

and they can learn. There is money now for books and libraries. Parents are a problem, but we are finding ways to involve them, such as recreational programs and visits from school people. His county, he said, was so backward "the June bugs come in October," but parents would be reached by sending a school visitor to homes, "sitting on the back porch with them swatting flies, drinking buttermilk, and bragging on it. We'll have a change before we know it."

Panelist Edmund W. Gordon, professor of educational psychology and guidance, Yeshiva University, agreed that many of the obvious but ordinary things that are being done are indeed good. He would not demean them, but he would point out that they are directed at equalizing educational opportunity, and while that too is good, he suspected the crucial problem goes beyond that. Giving food and clothing, medical care, books, even little allowances permitting some to participate who might not otherwise, does equalize educational opportunity. It will make some difference. But it may not be sufficient to compensate for the deficiencies of the background from which the disadvantaged child comes. Head Start, a tremendous innovation, may reduce the gap between the advantaged and the disadvantaged. But equalizing the opportunities, he said, will not compensate for the differences. We should go beyond equal opportunity to specialized opportunity. Dr. Gordon was worried that current efforts may prove to be both insufficient and inappropriate. "We did not cure the plague with blood letting. We did not cure TB by drinking milk."

Panel IIIB

A number of the participants felt that the first year of Title I has "produced money for action," and that it has already changed attitudes. Victor J. Podesta, superintendent of schools, Vineland, N.J., said that prior to the passage of the Elementary and Secondary Education Act "there was little action in the classroom. Teachers had been conditioned to expect failure, and had little outside contact with the problems of the disadvantaged. Title I provided health care and food service; it lengthened the schoolday and decreased class size. Title I gave us money to shake up programs and gave status to teaching the disadvantaged. You could always hire teachers for Evergreen School (a middle-class school), but if you mentioned Lincoln School (disadvantaged), candidates would immediately become interested in the next town."

Panelist Evans Clinchy, director of the Office of Program Development of the Boston Public Schools, described plans for a model demonstration subsystem

within the Boston system, an attempt not at developing scattered special programs for disadvantaged children but at reshaping all aspects of a school, experimenting with curriculum, differing teaching styles, and new materials. The subsystem is now centered in one elementary and one junior school but will eventually be extended to the senior-high level. It includes trials with nongraded instruction, cultural enrichment, the development of close contact with parents and community, intensive work in language and arithmetic, and the provision of special resources and instruction in art, music, and dance (eurythmics). Ultimately, it is hoped, the trials in the subsystem will influence practices in other Boston schools and provide models for general change.

Among other projects described were—

- Provision of mobile classrooms, each with separate living quarters for a teacher, to bring special services to the scattered rural areas of North Dakota. (Vivian Nordby, county superintendent of schools, Amidon)
- A special program in biology for ninth graders from rural schools conducted at a university in Puerto Rico. (Ismael Velez, director, Biology Department, San German)
- A demonstration project in Danbury, Conn., focused on early childhood education, adult education, vocational training and special programs for the disadvantaged, employing rented construction project trailers specially equipped by the school system, and using nonprofessionals as teacher aides. (Ernest E. Weeks, assistant superintendent of schools, Danbury)
- An intensive remedial reading program at Virginia State College for the first-year students from disadvantaged schools, using closed-circuit television and other media, reported to have raised reading levels 4 years in a year's duration. (Harry Johnson, Virginia State College, Petersburg)
- Provision of special equipment and study facilities for remote schools in Alaska; at the University of Alaska, anthropology courses to train teachers for work in such schools. (Mrs. Winifred D. Lande, assistant director for State-operated Schools, Juneau)
- A cluster of 23 projects in Minneapolis, including free breakfast and lunch programs for disadvantaged children, the use of teacher aides and home visitors, and the institution of a special noncredit summer school in which teachers "don't have to cover any body of material, they just teach." (Donald Bevis, director of special Federal projects, Minneapolis)

• The institution of summer remedial reading and enrichment programs, and the use of a mobile dental unit which, in 1965-66, served 1,000 children in Little