

Both Epps and Farmer noted that some improvement has been made in providing multiethnic textbooks, and both urged that they be used in all schools, white, colored, and integrated. Farmer also said that textbooks are needed which give full and honest treatment to the historical backgrounds of the Indians, Puerto Ricans, and Spanish-Americans, as well as the Negroes. And he added: "Despite the recent improvements in textbooks, 'See Johnny Run' doesn't help at all."

Dr. Glyn Morris told the group: "We must look outside the school for those experiences which have made up the life of the disadvantaged child. We ought to help a deprived youngster verbalize his own experiences before we clobber him with Dick and Jane. Reading disability is a symptom of another problem. There has been too much emphasis on remedial reading as the sole solution. One extra month of reading in summer school isn't going to get the job done."

Panelist Benson noted that, for the first time, "no longer do we have a monolithic concept of educational financing. Now there is an effort to relate resources available with the requirements of children. But it is possible to fritter this extra money away in the traditional school system. Money spread out over many projects may not work. On the other hand, too rigid specialization may not work, either—for instance, in the case of remedial reading. Reading may be affected by hot breakfasts and field trips as much as by added time in the classroom with a reading specialist."

#### Panel IB

Perception difficulties of the disadvantaged child were discussed by the panel's psychologist, Jacob Silverberg, but the discussion group had few systematic approaches to overcoming them. Silverberg said a program developed by Frostig in California is very good, but does not go far enough. A new one coming out by Ayers will be broader, a systematic 2-year approach that will require no special materials and is psychologically sound. It was pointed out, however, that faulty perception *habits* have to be differentiated from perception disturbances that have a neurological basis. The Frostig system was a good system to use for the latter, but a different approach is needed for the former. Another delegate agreed that the most important thing to do is to develop programs for perception difficulties, but felt that perception differences are not as marked as language differences—"the next step, where the gap is greatest." He, too, felt the schools cannot do much about the social, historical, and political causes that have produced the disadvantaged child, but they

can do something about the language problem. "This is where we have the tools." But, again, this is where a systematic approach is needed and lacking.

#### Panel IA

Charles Cogen, president of the American Federation of Teachers, criticized the trend in current Federal and other programs for the disadvantaged. There is, Mr. Cogen said, too much emphasis on innovation and supplementary and remedial programs and not enough emphasis on "basic improvements in education." He added that money is being wasted on "useless and excess equipment," and teachers are not being involved in the planning of programs. "What is needed," Mr. Cogen said, "is the expenditure of many more billions of dollars to reduce class size and to 'saturate' the schools with special services aimed at helping the disadvantaged and at easing teacher loads." New York City's "More Effective Schools" program was held up as an example of what could be accomplished.

If conferees agree that not enough is being done, what new things do they propose?

Rodney Tillman, assistant superintendent in charge of elementary education, Minneapolis public schools, called for an individualized instructional program. To accomplish this, he said, both instructional groupings and curriculum will have to be altered. But he cautioned against excessive dependence on new grouping patterns and called for greater attention to adaptation of the curriculum. The most important curriculum revision, he added, is one that will help the pupil develop "a positive and realistic picture of self. Every dropout has a negative image of self." In addition, he called for involvement of pupils in the setting of achievement goals, programs that foster divergent thinking, and programs that increase the scope of tolerance of all individuals.

The first point was elaborated on by Philip Montez who said that "we must begin to personalize education. I do not mean taking each child one at a time, but training teachers in sensitivity and the area of just being human."

Roy McCanne, Coordinator for Migrant Education, Colorado State Department of Education, was concerned with the educational problems that migrant children face in our schools today. He cited six of these problems: (1) A penetrating experience enrichment program is needed that provides teaching that helps the children to become more curious, to ask questions, to do some independent and critical thinking on their own. (2) There is a need to provide inservice