

problems or merely leaves them untouched under another name.

Leander J. Shaw, dean, Graduate School, Florida A. & M. University

This problem of the disadvantaged is serious enough to suggest that teacher training programs in colleges and universities become more specialized and directed toward training more teachers, counselors, and administrators for work with disadvantaged children. For its practical application, such a program should be interdisciplinary, which would permit the teachers who major in these specialized areas to integrate courses in many fields.

Irvamae Applegate, president, National Education Association

The use of the terms "innovation" and "imaginative thinking" should be played down and more emphasis given to meeting basic needs. Too many planners have interpreted innovation as being something completely new, and many man-hours have been wasted in seeking gimmicks which should have gone into a search for successful practices and how to adapt them to the local situation.

In the development of curriculum to meet the needs of educationally disadvantaged, it would be useful to planners if they could be helped to recognize that the principles of sound curriculum development apply and that they are really not dealing with anything so new or different, that they are now only being asked to face up to providing for a group not previously reached.

James L. Farmer, director, Center for Community Action Education

A teacher can be effective in teaching the disadvantaged only when he believes they can be taught, and believes in *them*—not in a romantic way, ascribing to *all* of them *all* of the virtues and *none* of the vices of man, but in the realistic sense that there is among them a reservoir of submerged intelligence, talent, and ability, the discovery of which is an exciting adventure, worthy of the best in any teacher. If the teacher views them as worthless, they sense it quickly, and this reinforces all that a hostile society has said to them in the past. In a word, the teacher must empathize.

There is a growing awareness among educators that many of the teacher's functions, especially nonteaching roles, can be performed by nonprofessionals working as teacher aides under the supervision of the teacher.

Fuller, more creative use of the teacher aides not only frees the teacher to spend more time on teaching duties but also opens up new careers for nonprofessionals.

Instructional materials, including textbooks, need to be relevant to the lives, the experiences, and the frames of reference of the learners. Otherwise they cannot be meaningful aids to learning. Materials must deal with the things children know about—the kind of houses they live in, the kind of stores they shop in, the kind of streets they play in. Most importantly, the materials should deal with *themselves*, black faces as well as white. And they must learn about their people and their history, as they learn about other peoples and *their* histories.

Kay Earnhardt, coordinator of reading, Atlanta Public Schools

I am suggesting that the primary cause of learning disability might be directly attributable to the fact that the teacher is so unaware of the overall structure of her subject matter that she is unable to match the level of her presentation to the capacities of students of different abilities at different grades in school. I think there is sufficient evidence that much of what we already know to be sound educational practice is not taking place in many classrooms for the disadvantaged and that it might be a waste of time and energy to devise new programs when many of the ones we have now have never been used properly.

How can we design inservice training courses to help teachers meet the individual needs of their students? Are we going to continue to have facultywide inservice meetings where we all come together every other Tuesday afternoon to get enlightened, from kindergarten through grade 7? After 4 years of lectures at the college and university level I doubt that more of the same is going to bring about improved teaching. Inservice training needs to be as individualized as we want the classroom teaching to become. Teachers need today's questions answered today within the confines of their own classrooms, not Tuesday week in front of the entire faculty.

R. Lee Henney, director Adult and Literacy Education, Indianapolis Board of Fundamental Education

A subject which was cut very short because of time was the evaluation of projects. We seem to have fallen in the trap in Title I projects of equating number of persons served with effectiveness of the program. It has been pointed out that in 10 months we served 7 million in Title I projects. However, what multiplier factor did we get in behavioral change? How different