

"exert a profound effect upon the course of thought and planning for education of the disadvantaged. It may well be the most important piece of educational research of our lifetime," he added, noting that the study confirms the pervasiveness of segregated education in every region of the country. The report, he stated, makes it plain that segregated Negro schools are on the whole inferior instructional institutions, and that "if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievement is likely to increase."

One pupil-attitude factor, he said, appears to have a stronger relationship to achievement than to all other school factors together. This is the extent to which an individual feels he has some control over his own destiny. Among Negroes, Dr. Morsell said, "this characteristic is related to the proportion of whites in the schools. Those Negroes in schools with a high proportion of whites have a greater sense of control."

Marvin G. Cline, assistant director, Institute for Youth Studies, School of Medicine, Howard University, commented that without breaking up the ghetto school, the "child of the ghetto will never be sure that he is seriously expected to enter the wider society; that the real standards of the wider culture are being applied to him; and that his successes are true successes in the true world of the whites and not in the debilitating twilight world of the ghetto." Dr. Cline urged that the central task of Title I is the break-up of the ghetto. "Segregation is a form of miseducation," another panelist stated.

#### Panel IVB

Panelist Adron Doran, president, Morehead State College, pointed out that special aid for education of disadvantaged children was an issue at the time the Economic Opportunity Act was under consideration. Back in 1964, attempts were made to extend school aid to federally affected areas to include children of families receiving aid to dependent children for unemployment compensation. He also pointed out that the pattern of behavior of economically disadvantaged families is oriented toward: (1) individualism rather than mutualism; (2) traditionalism rather than innovation; (3) fatalism rather than creativity; and (4) being passive recipients rather than active agents.

Dr. Doran went on to emphasize that "teachers and administrators must be trained in the colleges and universities to: (1) understand the individuals and groups with whom they must work in the educational process; (2) discover and accept new ways of working with groups and teaching children; (3) seek new ways and means of involving the families of the disadvantaged children as resources in the educative process; and (4) learn better how to utilize and train noncertified personnel to assist in the affairs of the classroom."

James Wilson, Director, Indian Branch, OEO, implored the assembled educators to recognize that the children of poverty think differently, have different needs and experiences, and are essentially different people. But Dr. Wilson cautioned the group not to be too quick in their judgments. He recounted the events of his childhood on an Indian reservation. He noted that the dirt roof of the log cabin in which he was reared was adorned with flowers 25 years before the national beautification program was conceived.