

history and contributions to our society of minority groups. The fourth committee was to review the great volume of literature on the teaching of culturally disadvantaged children and to prepare a guide for teachers. This guide was to describe the characteristics of culturally disadvantaged children, to explain the factors which contributed to the development of these characteristics and to offer suggestions to teachers on how to improve the learning of such children.

The entire project provided an opportunity for an exhaustive search and evaluation of current literature related to educationally disadvantaged children and gave about 100 teachers a new look at the work in which they are engaged. The guides, which are the product of this project, provide detailed and essential information for teaching inner-city children.

The first steps have been taken, but the task remains only half done. The true test will take place when these guides are put into use by classroom teachers. The usefulness of the production of these curriculum committees will be measured by teachers in day-to-day teaching-learning situations in Target Area schools. This evaluation will provide a measure of the guides' utility and possibilities for revision to meet the needs of children.

