

is the attitude of the participant? Does the teacher know how to use the new visual aids? Is the library being used by the target population? How do we measure change in the human being, especially from this population?

The question was raised, in our group, of why more money cannot be put into Title I projects for evaluation, and the question was not answered. This is a critical area where objectivity needs to be developed. All Title I projects should have moneys for evaluation, not only self-evaluation but outside evaluation by objective observers. Only can we increase our quality when we see the need for change.

The greatest contribution to Title I projects which can be developed is inservice training programs for the teacher. We put more specialized duties on the teachers and expect them to keep up without helping them find out how. Also, there seems to be little communication between staff in any given system or interchange of ideas between teachers at the local level. Title I projects should develop inservice training programs for all teachers and mandatory preservice and inservice training programs for Title I projects.

Roy McCanne, consultant, Education of Migrant Children, Colorado State Department of Education

It is a grave mistake to consider all disadvantaged children or even all migrant children as having the same culture. The cultural behavior patterns of one group, such as Mexican-Americans, are different in many respects from those of another group, such as Navajo Indians. Probably the most useful framework for studying cultural difference and for understanding how to adapt the school curriculum is the philosophical framework: What do the people believe is real? What do they think is true? Where do we get truth or knowledge? Where does man fit into the world? What is important, and what is not important? To whom or to what does a person owe his ultimate loyalty? Some research is available to help answer these questions about specific groups. More is needed.

Edmund W. Gordon, professor and chairman, Department of Educational Psychology and Guidance, Yeshiva University

The educational problems of the disadvantaged must be solved in the context of a concerted attack upon a wide variety of problems which go far beyond the school and involve aspects of society other than education. However, the tendency on the part of school people to focus on and blame these other problems for

the school's problems and failures may serve to deter the school from a systematic attack upon those problems which are primarily within the realm of pedagogy and are primarily the responsibility of educators.

Robert E. Christin, director, Educational Projects Incorporated

I think the report should mention a major need related to all programs for the disadvantaged, that is, regional centers set up to bring together the better teachers from around the country to (1) develop teaching materials and approaches to help with the disadvantaged, and (2) demonstrate these discoveries at the centers and at schools in the region.

This seems to be a major problem in Title I, Upward Bound, the Job Corps, and in all schools serving the disadvantaged.

If we fail to help those many teachers of good will, we will fail, regardless of how much money we have or how many programs.

Leonard B. Ambos, assistant director, American Textbook Publishers Institute

It is obvious to me that a great deal more needs to be done to make Title I effective. There is a need for us to (1) determine those forces which create an individual's self-concept, (2) determine how we can upgrade the self-concept of individuals, (3) develop and test innovative methods and materials (and also the old which prove valuable) to determine their effectiveness in changing and improving learning behavior.

It may already be too late to salvage and make into productive citizens many of the children with whom we associate the term "disadvantaged." The times in which we live, however, insist that we aid each child to reach his maximum potential.

Educators must stop talking about "meeting the needs of individuals" and do something about it.

Evans Clinchy, director, Office of Program Development, Boston Public Schools

What bugs slum kids is *school*, school as it is conceived of and operated by the people who inhabited Panel IIIB. No one talked about how to change school itself or even how we could go about changing it or what we should change it into.

Most of the people in our room were simply taking Title I money and using it to add some sugar-coating to the same old bitter ineffectual pill. They were still planning to subject kids to the same basal readers (perhaps jazzed up with a few black faces). They were still