

There is an enormous range among homogeneous groups of kids. We need a better understanding of individual differences and of which differences don't make any difference."

Panel IB

Philip M. Hauser, professor of sociology, University of Chicago, included schools in his list of social and political handicaps borne by the disadvantaged child. He traced the Negro's inadequate preparation for urban life, moved through the "civil disobedience of State legislatures" (malapportionment and most State housing and civil rights legislation), the political fragmentation of metropolitan areas making the suburbs an escape hatch for whites, a widespread lack of interest more serious than bigotry, segregation, and unequal opportunity (adding that schools contribute to the stratification of society), inadequate resources given education (\$500 per child instead of \$1,000), the "rigor mortis" of the school establishment, the "timidity" of the Federal Government in facing Northern segregation, the lack of resources ("and sometimes even the will") in the Office of Education, and finally, the child himself. "If you focus on the child only," Dr. Hauser concluded, "you will still have the problem a generation from now."

Just what the focus should be was a matter of concern to many. Msgr. Arthur J. Geoghegan, superintendent of schools, Diocese of Providence, R.I., felt the problems of the disadvantaged were primarily the schools' business. "It is an instructional problem," he said. "The children are well motivated when they come."

"We're not beginning right," said a delegate from the Virgin Islands. "We're beginning with the child. We should begin with the parents." "We're starting too late," agreed another, who felt Title I will prove only a stopgap measure, a weak band-aid, if nothing else is done. The Office of Economic Opportunity and the Welfare Administration, he felt, should be stepping in before the child comes to school.

Just what the focus should be was a matter of particularly grave concern to panelist Gordon. He had recently finished a study (for the College Entrance Examination Board, to be published in September) of compensatory education for the disadvantaged that had left him "kind of troubled." He was afraid the thinking behind the problems of the disadvantaged was inappropriate. It is true, he agreed, that their problems are related to the structure of society, "but if we focus most on extra-educational problems, those we are least pre-

pared to deal with, some of the more basic pedagogical problems may be missed." If educators were to act too much as "amateur sociologists" they would fail to do a good job in their real area of competence. We tend to talk about the characteristics of the disadvantaged across the board, he said, as if there were no variations among them. Yet there are great variations. Some interfere with their education, some occur frequently enough to merit generalization, but few are really useful to planning. He spoke of rehabilitation hospitals where the principal facilities are programs for diagnosis. By contrast, "we have not yet begun to specify special programs for special children."

Disorganization in the child's family and in his work at school seem to go together, he agreed, but there is little the schools can do about family disorganization. The focus should be on education, on reading level, "on the problems we should know something about." Yet, although it is clear that new kinds of learning approaches would be more appropriate for the disadvantaged than the basic curriculum, "there have been few new approaches to basic learning." He wondered if pedagogy has let itself become too distracted by other things. He suspected it is not trying to find new approaches.

Panel IA

Panelist Pearl accused the schools of failure to define "tolerable deviance—all differences are deprecated" and of dealing with rule violators (behavior problems) by "segregating them out of the system. Punishment is not an effective deterrent, but we operate in the schools as if this were the only basis for controlling behavior."

"What we have engaged in is a massive self-delusionary system, part of which is the basis that we think we are doing something for kids. And most of what the school does right now . . . doesn't prepare them for the world in which we live today, doesn't even prepare them for the world that existed 30 years ago . . . and certainly isn't preparing for the world of tomorrow."

Panelist Philip Montez pointed out the particular problem that the bilingual child has in the school system saying that the schools refuse to accept the reality that thousands of American children cannot speak English when they are in kindergarten or first grade. "To ignore this reality is to predoom these children to failure. And educational statistics prove this is exactly what we are doing."

Wilson C. Riles, panel chairman, director of compensatory education, California State Department of Edu-