

sphere that will facilitate the type of democratic attitude that will lead to a fully open society. The components discussed above would also be relevant here.

Educators have long voiced their concern about building a democratic society; however in building this society, we must move outside of the narrow definition that has often been applied to the term "education."

A. Harry Passow, chairman, Committee on Urban Education, Teachers College, Columbia University

School systems have not dealt creatively with the technical aspects of evaluation of Title I programs—using the financial support as the means for diagnosis and differentiation as well as assessment and measurement. (In addition, we might use Title I evaluation as basis for a related cooperative research program to really study program effectiveness.) Far better assessment is needed.

Our approaches to parent education have been generally unimaginative. There is a "hidden curriculum" in the home of the achieving child. What elements of this can be or should be "taught" the parent of the disadvantaged child? Can we involve parents in the teaching process as a way of teaching them?

Don Davies, executive secretary, National Commission on Teacher Education and Professional Standards, National Education Association

Other suggestions, briefly noted, were—

- Set aside 10 percent of all Title I funds for small grants to individual teachers to enable them to carry out small projects and activities which they cannot or do not do because of lack of money. The grants might range from \$500 to \$2,000.
- Have no teacher in a disadvantaged school during his first 2 years of teaching carry more than a half-time load. Provide supervision, help, support for beginning teachers.
- Have institutes and workshops on the education of disadvantaged children in slum schools rather than on college campuses and hotels.
- Include in the elementary school curriculum for disadvantaged children the study of human behavior and human relations.
- Find a variety of ways to make the job of the teacher in the slum school more manageable and attractive—through teacher aides, help from other specialists, special preparation.
- Put all teachers in disadvantaged schools on a 12-month contract.

Dixon Bush, director, Antioch Interracial Education Program, Antioch College

There is disagreement as to what education is for the disadvantaged.

It can be cast as an urging to change and be like the dominant society. It could be an invitation to grow and become more extensive without rejecting antecedents. The first works only rarely, and then with questionable consequences; the second is a course which the schools are ill prepared to try. It will work, with effort.

John A. Morsell, associate director, National Association for the Advancement of Colored People

More work is needed to clarify our knowledge of the interaction between the child's state when entering school, what happens to him during his school years, and the nature of his nonschool environment.

For example: I have known that the gap in achievement of disadvantaged and advantaged children, substantial at first grade, widens over the next several years. It is assumed that this represents a challenge solely to the school, which is responsible for overcoming it. My personal inclination is to accept this view. But I and those who share this view would be on firmer ground if research could determine to what extent the widening of the gap represents school inadequacies and to what extent it represents the continuing and cumulative effect of the elements which produced the initial disparity.

In other words, how much can the schools accomplish, under the wisest and most resourceful programs, so long as the nonschool environment of disadvantaged children remains essentially the same?

The dictum that the segregated school is inherently inferior continues to stand, in some minds, as an inhibitor of efforts to make effective learning instruments out of schools which, for the foreseeable future, cannot possibly be desegregated. Some thorough clarification of what is possible, without in any sense sacrificing the ultimate goals of truly democratic education (i.e., integrated education), is greatly needed.

The junior high school contains all the problems of disadvantaged pupils in their most concentrated and virulent form. If we can hope for the end of the junior high school, there still remain the tens of thousands who will have to suffer through it until it is done away with. Attention paid to this area should also seek to determine whether, and to what extent, reorganization on a 4-4-4 basis actually eliminates junior high school