  
"Survival or Surrender: Dilemma in Higher Education"  
Crisis, Nov. 1975 - pp. 335-338

This discursive article touches on several aspects of the roles and responsibilities of teachers and administrators in conveying knowledge to black students at the college level. Written at a time when black admissions levels were still increasing rapidly and preparation levels were dropping, Taylor questions the culpability of black educators in acquiescing to the societal momentum for credentializing black students without enforcing standards of excellence. She is particularly critical of advocates of Black English at the expense of Standard English training, and of black college administrators who hire from the pool of surplus white faculty candidates rather than the qualified black professional. Many of her statements are expressions of dilemma that do not seek resolution. For example, she voices the 'shared' opinion that integration has been destructive for many aspects of black life. The article derives largely from a meandering documentation of its initial question; "Is there a conspiracy to keep blacks poorly educated, under-educated, or just uneducated?"

U.S. Department of Health, Education and Welfare  
Do Teachers Make a Difference? A Report on Recent  
Research on Pupil Achievement. Washington, 1971.

This document, a collection of papers commissioned by the U.S. Office of Education, served as a basis for discussions about the impact of teachers on student achievement. In the preface, Don Davies, Associate Commissioner for Educational Personnel Development, noted that this set of papers pointed toward the conclusion that teachers were "the single most important element in the school -- more important than the quality of facilities, the quantity of equipment and materials, or the level of financing." In a major paper included in the report, Guthrie provides the basis for Davies' conclusions.

His paper, "A Survey of School Effectiveness Studies," summarizes the arguments of 19 studies which on their face contradict the view that schools can not overcome family background limitations. He notes the three levels of criticism of the Coleman, Jencks arguments. The statistical measures were inadequate, the handling of the statistical measures was inadequate, and the statistical techniques utilized were inappropriate. Guthrie provides an historical summary of school effects studies starting with Mollenkopf and Melvilles's 1962 analysis of 100 schools on 34 variables and Guthrie's 1969 study of Michigan data for the Equal Educational Opportunity Survey. Guthrie summarizes the finding. He observes that the strongest findings

are those which relate to quality and quantity of professional staff, especially teachers. Fifteen of the nineteen studies noted teacher characteristics have a positive impact on pupil performance. These positive characteristics were verbal ability, experience; salary, years and type of education, highest degree earned, job satisfaction and tenure status. Guthrie includes an extensive bibliography and a "Summary Chart of Effectiveness Studies on School Service Components." The chart lists 19 authors, describes the population studied, type or name of test used to measure achievement and the factors found positively related to student achievement.

Do Teachers Make a Difference? include papers by Mood, Levin, Mayeske, Michelson, Gagne, Coleman and Hanushek.



Venezsky, Richard L. and Linda F. Winfield.  
Schools That Succeed Beyond Expectations in Teaching.  
Studies in Education. Technical Report No. 1.  
Delaware University, Newark, August 1979.

The authors recognize two types of leadership styles characteristic of inner-city schools. One approach focuses on human relationship and excludes emphasis on skill achievement. The other approach is achievement oriented. They conclude that reading scores can be raised if principals are given better in-service training. They suggest the use of principal evaluation instruments which assess curricular leadership skills:

Two schools in an Atlantic coastal city were observed. School A was 94.5% minority and School B was 88.5% minority. Starting in 1971 the average grade level in reading was one year below the national norms. From 1971 scores in School A began to climb and rose above national norms. By the end of 1978, 60% of the students at School A read above grade level. Analysis of data from School A showed that no particular group of students was singled out for resource concentration during the process of raising achievement. Achievement scores for mathematics, language arts, and social studies were good. The curriculum in School A was broad.

School B improved only slightly between 1971-78 and averaged about eight-tenths of a grade level below national averages.

The authors examined the differences between these two schools serving similar populations in the same city. Conclusions based on interviews, observation, analysis of school records, memos and documents helped Venezsky and Winfield's hypothesis that schools that succeed beyond expectation have:

- strong, building-wide curricular leadership;  
usually from the principal  
"obviously achievement oriented"

- adaptable and consistent instruction;  
student assessment  
coordination of personnel  
at building level

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Walberg, Herbert J. and Rasher, Sue Pinzur  
"Public School Effectiveness and Equality:  
New Evidence and Its Implications"  
Phi Delta Kappan  
September 1974, p. 3-9

This study is of far greater importance than its brevity suggests. Walberg and Rasher question the data base of the Coleman Report in terms of sampling, measurement, and analysis problems. In particular, they note that most of the large cities refused to cooperate in the survey, and more than 30% of the students in some regions failed to respond to certain questionnaire forms.

The Coleman Report of 1966 was interpreted to support the views that a student's test achievement scores were: (1) strongly related to prior test scores, even when obtained early in childhood; (2) moderately related to the social class composition of the student body; (3) unrelated to educational inputs such as expenditures per student and pupil/teacher ratio when the first two factors are taken into account.

The Coleman Report adopted and broadened by subsequent literature (the Moynihan/Mosteller document of 1972, the Jencks study of 1972), became the standard rationale for educational policy and ideology. Walberg suggests that such policy derives from an inadequate data base. He conducted a survey based on Selective Service test score results correlated with census data, social indicators and educational resource measures in the 50

states.. He made the following conclusions.

1. 'Higher levels of educational expenditures and smaller pupil/teacher ratios in the public schools are related to lower rates of mental test failure in the selective service tests.' Walberg states that the implication drawn from the CR that variations in educational inputs are not significant for test performance and equality of opportunity is 'scientifically and socially unsound.'

2. 'The higher the percentage of age-eligible children enrolled in public schools the lower the rates of test failure in the state as a whole.'

Walberg and Rasher conclude that achievement gain and equality of opportunity may best be promoted by raising and equalizing public school expenditures. By doing so they place issues of school finance reform at the center of 'achievement' and 'equality' policy concerns.

See also:

Kopan, Andrew J.  
Walberg, Herbert J. (eds.)  
Rethinking Educational Equality

Berkeley: McCutchan, 1974

Walbert, Herbert J. (ed.)  
Evaluating Educational Performance: A Source  
Book of Instruments, Procedures and Examples

Berkeley: McCutchan, 1974

Washington, Kenneth R.  
"The Urban Principal as a Positive Pygmalion -  
The Key to Enhancing Teacher Effectiveness"  
Urban Education, Vol. 15, No. 2, July 1980  
pp. 183-188

This article reflects on the managerial effectiveness of the principal in both improving and obstructing the instructional performance of teachers. The role of the principal is crucial both in terms of leadership influence and in terms of public accountability for school performance.

Washington suggests that the positive influence of the principal is best cultivated through the exercise of positive attitudes - confidence in the ability, maturity and judgement of the teaching staff. Washington refers to this motivational method as the 'Pygmalion Effect,' 'The Self-fulfilling Prophecy.' He relates it to the managerial behavior technique, Theory Y, as described by McGregor [The Human Side of Enterprise, D. McGregor, 1960, McGraw-Hill]. McGregor contrasted the Theory Y assumption - a positive non-coercive influence on personnel - with the traditionally authoritarian exercise of managerial power - designated as Theory X. Washington recommends the exposure of principals to Theory Y methods both because of its motivational effectiveness and because of evidence that the principal has the most influence on change in pupil performance. [Keeler and Andrews, 1963, "The Leader Behavior of Principals, Staff Morale, and Productivity," Alberta Journal of Educational Research 9:179-191] . . .

Washington urges the development of principals who are able to work with teachers in ways that foster growth and productivity who, at the same time, are conscious to avoid the exercise of authority with complete detachment from interpersonal communication and caring.

Weber, George. Inner City Children Can Be Taught to Read: Four Successful Programs. Council for Basic Education, Occasional Papers, Number 18, 1971

Weber identified and studied the programs at four schools that had demonstrated success in raising the reading ability of their students. He argues from his study that these exceptions to the pattern of reading failure indicate that all children can read successfully, and that reading failure is the fault of the schools, not of the student.

The successful programs were not sudden successes, but rather required from three to nine years to set in place. Factors identified with success were:

- (1) strong leadership
- (2) high expectations
- (3) good atmosphere
- (4) strong emphasis on reading
- (5) additional reading personnel
- (6) use of phonics
- (7) individualization
- (8) careful evaluation of student progress

Factors found non-essential:

- (1) small class size
- (2) achievement grouping
- (3) high quality of teaching

- (4) school personnel of the same ethnic background  
as the pupil
- (5) pre-school education
- (6) outstanding physical facilities

The successful schools were:

- (1) P.S. 11, Manhattan  
320 W. 21st Street  
New York, New York 10011  
Murray Goldberg, Principal
- (2) John H. Finley School (P.S. 129), Manhattan  
425 W. 130th Street  
New York, New York 10027  
Martha Froelich, Principal
- (3) Woodland School  
711 Woodland Avenue  
Kansas City, Missouri 64106  
Don Joslin, Principal
- (4) Ann Street School  
126 East Bloom Street  
Los Angeles, California 90012  
Joyce D. Zikas, Principal



Wells, Stuart and others. The Impact of Varying Levels of Computer-Assisted Instruction (CAI) on the Academic Performance of Disadvantaged Students. Research Bulletin Report # ETS RB - 72-20. Educational Testing Service, Princeton, N.J., June 1974.

Computer-Assisted Instruction was made available to 446 fifth and sixth grade students scoring below norm in mathematics on the California Test of Basic Skills (CTBS). The researchers determined that 100 5-10 minute CAI sessions, daily or weekly, over the course of a school year could raise a student's grade placement in mathematics by .3 years over what it would have gained otherwise. The writers recommend CAI for its cost efficiency. At the rate of \$25 to \$75 per student for 100 sessions, CAI is considerably less expensive than most alternatives to compensatory education.

White, Bayla and others  
The Atlanta Project: How One Large School System  
Responded to Performance Information. March 1974  
145 p. ERIC ED 088 195  
available from: The Urban Institute, 2100 M Street,  
N.W., Washington, D.C. 20037, order number URI-62000

In the 1972-73 school year the Urban Institute of Washington, D.C. developed and implemented a program in the Atlanta school system to inform through a simple system of color-coded charts, the centralized administrative structure of the academic performance at the classroom level. Red signals denoted levels of relatively low performance, blue signals denoted levels of high performance. It was theorized that a readily available system for performance evaluation would improve the ability of the bureaucracy to target problem areas, to allocate supplementary programs, and to plan for a system-wide level of excellence.

The researchers had determined that decisions concerning the operations of schools which are made higher up in the administrative structure are generally made without information regarding performance, variation and progression at the classroom level.

The Urban Institute found in Atlanta, that with the system of signal charts in place, no significant change occurred in (a) the decision-making process of the system, (b) in the decisions made by local school officials, nor (c) in school per-

formance. They concluded that the managerial structure of the system did not include well-defined mechanisms that could be utilized by staff or line units to respond to relative performance information.

It should be recognized that the time-element of the study is significant. It would be surprising indeed if a metropolitan bureaucracy could initiate, incorporate, apply and evaluate a policy innovation in the course of one school year. A follow-up study on the system's adjustment to its initial use of charts would be useful.

Williams, Joyce E. and Ron Ladd. "On the Relevance of Education for Black Liberation"  
Journal of Negro Education, Vol.  
pp. 266-282

Williams and Ladd, professors at Trinity University and the University of Texas, Arlington, argue that the faith Black Americans have placed in education has not paid off with the social and monetary rewards expected. They argue that faith and effort should be placed in the struggle with other institutions. The focus on education as the road to equality and economic freedom has diverted Black Americans from more fruitful endeavors such as self-education in order to use native ability to improve the status of the race as a whole. The authors cite self-educated men such as Fredrick Douglass, Malcom X, Richard Wright, George Jackson, Eldridge Cleaver and Dick Gregory to support their notion that the focus on formal schooling may obscure the discovery of objective truth by suppressing curiosity and the ability to question. Martin Luther King, while credentialed, learned his objective reality in an all-black institution, the church, in the repressive south.

The authors, while citing studies which conclude that blacks receive little economic benefit from schooling, conclude that, "Education must work to equalize the Black community vis-a-vis the white community." This statement expresses faith in the leveling power of schooling.

Wood, Robert. "The Disassembling of American Education" in End of Consensus: Daedalus Journal of the American Academy of Arts and Sciences

Wood believes that competing social forces have led to the withdrawal of legitimacy from public schools. Once the society began to question institutions such as church, government and family, the schools became extremely vulnerable to complications caused by the loss of faith in what he calls "the concept of national character."

When the faith in the mission of education declined, the society then began to give the schools new missions. Wood does not note that since the founding of public schooling with the old Deluder Satan Act of 1607, the schools have been variously called upon to fool the devil and provide good moral character, convince the citizenry of the efficacy of democracy and capitalism, Americanize immigrants, and insure upward mobility. Schools have always had many and varied missions.

Wood believes that various interest groups use the schools for their own political aims and the fostering of "atomistic" and idiosyncratic demands. The key issues around which battle lines have been drawn, according to Wood, are race and ethnicity, acceptance of new types of students, bilingual and handicapped students, responsibility for schools to concern themselves with "career futures" and economic goals of graduates, and the use of education institutions as training grounds for political ambition.

Wood suggests that schools, unable to cope quickly with competing social forces, "must think in terms of institutional resurgence, a recognition of common purpose rather than disciplinary ambition . . . ."

Wright, Stephan J.

"Education: Meeting the Expectations of Black Families:  
A Right Yet to Be Secured"

presented to the National Urban League's Conference on  
the Black Family

Nov. 1977

ED 147 433

The author urges that equal educational opportunity be the focus of education activism: it is the right of black citizens to be present in proportion to their population ratio in all areas of education, housing, and employment. Figures from unemployment statistics, higher education enrollment and prison population charts attest to the distance between this right and the present allocation: 60% black youth unemployment; less than 3% of the nation's Phd's, less than 2% of the engineers, less than 4% of the lawyers, less than 2% of the MBA's, less than 5% of the physicians.

Wright targets five areas in education practice that require redress by blacks: (1) the achievement gap -- which he calls "retardation" -- on standardized tests that begins in the third grade and reaches a 3-4 grade deficit by grade twelve; (2) the drop-out rate that is two to three times the national average; (3) proportionately small matriculation rates in higher education, and a high attrition rate; (4) disproportionately high enrollment rates at two-year colleges -- (is this a problem?); (5) disproportionately low attendance at graduate and professional schools.

Wright does not delineate a plan or strategy. He calls for Black political involvement in the voting process, citing

New York City's 25% black population of which only one-third participates in the election process, severely weakening the power of the vote, the integrity of voting districts and the opportunities for black legislators.

A significant contribution of this paper is its inclusion of the five basic life activities of Black people as described by St. Clair Drake and Horace Cayton in Black Metropolis:

staying alive  
getting ahead  
having fun  
praising God  
advancing the race



Yee, Albert H.  
"What Should Modern Urban Society Expect of Teacher  
Education?"  
Education and Urban Society, May 1970 - pp. 277-294

This paper speaks to the need for upgrading the training, selection and status of the teaching profession. Yee finds the preparation for a professional role inadequate by comparison with other professions, and inadequate with respect to the level of technology and specialized knowledge in the society. The situation also requires incentives to attract highly qualified candidates to the teaching career. Unfortunately the paper is largely undocumented, without empirical or argumentative force.