

so. However, many elementary teachers, I believe, are themselves not attracted to mathematics, and the standard materials do not do a great deal to help stimulate the mathematically gifted.

John Henry Martin, superintendent, Mount Vernon Public Schools

From the urban centers of the country the achievement test scores and IQ ratings show a progressive decline in the relative position of school children of the racial minorities as compared to the white children in the city or the Nation. Their early childhood environment sends ghetto children to school handicapped, according to test scores, by 1 year. The radically unbalanced ghetto school will increase the negative distance of these children from their white age peers by as much as 2 to 3 years. This is the single most widespread educational catastrophe of our times. It is the root cause of the academic deficiencies of the disadvantaged child with which the schools of the Nation must deal. Failure to see Title I moneys as an opportunity and a commitment to do something about this while only seeing them as the source for remediating the consequences is to persist in treating the victims of malaria while continuing to ignore the breeding areas of mosquitoes.

Edward Zigler, professor of psychology, Yale University

A major issue in our discussions was whether the educators of the deprived should take a social work approach or should expand their energies and resources in beefing up those practices that are basic to the orthodox educational effort.

In my opinion, the dichotomy raised is a false one and stems from a failure to understand all the factors that are important in the determination of children's learning. Until teachers and administrators become fully cognizant of the complex nature of the learning process in the culturally deprived child, many of the innovations that hold high promise will be met with apathy, if not actual hostility.

The social work approach is not alien to successful teaching. What this approach does for the teacher is to make her sensitive to the socioeconomic plight, everyday experiences, and resulting motivational structure of the child she is to teach. This motivational structure accompanies every child to the classroom and is probably just as important in determining the success of the teacher's efforts as are the formal cognitive characteristics of the child.