ABSTRACT
          This is the appendix to the study "What Works? An
Examination of Effective Schools for Poor Black Children." The study
identified and described urban schools that were considered effective
in providing quality education for economically disadvantaged black
students. This appendix contains a comprehensive bibliography and
abstracts of literature related to the study. Included are books,
journal articles, and papers on public education for black students,
school desegregation, school and teacher effectiveness, school roles,
racism in education, student achievement, curricula for blacks,
school socialization, educational programs for minorities, student
discipline, urban education, programs for the disadvantaged,
compensatory education, teacher attitudes, and equal education.
(Author/MJL)

APPENDIX
TO
WHAT WORKS?
AN EXAMINATION OF EFFECTIVE SCHOOLS
FOR POOR BLACK CHILDREN

Book Reviews
by Taylor McLean
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Alexander, E. Curtis, "The Pedagogical Oppression
of Black Students in Norfolk City Public Schools --
Myth or Practice?" 1976, 9 pp. ERIC ED 194 672.

The writer cites the abuse of disciplinary action against
black students in the Norfolk Public School system. In the
1974-75 school year, the black suspension rate was nearly twice
that of whites, the threatened expulsion rate nearly five times
that of whites. Alexander cites these statistics as evidence
that the school system is not designed to educate black youth;
rather it is designed to discourage black youth. He quotes a
passage from Dr. Kenneth Clark that makes a similar evaluation
of the design function of current northern urban public education
-- that its purpose is the underdevelopment of black human
potential.

Bacon, Frank and John Dixon
"Characteristics of Outstanding School Programs"
The Journal of Negro Education, Summer 1975,
pp. 345-352

This article is an account of the National Conference on Inner City Schools that Work, held in Buffalo, New York, November 8-9, 1974. Descriptions of special school programs -- not regular school programs -- were requested from two hundred urban school districts. A panel of educators evaluated the programs. The "winning" entrants were invited to Buffalo to present their programs at the conference.

Evaluation criteria were: (1) how well the program met stated objectives; 2) depth of parent involvement; (3) the amount of effective staff development to prepare project personnel; (4) relative value of the program to the students' achievement and the school's mission.

The most salient features of successful programs were: (1) most innovative programs are ESEA funded; (2) they involved staff development; (3) they are most successful at the elementary and senior high levels; (4) they are initiated by school administrators.

These findings suggest that: (1) without ESEA funding innovative programs will disappear; (2) such programs are expensive because they involve staff development; (3) elementary and senior high students are more adaptable to special programs than junior

high pupils; (4) the role of administrators in the innovating process suggests a need for extensive training in curricula and learning theories to augment the necessary managment and organizational skills; (5) the school administrator occupies the place of the change agent.

The article then cites five successful programs.

I.   Project Adapt (A Diagnostic and Prescriptive Technique)

San Jose Unified School District

II. I.G.E. (Individually Guided Education)

Syracuse City School District

Dr. Martin Luther King Elementary School

III. The BUILD Academy Program

Buffalo Public Schools

IV. Regeneration: Inner City School Survival

Maury High School

Norfolk Public Schools, Norfolk, Virginia

V.   Program on Problem Solving Skills (POPS)

Memphis City School System, Memphis, Tennessee

Bell, Derrick A., Jr. "Serving Two Masters:
Integration Ideals and Client Interests in School,
Desegregation Litigation" The Yale Law Journal
Volume 85, Number 4, March 1976.

Bell argues that civil rights attorneys often have guiding
principles which override the needs or desires of their minori-
ty clients. In relation to desegregation, black community groups
cite quality education as their major goal. These groups often
disagree with the racial balance/busing/magnet school concepts
promoted by civil rights attorneys when such strategies do not
result in improved instruction. Bell concludes that the priori-
ties of black parents have shifted to pragmatic methods to im-
prove achievement from a strict emphasis on racial balance. In
their efforts to achieve racial balance, civil rights lawyers
have sometimes failed to negotiate with school boards to gain
educational improvements that parents want.

cf: Edmonds, Ronald R. "Simple Justice in the
Cradle of Liberty: Desegregating the Boston Public
Schools." Vanderbilt Law Review, Vol. 31, No. 4,
May 1978.

Benbow, Carolyn, Compiler. <u>Review of Instructionally</u>
<u>Effective Schooling Literature</u>, ERIC/CUE URBAN Di-
versity Series, No. 70, August 19, 1980, New York:
ERIC Clearinghouse on Urban Education

Benbow summarizes the findings of approximately 40 studies,
monographs and journal articles on school effectiveness. She
captures the state of the art in abstracts of works by Edmonds,
Bloom, Armor, Brookover and Hanushek.

Benjamin, Robert
Making Schools Work -- A Reporter's Journey Through
Some of America's Most Remarkable Classrooms
Continuum: New York, 1981, 200 pp.

This volume has the advantage of being concrete -- it names
names, schools, and programs that deal with and respond to local
circumstances. It reads as a report from the field in which the
field workers speak for themselves. Mr. Benjamin, a reporter who
does not call himself an education expert, has built his book
from the observation of maverick schools, or what a cancer-
researcher might call the unit of the maverick occurence. He
built it on the evidence that orderly life can assert itself at
the smallest unit and maintain itself there over time, regard-
less of a season of plague. He found his evidence in the class-
rooms of public schools in the east, the mid-west, the southwest,
and the far-west, among them: Beasley Academic Center, 52nd and
South Street, Chicago, Bill NcNerney, Principal; the May School,
Chicago; Wesley Elementary School, Acres Homes, Houston, Thaddeus
Lott, Jr., Principal; Mt. Vernon, New York, school district,
Ruth Cafarella, Reading Supervisor; the Robinson School, East St.
Louis, Illinois, Vera Williams, Principal; the Garrison School,
Grand Concourse Boulevard, South Bronx, New York City, Carol Russo,
Principal; Modesto, California, school district, James Enoch,
Director of Curriculum and Instruction.

Mr. Benjamin found not only maverick units in the classrooms,
but maverick unit-clusters in the form of school buildings, school

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districts and even a school system -- all of which consisted of formal organization of practices and programs that had proved their effectiveness at the small unit level. He isolated four significant observations from his itinerary; 1) Mastery Learning and 2) DISTAR (Direct Instructional Systems for Teaching and Remediation), both of which are curriculum and teaching innovations; 3) the role of the principal, and 4) the concept of Responsibility.

He presents considerable discussion of Mastery Learning and DISTAR. These programs are significant in public education for two reasons: children learn under their strictures and teachers must teach to employ them because of the strict accountability and teacher involvement demanded by these programs. Furthermore, Benjamin believes both programs are relevant to competency-based educational goals. Benjamin allows William Spady, founder of the Network for Outcome-Based Schools (NO-BS) and currently director of the National Center for Improvement in Learning, to speak on this subject:

"Mastery Learning is the kind of instructional program needed to make competency-based education work. It's a learning system that can be used to deliver certain goods....Both [Mastery Learning and DISTAR] demand that an assessment-driven system 'replace' a credit-driven system....Mastery Learning implies something totally different [from]...12 years in school and everyone's out."

Benjamin also points the reader to sources. He discusses
the formative role of John Carrol, an educational psychologist,
in initiating the Mastery Learning concept in 1963. Benjamin
Bloom, at the University of Chicago, expanded the idea in Human
Characteristics and School Learning. Michael Katim, Curriculum
Designer for the Chicago Public Schools has implemented these
ideas into an applied curriculum for the entire school system.
Benjamin also interviews Siegfried Englemann, the developer of
DISTAR and author of Your Child Can Succeed (1975).

The resolution of deficiencies cannot, however, occur in the
classroom if effective instruction is barred from the schools.
Benjamin discusses a three million dollar U.S. Office of Education
evaluation of nine Follow-Through programs in 1976 that found
DISTAR to be the most effective program in all categories of mea-
surement. Following publication of the report, not one school
system contacted Englemann, the NIE turned down five proposals that
he submitted, and all Follow-Through programs still received, as
of 1980, equal funding, irrespective of their effectiveness.

The Principal: While the teacher is certainly the building
unit that makes education work, Benjamin's report constantly refers
to the principal's crucial instructional role. Alice Blair, Su-
perintendent of Chicago District #13 and the "inventor" of Beasley
Academic Center announces three essential ingredients for building
a successful school: 1) a principal dedicated to basic education,

2) outstanding teachers., and 3) parental involvement.

Carol Russo, principal of the Garrison School in the South Bronx, recommends in choosing a principal: 1) one who understands instruction, 2) who is willing to meet student performance goals, and 3) advises that their jobs be contingent on satisfactory progress through annual evaluations.

Responsibility: James Enoch in Modesto, California, has instituted a system of mutual accountability in the school system. The students know what is expected of them, and the public knows what the school system aims to achieve. The kind of personal responsibility in the learning relationship that makes the maverick class and school effective has been enlarged in the Modesto Plan to a public sharing of standards, process and evaluation.

Wher instructional method, leadership and responsibility mesh in the learning environment, through hard work, an additional factor of positive school climate emerges. Benjamin cites the research of W. Brookover and the work of Ron Edmonds on the significance of school climate for learning effectiveness. The book is positive in tone, based as it is on an examination of what works through hard work.

Bettleheim, Bruno, "Education and the Reality
Principle", American Educator, Vol. 13, No. 4,
Winter 1979

In this provocative essay, Bettleheim argues that the funda-
mental pre-condition for learning in the educational process is an
understanding in the student of the importance of delayed grati-
fication over immediate gratification. Without this acceptance
of the rigors of the reality principle over the satisfaction of
the pleasure principle the student is unable to sustain "the arduous
task of learning". The learning process, according to Bettleheim,
is work and cannot be successfully sustained without belief in the
eventual attainment of projected and delayed rewards. Furthermore,
he argues that the dominance of the reality principle is established
only through fear, and exemplified in moral principles. "My con-
tention is that for education to proceed children must have learned
to fear something before they come to school." All education,
Bettleheim proposes, is based on a middle-class morality -- formerly
derived from the context of the family -- whose psycho-analytic
equivalent is a powerfully developed reality principle; fear [and
anxiety] internalized through the super-ego, in emulation of role
models is the dynamic generator of this morality.

It is the task of schools to instill the morality which is
needed for education to reach its goals " . . . teaching the 3Rs
[cannot] come before the morality of education . . . is in place".
Economic background, family structures; sub-cultural values in the

interracial context of public schools make it imperative that the teacher realize that middle class morality does not hold universally. The reality principle requires that the teacher understand who a student is, and where he comes from, while making the same objectification of her own moral evolution. The teacher must understand the student's moral existence as a pre-condition for guiding the student's "person" to the place where it can sustain itself in the education process. Bettleheim has interesting things to say about relations across class, race and culture between teacher and student.

His observations, however, must be cross-referenced to the historical reality of class-relations in our time, or else they run the risk of paternalistic, moralistic opinion. The reader might want to keep in mind Balzac's pungent sense of the class basis of morality: a man must be able to afford the price of moral behavior before he can practice it. Morality is as dependent upon the distribution of goods and services as is poverty, health-care or home computers.

"Black Schools That Work"
Newsweek, January 1, 1973 - pp. 57-8

The article cites six successful inner city schools: Windsor Hills Elementary School, Los Angeles; Howard D. Woodson High School, Washington, D.C.; P.S. 234, Bronx, N.Y.; Holy Angels Roman Catholic Elementary School, Chicago; Woodland Elementary School, Kansas City; Captain Arthur Roth Elementary School, Cleveland.

The article finds six common characteristics among these schools: (1) strict discipline (2) strong f cus on reading and writing (3) high expectations and homework responsibilities (4) superior facilities with individual attention, despite overcrowding of classes (5) parental involvement in the schools through volunteer staffing, PTA, and fathers club activity (6) competent and dedicated staff.

Reference is made to Caleb Gattegno's system for teaching reading and math. The basis of the reading system is a color code for the 47 English language sounds.

Brazziel, William. "Quality Integrated Education"
Theory into Practice, Volume 17, Number 2,
April, 1978.

Brazziel opens this paper with the observation that, his-
torically, black children have developed and been developed most
fully in segregated schools. He cites the old Dunbar High in
Washington, D.C., Morehouse College and Windsor Hills High in
Los Angeles (which had the highest standardized test scores in
the city in 1975). He continues with the observation that in-
tegrated schooling in many communities serves to devastate the
growth of black talent and documents the situation at James Madi-
son High School, Brooklyn, New York where integration at a school
located in a liberal metropolitan community in the early 1970s
left black students in an environment of white teachers, admini-
strators and counselors who exacted academic, extracurricular
and disciplinary discrimination upon them.

Brazziel then proceeds to reaffirm his commitment to quali-
ty integrated education as in the best interest of black and white
children and the populace when it works, but he reminds the reader
that Virginia once had 125 black high school principals but could
count only 13 by 1975. He takes the position, in face of the
record, that unless school boards and teacher training insti-
tutions respond to pressure to create integrated models of edu-
cation, in both separate and joint action, he supports a mora-

torium on school integration action. During this moratorium he
proposes two actions: (a) attention to the development of black
children in segregated or resegregated settings and (b) the devel-
opment of working models in integrated quality education - with
full assistance of federal money - in three or four nation-wide
locations so that the structural, managerial, instructional and
philosophical components of such education can be thoroughly
worked out as prototypes. In other words, if you can't do it
right, don't do it no more until you can.

In support of this development of prototypes Brazziel offers
ten principles for achieving quality education. He buttresses
these principles with their conceptual <u>derivation</u> and with
<u>indicators</u> to ascertain their effectiveness. His organizing
model is that every school community, and the eight or ten
colleges that prepare teachers for it, should jointly create staff-
ing patterns and experiences for both its teacher trainees and its
students that consciously prepare students for life in an integrated
society.

The ten principles, without derivations and indicators, are:

(1) "Students should feel that they are able to aspire to
every adult role in the school and that no restrictions according
to race obtain in these roles."

(2) "Students should be taught by teachers who have been
trained to teach in integrated schools."

(3) "Teachers should be dedicated to the principle of in-
tegrated education and regard service in integrated schools as a

career and not a stepping stone to monoracial schools."

(4) "Every child in the school should have full access to the full measure of the instructional resources of the school."

(5) "Racial fairness should obtain in grading and discipline."

(6) "Extra-curricular activity should involve many children and youth at every level; race should never be a factor in this involvement."

(7) "Children and youth should have equal access to the services of the guidance program."

(8) "Students have a right to an education in an atmosphere free of debilitating rhetoric and publicity."

(9) "State leadership must set an example of integration for the local schools of the state."

(10) "All involved must take a long view of both the integration and educative process."

Brett, Arlene
"Effective Classroom Management in the Inner
City School"
The Teacher Educator
V15, no.2, Autumn 1979, p. 6-10

This report evaluates the effectiveness of 55 student
teachers who taught a fifteen week semester to classes of
Title I eligible black children in a Florida school.

Student teacher performance was gauged against four fact-
ors to test for significant inputs:

1. The _effective_ rating of the cooperating teacher whose
classroom the student teacher occupied; "outstanding," "good"
or "poor."

2. The grade level to which student teachers were
assigned;

3. The race of the student teacher

4. Previous teaching experience.

The only significantly weighted proportion was found in the
first category. Whereas only 18% of the cooperating teachers
were rated outstanding, 36% of the outstanding student teachers
were associated with outstanding teaching classrooms.

The study also questioned the outstanding student teachers
to describe what classroom management practices they found
effective. Responses fell into four categories:

a) Provision of good learning experiences

b) Positive reinforcement

c) Establishing rules and expectations

d)   Developing trusting and caring relationships'

The list of specific practices within these categories
is as follows:

'a)'   Provision of good learning experiences included:

Plan carefully and have things ready.

Plan with the children.

Relate learning to something they alre. 'y know.

Relate activities to each child's life.

Provide work at the correct level of difficulty.

Provide meaningful things for the children to do.

Use games and fun ways of learning.

Use a variety of materials that are interesting to
children.

Vary teaching techniques.

Call on students randomly.

Question-students to make them think.

Keep children active and provide things to keep them
interested.

Encourage children to do their work.

Offer assistance when needed.

Have lots of enthusiasm in teaching.

b)   Positive reinforcement included:

Praise and give rewards.

Compliment good behavior.

Reward good behavior and correct responses with praise
and treats.

Praise for good work.

Take good children on weekend outing with the teacher.

Touch children who are correctly lined up or in their seats.

Stars next to names for good behavior and treats for stars.

Reward with happy faces, candy, praise or smiles.

c) Establishing rules and expectations included:

Set standards and expectations.

Set a minimum of rules and then enforce them.

Establish rules for the routine procedures in the classroom.

Be firm and consistent.

Tell children what is expected of them and what the consequences are.

Give reasons for rules.

Tell children when they make the teacher happy, disappointed or angry about their behavior.

Allow students to decide on their own punishment.

Punish children by taking away something they like, but not severe punishment and not for a long time.

Explain to children why they are being punished.

d) Developing trusting and caring relationships included:

Take a little time each day to establish contact with a child through a smile or compliment.

Treat children as people.

Be the children's friend and be willing to listen and talk to them about themselves.

Listen to their questions, problems, and hopes.

Build trusting relationships through mutual like and respect.

Develop trusting relationships by making personal
contact with each child through a smile, a touch,
and conversation.

Get involved with the children in learning activi-
ties rather than staying aloof.

Trust the children.'

Dr. Brett suggests in her summary that the difference between

successful and unsuccessful student teachers seemed to be that

the successful ones were positively concerned with 'establishing

good relationships . . . and providing good learning experiences

. . ., and . . . less concerned about setting up rules and

punishments to modify the behavior of the children.'

Brodbelt, Samuel
"Disguised Racism in Public Schools"
Educational Leadership, May 1972, pp. 699-702

Brodbelt discusses five indicators of institutional
racism in public schools: (1) teacher attitudes toward min-
ority students; (2) the use of IQ tests; (3) ability group-
ing; (4) segregation; (5) the allocation of teachers.

He proposes some guidelines for educating the society out
of its institutional racism. (1) Direct examination/analysis
of racism during the teacher-education process. (2) An examin-
ation of basic values underlying a democratic philosophy of
educational opportunity. (3) A process to inform principals
and school board members about the nature and extent of racism
in their institutions, so that these leadership roles may
thereafter be held accountable. (4) Appointment of an ombuds-
man with legal powers to bring administrators and teachers to
court; i.e. statutory provisions to enforce accountability.

Brookover, Wilbur, Charles Brady et. al. <u>School
<u>Social Systems and Student Achievement:</u> Schools Can
<u>Make a Difference</u>. New York: Praeger Publishers, 1979.

In a major study of 68 schools in Michigan, Brookover and
colleagues seek to prove that the policy implications of Jencks
(schools don't make a difference) and Hauser (school social systems
have little impact on student achievement) are incorrect. Brook-
over et al hypothesize "that the nature of the student body and
the adult members of the school social system may affect the
school's social structure and academic climate as well as the
level of student achievement, self-concept, and self-reliance in
a school."

Extensive statistical analysis on large data sets and de-
tailed observations in black and white schools were conducted.
The study centers around the school, as a social system rather
than the characteristics of the students. Brookover's obser-
vations in four schools pointed towards the conclusion that
high achieving schools had staffs which expected achievement
regardless of student backgrounds.

Brookover collected and analyzed data and observed the
process of schooling inside classrooms.

Brown, Frank
"Education and the Black Community"
The Educational Forum, Nov. 1973

Brown reminds the reader that integrated, segregated and/or
community controlled schools may all be used to maintain the
status quo. He urges that three priorities be maintained: (1) an
emphasis on basic skills for children; (2) proper socialization,
perhaps through ethnic studies; (3) economic benefits through em-
ployment.

Callahan, Raymond E. Education and the Cult of
Efficiency: A Study of the Social Forces That Have
Shaped the Administration of the Public Schools.
Chicago: The University of Chicago Press, 1962.

This study tracks the origins, from 1900-1930, of the notion
that the schools should be run for the benefit of the economy.
Callahan points out major personalities who helped transform
the values of business into educational practice. The schools,
run by educators, a "low-status, low-power group" have been
vulnerable to the notion that schools should be run like fac-
tories using industrial values to turn out graduates (products)
which provided the raw materials (workers) used by businesses.

Callahan examines the impact on public schooling of the
creation of efficiency experts during the Progressive Era. One
of these experts, Frederick Taylor, an engineer, created a system
he called "scientific management" which would increase wages
and lower costs in the railroad industry. Taylor's principles
of scientific management were adopted in many settings -- armed
forces, homes, the church and by the schools. The system basic-
ally attempted to increase productivity from workers.

Later, others built up Taylor's work and cost per unit
(child) became a criteria for judging educational effectiveness.
As more and more businessmen became members of school boards,
the transformation to business values, on advice from scholars
and experts, progressed steadily. Boards included courses in

vocational education and dropped courses like Greek because they
cost more per unit (child) than practical mathematics. Boards
implemented platoon systems which moved children from classroom
to classroom in order to efficiently utilize space. Boards
increased class sizes to 40-50 children per teacher to reduce
labor costs.

Callahan concludes that the adoption of business values
has had tragic consequences for education. "The tragedy itself
was subordinated to business considerations; that administrators
were produced who were not, in any true sense, educators; that
a scientific label was put on some very unscientific and dubious
methods and practices; and that an anti-intellectual climate,
already prevalent, was strengthened."

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Cohen, Michael. "Effective Schools: What the Re-
search Says." Today's Education

Cohen believes that while some technical and statistical
problems in identification of effective schools must be straight-
ened out, there is clear evidence that such schools exist. Cohen
points out the congruence between relevant features of the re-
search on effective teaching and the research on effective schools.
Both types of research cite the need for orderly, businesslike
environments and the need for frequent and systematic assessment
of student performance in the basic skills.

Cohen also cites a bureaucratic explanation of the existence
of effective schools. "A different way of interpreting the same
findings (the Edmonds' factors) is to recognize the five factors
identified as contributing to schools' effectiveness suggest a
classical model of bureaucratic organization: a goal-oriented
organization with a hierarchical authority structure and a cen-
tral manager who monitors behavior and deliberately adjusts or-
ganizational performance on the basis of clear and agreed-upon
goals and feed-back regarding goal attainment."

Cohen writes that another explanation for the existence of
effective schools may be that all of the adults in these schools
have "shared (and positive) values." These three explanations,
the Edmonds factors, the bureaucratic explanation and the shared
values explanation can be useful for improving school effective-
ness.

Coleman, Madeleine (ed.) <u>Black Children Just</u>
<u>Keep On Growing -- Alternative Curriculum Models</u>
<u>for Young, Black Children.</u> Black Child Devel-
opment Institute, Inc., Washington, D.C., 1977.
1463 Rhode Island Avenue NW, Washington, D.C.
20005

Madeleine Coleman, editor of the volume, describes its
primary purpose as a "descriptive analysis of ten programs" at
the pre-school level "undertaken by Black people for Black al-
ternative child development." The text consists of three major
sections: a critical review of the literature of pre-school in-
tervention programs by Ralph G. Horton, Jr.; program narratives of
the ten site schools observed; a section of seven essays that re-
view theoretical aspects in the literature of Black child develop-
ment.

The study results from the Model Child Development Program
Description Project sponsored by the Black Child Development
Institute in 1973. Its stated objectives were: 1) to identify
and describe ten exemplary child development models designed
specifically for Black children by Black people; 2) to delineate
principles for quality Black child development programming de-
rived from the practices, policies, techniques and programmatic
themes which form the basis of the models observed; and 3) to
present a review of the literature which examines the theory and
implementation of current child development programs and the
consequences of their application on Black children.

The Program Narrative section reviews each of the ten sites
in terms of (1) ideology, (2) organizational structure, (3) theo-
retical basis, (4) teaching strategy and (5) curriculum content.
These narratives contain also a detailed daily schedule chart of
activities at each school; an activity chart that describes a
particular teaching strategy, materials, physical setting, child
interaction and adult (parent/teacher) involvement; an organi-
zational chart that serves as a flow sheet for responsibility and
authority, at each of the following schools:

Uhuru Sasa Schule	Brooklyn, New York
Afrikan Free School Pre-School	Newark, New Jersey
Children of Afrika School	Harrisburg, Pennsylvania
Nairobi Pre-School	East Palo Alto, California
Clay County Child Dev. Ctr.	West Point, Mississippi
Martin Luther King, Jr. Family Center	Chicago, Illinois
Childhood Environment Center	Pittsburg, Pennsylvania
Learning House	Atlanta, Georgia
Watoto Weusi	San Francisco, California
Martin Luther King, Jr. Community School	Atlanta, Georgia

The final section contains essays by Black scholars on
(1) self-concept, (2) physiological development, (3) cognitive
development, (4) social-psychological implications of labeling,
and (5) cross-cultural testing. Contributors to this section are

Sylvia Anderson, Jualynne E. Dodson, Wade W. Nobles, Pearl Rosser,
L. Wendell Rivers, Asa G. Hilliard III and Joyce Ladner.

Extensive bibliographic material accompanies each section
throughout the volume.

Collins, Thomas W., Noblit, George W., Ciscel, David H.
"Retail Socialization: The Preparation of Black High
School Students for Employment in Business"
Integrated Education, March-April 1978, pp. 12-16

This paper is a political and economic analysis of a vo-
cational education program, Distributive Education, at a high
school in an unnamed southern city. The authors attempt to place
their analysis of this program in its context within the corporate
system which they describe as a dual economy. The affluent,
managerial sector is maintained by the continuation of a poverty
and low-income sector. The dual economy is staffed by a dual
labor market. The dual labor market, in turn, is sustained by
an education system whose function is to train appropriate work-
ers for the two tiers of the economy. In the course of discussion,
the authors refer to the work by Doeringer and Piore, The Internal
Labor Market, in which it is argued that selective entry, on-the-
job-training, and facility-specific mobility routes are the sig-
nificant determinants of earnings and employment level. Collins
et al argue that this system renders vocational educational pro-
grams largely irrelevant to the objective of employment for black
youth, and the D.E. program under consideration reinforces that
view in the context of the local community. The authors conclude
that the program takes qualified black students out of the college
preparation programs and prepares them for employment in those
marginal industries that constitute a secondary labor market.

Cureton, George O.
"Using a Black Learning Style"
Reading Teacher, April 1978

Cureton asks whether there is a style of teaching and learning reading which is appropriate to the cultural context of inner city children. Some of the ingredients of Cureton's formulation are: (a) a phonics approach to reading; (b) psychomotor techniques in which an abstract idea is first embodied in a concrete or kinesthetic exercise; (c) encouragement of choral response to questions; (d) strongly teacher-centered learning environments; (e) individualized learning programs.

Davis, Junius and Cynthia Kenyon
A Study of the National Upward Bound and Talent Search
Programs. Final Report. Volume I. Review of the
Literature Relevant to the Upward Bound and Talent Search
Programs, 1976, 62pp.

This paper addresses the subject of higher education for
minorities. As the title indicates, it is a review of the litera-
ture related to the Upward Bound and Talent Search Programs which
were initiated in 1965. The review was conducted as an aid to
the subsequent design of a study pursuant to three basic questions:

(1) 'Who are the disadvantaged, how are they defined, and
what are the personal characteristics and situational variables
that may effect their educational progress?' (2) 'What is the
nature of college experience for disadvantaged young people?'
(3) 'What is the impact of Upward Bound, Educational Talent Search
and other similar programs?'

The authors locate, compare and occasionally illuminate a
substantial body of literature which is cited in the extensive
bibliography. The section that surveys the literature on economic
analysis includes a most useful general critique of relations be-
tween education programs and economic policy.

In the first section, 'Definitions of the Disadvantaged', the
authors find that the literature generally draws an equation between
disadvantage and the twin factors of economic and educational under-
achievement. The literature omits data on those members of the
poverty-level population who perform well in school. There is some

confusion in the literature on the issue of achievement that sug-
gests a tendency to consider academic achievement as a definitive
threshold of 'advantaged' status.

A second confusion, a problem in terminology, occurs throughout
the paper in the usage of the words 'disadvantaged' and 'minority'.
It is evident that the economic and educational penalty served
upon people of color in the United States locates them in a 'dis-
advantaged' position relative to non-colored people. At the
same time, there is a class of disadvantaged/or less advantaged
whites, defined largely by economic status and geography. In most
cases, the authors use the terms 'minority' and 'disadvantaged'
interchangeably and in almost all cases they apply them as cover
terms for the people of color whom they identify as Blacks,
Mexican-Americans, Hispanics, Native Americans and Orientals.
This terminological procedure results in some deception and mysti-
fication over the course of fifty pages, and on one occasion, when
the authors draw a distinction between disadvantaged and minority
status, an apparent conundrum faces the reader: The following
sentence concludes a paragraph that has compared the school-per-
sistence rates of people of color and whites -- 'It is clear the
high school graduation rates of the disadvantaged still lag be-
hind those of minority students.' (pg. 12)

The survey identifies six areas of research related to the
educational performance of the disadvantaged: (1) ability levels

(a misnomer that refers to test results) (2) performance in secondary schools (3) persistence in secondary schools (4) aspiration for college (5) college-going trends (6) barriers to higher education.

The survey refers to the growth in minority high school completion rates in the 1963-68 period. It also cites the impact of delining matriculation rates at black colleges during and subsequent to that period.

Among the barriers to higher education the authors cite the following categories from Fred Crossland's _Minority Access to College_ (Shocken, 1971): (1) test barriers (2) poor preparation barriers (3) money barriers (4) distance barriers (5) race barriers.

The section on the Nature of the College Experience for the disadvantaged surveys four areas: (1) college entrance rates (2) adacemic performance (3) persistence in college (4) social adjustment to college.

In attempting to assess the impact of Upward Bound and related programs, the authors found a real deficiency of longitudinal research on the subject. They pointedly state that no study used in their survey followed a senior class of special program students through four years of post-high school experience. Funds have simply not been provided in the basic grants for evaluation, so that significant data does not exist for ongoing planning, evaluation and implementation. Upward Bound and Ed-

ucational Talent Search both originated in 1965 and the authors
researched the literature in 1973.

The concluding section discusses cost benefit analysis of
Upward Bound programs and economic issues in a methodological per-
spective. The observations of this literature are particularly
relevant to current policy issues. The authors report "that
focus on the 'supply' side of the labor market may be of only
marginal efficiency." Data indicates that "as a short-term anti-
poverty policy instrument, education without an availability of
jobs that utilize and reward the capabilities of disadvantaged
workers in unlikely to have much impact...a complete set of anti-
poverty policy instruments should focus on both the supply and
demand sides of the labor market." (p.50).

The paper cites a study by Bennett Harrison on the relation-
ship between education employment, and income for ghetto areas
of ten cities. ("Education and Underemployment in the Urban
Ghetto," American Economic Review, 1972, LXII(5), pp. 796-812.).
Harrison found that while education may help all groups to move
into "what are nationally considered to be more prestigious po-
sitions," once there, people of color find themselves again un-
deremployed, without job security and receiving earnings compara-
ble to their previous positions. He found that the same movement
for whites translated into substantial earnings increases and low-
ered risks of joblessness.

The authors summarized this section as follows: "The policy implications of this and other similar studies are relatively clear. Although educational programs for the disadvantaged such as Upward Bound and Educational Talent Search may provide increased educational opportunities for participants, subsequent improvements in employment and earnings are not necessarily equal for participants of various ethnic groups. Additional policies focusing more on the demand for labor for Upward Bound and Educational Talent Search participants may be necessary to improve their economic conditions and thus break the cycle of poverty."

This conclusion recalls the findings of John Ogbu on the structural job ceiling that enforces a caste system for American minorities of color. From what we know about the structural necessity of unemployment, underemployment, and a poverty class for the maintenance of the organization of production, even a phase such as "to break the cycle of poverty" reads as a remnant of unexamined rhetoric.

deLone, Richard H. Small Futures: Children,
Inequality and the Limits of Liberal Reform
(for the Carnegie Council on Children)
Harcourt Brace and Jovanovich - New York, London, 1979

Richard deLone states his argument in the title of his book:
the effective limit of liberal reform is the structure of ine-
quality in American society, an inequality that produces small
future possibilities for the children of the less equal. Mr.
deLone's belief is that the structural inequalities in American
life, which are in contradiction with the constitutional ideals of
political liberalism, endure from generation to generation and
will continue to do so unless public policy addresses them directly
at the structural level. The burden of this policy initiative
would be to redistribute income throughout the society so as
to diminish the income differential between the top fifth and
the bottom fifth of the family earnings chart. He points out,
for example, that by readjusting the official poverty line up-
wards to the point at which Americans consistently place the
poverty line, an effective income equalization policy could be
effected. By placing the poverty level at one-half the median
family income the earnings differential between the top and
bottom fifth would fall from an eight-to-one ratio to four-to-
one. He advocates policies to reduce statistical inequality.
As these policies, such as a tax credit plan, take root in social
practice they will increase the parity of "futures" for children.
This kind of structural intervention runs counter to the

historical practice of liberal reform which has always followed
the belief system of economic liberalism. This belief system,
deLone reminds us, is grounded in the concept of individualism.
Consistent with this, social re orm measures under this system
focus on redress for individual victims, or preventive measures
against individual damage, rather than on instituting measures
to replace victimizing structures with structures favorable to
groups. Economic liberalism, based on free market idealism, has
never supported structural reform policies. The contradiction
between political and economic idealism has allowed the insti-
tutionalization of inequality and poverty.

Liberal reform policies often focus on issues of education-
al opportunity, public schooling, and child care. deLone argues
that statistical and historical evidence confirms that such poli-
cies -- which he calls essential in the absence of anything else
-- reinforce inequality, and maintain it. They maintain it be-
cause they in no way decrease the differentials in earnings and
opportunity that remain constant over generations. Hence, if
political liberalism still aspires to effective action it must
directly address the status quo mechanisms inherent in economic
liberalism.

deLone directs extensive argument and evidence to discussion
of the historical function of children as the focus of reform
effort, to discussions of income disparity and intergenerational

income mobility, to programs of reform such as AFDC, and to
concepts of child development. He demonstrates the historical
failure of reform efforts to effect change beyond the individual
level. He presents the structural economic reasons why this is
so. It is ironic, and significant, that this book and John
Ogbu's discussion of caste in American, <u>Minority Education and</u>
<u>Caste</u>, should be published at a time when governmental policy
is agandoning and dismantling the programs of political liberalism
-- (deLone's half-a-loaf) -- in the name of economic liberalism.

Dodson, Dan W.   "Is Desegregation Possible for New York City?"
Integrated Education, May 1975, pp. 156-159
Testimony before the New York Commission on Human Rights

In this brief statement, Dodson makes the following points:

1) That school desegregation is a political issue not an educational one;

2) That we are back to a Plessy vs. Ferguson situation because "the apartheid business was political at that time and the courts kept it so;"

3) That because the great migration to the city is over, and the birthrates of all groups are declining, the declining school registers offer the opportunity for better educational services;

4) That the desegregation process produces a leveling effect in the provision of social services throughout the society because community concerns become concerns relevant to the spectrum of society;

5) That the bureaucracy of the NYC Board of Education has been instrumental in preventing the implementation of desegregation procedures while issuing supportive policy resolutions; this situation results from the relationship of the Board to the "white power arrangments of the society."

Dodson, Dan W. "Is Race the Problem?"
Integrated Education, Issue 74, vol. xiii, No. 2,
pp. 11-12, March-April 1975.

Dodson wrote these paragraphs in response to an article
on educational equality by Professor Rohwer that suggested or-
ganizational reforms at the middle and lower school levels.
Dodson comments upon several important issues in his brief re-
marks.

1) Because "the grading system is programmed to distribute
children on some sort of curve, a goodly portion will fail regard-
less of their individual merits. The public school system is
organized to fail a significant proportion of its students and
in that sense the issue is not race but institutional snobbery."

2) Testing is a chief instrument, and a competitive mecha-
nism, in the selection/sorting function performed by schools.
The input of schools is "all of the children of all the people.
Its output is people who have been taught their place. Tests
that can be demonstrated to be objective perpetuate the myth of
equal chance."

3) Any reorganizational plans that call for individualized,
culturally-tailored instruction must be critically reviewed be-
cause they allow for the introduction of double-standard curricula
based on class and cultural distinctions. "Regardless of differences
which now exist, the final criteria have to be common levels of
of achievement...There must not be one curriculum for lower class

children and a different one for those of the upper class. Shoe cobbling courses in black schools of the south are too fresh in memory to allow for that."

    4) "The dominant issue is power. The power-full control the schools. They control the professional preparation of those who staff them (teacher and administrative education). One is not credentialed to teach until he is 'safe for the system.' The system is going to try to place the blame for failure of children upon their individual limitations, rather than upon the limitations of the system. The scholars...will provide the rationalizations upon which the system rests. For black children, race is the issue, for they are being asked to become socialized into a system that holds them to be second class. When they do not buy this arrangement they are called dumb."

    Dodson, Professor Emeritus of Human Relations at NYU, and Professor of Sociclogy at Southwestern Georgia University, is the author of the Fleischman Commission Study on desegregation planning for New York city schools in the late 1960s.

Dodson, Dan W. "What is Quality Education?"
The Negro Educational Review: vol. xxv, no. 1
January 1974, pp. 5-17

"What is quality education?" asks Dodson, in a society of
rapid technological, social and generational change.

The answer has two dimensions, he replies. The first is
instructional - namely 'how much is learned?' Does the student
achieve toward the upper limits of his capacity? In this di-
mension, the factors of teaching and learning hardware, condition of
the physical plant, and even high standards for teachers are not
critical learning conditions. Therefore, if children learn
equally well, or poorly, in any context, what values will guide
the organization of the context?

Which brings up Dodson's second dimension of the answer -
the citizenship dimension. Here he makes use of Horace Mann's
concept of the "common school:" "By this he did not mean or-
dinary. He meant it would be a common experience for all the
children of the community. The children from both sides of the
tracks would go to school together and become socialized into a
common set of values, a common sense of obligations and responsi-
bilities as citizens. Today, we are dangerously close to the
point where the goals of scholarship and those of citizenship
are no longer compatible in American society. For the most part,
we would scuttle the goals of citizenship in order to launch our
young hopefuls into the academic stratosphere.'

Dodson then suggests that attention to the quest of scholar-
ship achievement and neglect of the citizenship component of
education may result in the failure to achieve both goals. He
points out, with reference to Bruno Bettelheim, that pressures
for academic achievement from both family expectation and school
regimentation often destroy the curiosity for knowledge and the
faculty of observation, which are the constituents of creativity.
The individual and the society thereby lose the knack for living
with the vitality that finds new solutions to old problems.
Dodson's reasoning implies his support of the obverse approach;
a serious attention, instructional and organizational, to the
values of the "common school" will obviate the spurious division
between goals of scholarship and citizenship.

"Quality education", he reminds the reader, is a code concept
for resistance to desegregation -- (i.e. to the values of citizen-
ship) -- in the name of preservation of scholarship. In reply to
this false argument he sums up the research:

(1)' . . . except for instances where low-income white
children are brought in minority numbers into low-income black
situations, desegregation does not impair the achievement of white
children'.

(2)' . . . except, perhaps, where lower social status black
children are brought in minority numbers into situations of higher
status whites, desegregation efforts neither raise nor lower the
achievement of black students'.

Reasoning from this base, Dodson argues that who goes to school with whom is not an educational matter since it does not reflect in educational achievement. It is rather a political matter. 'Prejudice is a function of politics and not an aversion to differences.' The modern world is full of examples of political arrangements intended to create hostilities and prejudice between people with common ties -- Northern Korea/South Korea, North Vietnam/South Vietnam, East Germany/West Germany. 'In this vein, it should be pointed out that people learn what they live, not what they are taught.' Therefore, children, black and white, in segregated school environments, taught constitutional and democratic values, will learn instead the institutionalization of separation, because that is the political arrangement of their living experience. In this line of thought Dodson warns that, 'the great danger of the moment (1974) is that has become good politics . . . when bigotry becomes good politics, fascism is not far behind.'

Anticipating criticism of his position that asks 'Why risk all this turmoil . . . by instituting policies of "forced mixing" of children if the data indicate that they learn only slightly better, do not get along better, and in general so little measurable gain is achieved?' Dodson makes eight points:

1. that the data on achievement are still equivocal;

2. none of the studies cover a longitudinal dimension;

3. the alternative to developing a modus operandi (with all

its difficulties) for living together in a world of difference is
an apartheid society;

4. children cannot be socialized into a common system via
segregated schooling;

5. segregation begets discrimination. Professor Charles Willie
has stated that the only reason for separating people in the first
place is so that they can be treated differently;

6. citizenship cannot be taught in segregated settings be-
cause the living arrangements out-educate the educators;

7. isolation breeds provincialism wherever it occurs;

8. segregated schooling is inherently unequal -- in the
allocation of resources -- and cannot be made otherwise.

Dodson's paper was apparently delivered to an audience in
Dallas when that city was under a recent desegregation court order.
In that context, his emphasis is on defusing false arguments that
oppose educational and citizenship issues. He questions pointedly
'whether Americans who have now moved into the middle class will
have power enough to disengage from the common experience and
produce a caste society'.

Certain writers -- Ogbu, Karier, Harrison -- argue that the
caste society has become well established and is perpetuated, in
part, by the tracking devices of schooling that destroy the possi-
bilities of a "common school" experience by socializing youth into
skewed political arrangements. In this regard, Dodson's observations
that we learn what we live so that the 'living arrangement out-

educates the educators' accurately describes the schooling function
that he would change. While the "common school" cannot create a
"common system", neither can a "common system" come into existence
without a common socializing value. Again one wonders about the
inherently revolutionizing aspects of mass communications and
electronic technology for creating a common adolescent socialization
experience on a world-wide basis whose internal dynamic outstrips
the institutional control of even those who own it.

Estes, Sidney H. "Discipline: A Different Per-
spective." Atlanta: Teacher Corps, 1979

The first section of this paper presents a cultural and
historical overview of changes in America's pluralistic society
that may have contributed to what is called the discipline prob-
lem in public schools. The second section discusses positive
approaches to the resolution of discipline conflicts. This
section refers extensively to the work of psychologist William
Glasser who argues that punishment is no longer effective action
in discipline problems. He recommends instead a method for giv-
ing students a stake in the school through a cortract between
student and teacher. Estes lists the principles behind Glasser's
thinking in this way:

"1.   Get involved with students.
 2.   Deal with their present behavior.
 3.   Get the student to make value judgements about his
      or her behavior.
 4.   Help the student make a plan to change that behavior.
 5.   Get the student to make a commitment to change that
      behavior.
 6.   Accept no excuses.
 7.   Mete out no punishment."

According to Glasser, "Yesterday's child was goal motivated,
today's child is role motivated."

In examining some of the historical factors that shaped
the context in which today's "role motivated" child lives, Estes
isolated nine factors which are particularly relevant to the problem

of school discipline:

"1. dehumanizing school practices
2. television influences
3. increased availability of drugs and guns
4. civil rights and women's rights movements
5. economic problems
6. culture conflict
7. increase in single parent families
8. increase in maternal employment
9. history of racial discrimination"

Since it is the teacher who must deal directly with the cul-
tural effects of mass media, and with racial, class, political, and
emotional distinctions, Estes considers it essential to effective-
ness that teachers become deeply familiar with the modes and
values of students from cultures different than their own.
The characteristics of effective teaching include:

1. Routine
2. Empathy
3. Zest
4. Conscientiousness
5. Imagination
6. Assertiveness
7. Compassion
8. Realistic approach
9. 'All Around' Person
10. Professional competence
11. Professional confidence

Flaxman, Erwin, <u>A Selected Bibliography or Teacher Attitudes</u>, ERIC-IRCD Urban Disadvantaged UD003771 Columbia University, New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged, January 1969, 23p.

This brief annotated bibliography from the early age of Head-Start and Title I programs contains twenty-nine entries broadly grouped into four overlapping categories:

Teacher Attitudes

Teacher Characteristics & Background

Teacher Behavior

Teacher Education & In-service Education

The titles and study selection indicate the concerns of the 1960's decade in education, when cross-racial, ethnic and cultural interaction in the classroom revealed the cumulative extent of (white) America's ignorance and neglect of its total citizenry.

Thus, Robert P. Boger presented a paper, <u>Head Start Teachers' "Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships"</u> to the AERA annual meeting in 1967. The paper describes the results of an Attitude Inventory test, administered to prospective teachers of similar SES background, but of different ethnic groups; "Mexican-American", "Anglo" and "Negro".

Other titles pointing to racial structures as factors of education are:

Gottlieb, David, "Teaching and Students: The Views of Negro and White Teachers"; in <u>The Disadvantaged Learner: Knowing, Understanding and Educating</u>. ed. by Staten W. Webster, Chandler Press:

San Francisco, 1967.

Green, Robert L. Crisis in American Education: A Racial
Dilemma, 1967. (Prepared for the National Conference of Equal
Educational Opportunity in America's Cities, sponsored by the
U.S. Commission on Civil Rights, Washington, D.C.)

Green offers four policy suggestions:

1. Urban education teaching programs must include minority
staff, and must offer more intensive and extensive preparatory
programs to prospective teachers of low-income urban children.

2. Colleges and school systems should organize cooperative
fifth-year programs for beginning teachers; in-service training
programs should include more contact with the communities of
students served.

3. In-service workshops should include observation of
master teachers, and temporary residence in a poverty neighborhood.

4. Financial aid should be available to train teachers for
inner-city service.

Passow, Anthony, "Diminishing Teacher Prejudice", in The
Inner City Classroom: Teacher Behaviors. ed. Robert D. Stein,
Columbus: Charles E. Merrill Books, 1966.

Passow argues that the way to improve the attitudes, sympathy
and empathy of teachers for inner-city children is to educate them
into an understanding of the culture of the children through revised teacher education courses.

Other titles reviewed in the Flaxman list include:

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Harlem Youth Opportunities, Inc., New York. <u>Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change</u>, 1964.

Rosenthal, Robert and Lenore Jacobsen, <u>Pygmalion in the Classroom: Teacher Expectations and Pupil's Intellectual Development</u>, Holt Rinehart and Winston, New York, 1968.

Schueler, Herbert, <u>A Case Study in Preparing Teachers for the Disadvantaged: Project 120, a Special Teaching Program in Junior High Schools in Low Socio-Economic Areas</u>. CUNY, New York, Hunter College, 1964 (ERIC ED 011 009).

Strom, Robert D., <u>The Preface Plan: A New Concept of In-Service Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income</u>. Ohio State University, Columbus, 1967 (ED 017 596)

Webster, Staten W., "The Teacher as an Alien: Some Theoretical Considerations Regarding Teachers for Disadvantaged Schools", in <u>The Disadvantaged Learner</u> ed. Staten Webster, San Francisco, Chandler Publishing Co., 1966.

Flaxman, Erwin and Victor Zinn, <u>The Education of Teachers of the Disadvantaged: A Selected Bibliography</u>, New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 1967, 13p. (ERIC ED 011 907) 110 entries.

France, R.W.   Attitudes & Characteristics of Effective
Teachers of Culturally Disadvantaged Children.
Minneapolis Public Schools, Minn./Research Division,
October 1969, 18p.

This study sought the answer to three questions:

1.   Do effective teachers of the culturally disadvantaged
     hold attitudes which differ from the attitudes of
     ineffective teachers?

2.   If so, in what ways do they differ?

3. . What characteristics are related to these attitudes?

The investigators found that the answer to the first question
was "yes" and proceeded to differentiate the answers to the follow-
up questions.

They found, proceeding from first principles; that ( ) the
effective teacher recognizes the existence of material/physical
deprivation. She accepts the existence of a sub-culture of
poverty. The ineffective teacher rejects the existence of material,
poverty in the affluent society. (b) The effective teacher per-
ceives that there are special problems related to the sub-culture
of poverty and to teaching its children. The ineffective teacher
does not perceive issues of health care, home-school culture and
language variance as significant or even existent. (c) The effec-
tive teacher refrains from punitive action derived from judgemental
labelling; the effective teacher does not ascribe difficulties to
genetic or innate origin. The ineffective teacher, who assumes

equal access to opportunity, ascribes difficulties to genetic
deficiency, laziness or some other intentional source; consequently,
the ineffective teacher prescribes punitive action to correct be-
havioral and learning variance. (d) The effective teacher does
not find teaching the disadvantaged to be an unpleasant experience.
The ineffective teacher does.

The effective teacher has; (1) high proportions of low-
income children in her class, (2) has a commitment to teaching
such children that reflects itself in teaching experience, in
research on the topic, and in recognition by teachers, parents
and principals.

The effective teacher recognizes and accepts the problems of
the disadvantaged without rejecting the people who have these
problems. The ineffective teacher denies the existence of these
problems, while at the same time rejecting or punishing the people
who exhibit symptoms of these problems.

Frederiksen, John R. "Models for Determining School
Effectiveness." Paper presented at the annual meeting
of the American Educational Research Association,
Boston, Mass., April 7-11, 1980.

Frederiksen describes the statistical technique used to
identify effective schools using Michigan data in a research
project, the Search for Effective Schools. He concludes that
effective urban schools exist, "and in not inconsiderable num-
bers." The schools achieve high levels of reading and math a-
chievement for all the students they enroll including children from
educationally disadvantaged backgrounds. Poor children per-
formed at the level usually reached by middle-class children
in the same school district. Frederiksen concludes that
inappropriate research designs have traditionally made no al-
lowance for interaction between background and school effective-
ness.

Freire, Paulo, <u>The Pedagogy of the Oppressed</u>,
Herder and Herder: New York 1970

In the conclusion to their essay on Labor Market Segmen-
tation,   Harrison and Vietorisz remark that if power
is reckoned as the ability to control the way people think of
the world then the neo-classical theory of economic society is
indeed powerful in America. Freire grounds his thinking in as-
sertion of the identity between the processes of consciousness
and the historical structures of society. From this basic unity
between man and the world it follows that pedagogical action
(as method, process and intention) is social action; the out-
comes of pedagogical action are social structures and the
structures of pedagogical action reflect the contradictions in
social structures.

Education, as the intention of the pedagogical process,
stands either for oppression or for liberation, according to
Freire, who draws out the logic of the fundamental theme of our
epoch, which he characterizes as domination. Because his con-
ception of human reality comprises a dialectical process of the
wo/man-world relationship -- (that is, the dialectic of a being
with historical consciousness), Freire always poses a contra-
dictory relationship for processes of consciousness and structures
of society. In this case, the theme of domination is matched
by its contradiction, the theme of humanization. The pedagogy

of education must then reflect one or the other of these themes.
Freire's priori position -- evolved from a stance that is at
once radically Christian and radically Marxist -- is that "man's
historic vocation is humanization, the process of becoming more
fully human"; that this process requires the humanization of
historical structures; that this vocation is a process, a struggle
without stasis, transitional. Dehumanization results from a
distortion of this process in the direction of stasis -- a
silencing of the human vocation by enhancing the social formations
that constitute the status quo. These formations limit the trans-
formative intention of consciousness-through-work. The power
to transform consciousness into history diminishes under the
weight of pre-ordained forms. Such a process does violence to
the decision-making vocation of wo/man and gives ris to the
dynamic of power, coercion and oppression.

When Freire puts what we call education into this lens of
the human condition, he discovers certain paired replications
such as oppressor-oppressed, teacher-student, leadership-people.
He also finds that the maintenance of contradiction between such
pairs depends on a unified theory of cultural action that manifests
itself as consistent behaviors throughout the dialectical re-
lationships. Indeed, it is more accurate to say that the con-
tradictions result from a consistent theory of the dialectical
itself. Freire designates this theory the "antidialogical".

He identifies it through four characteristics:

1. conquest

2. divide and rule

3. manipulation

4. cultural invasion

When manifested in the practice of education, these charac-
teristics describe the "banking" concept of education, via the
"banking" concept of consciousness. The antidialogic stance
models consciousness after a cipher that needs to be filled with
information. It presupposes an innate ignorance in the human
species that justifies the imposition of the knowledgeable upon
those who-do-not-know. In this concept of reality, the world
does not mediate between equals who discover both it --(the
world)-- and each other through this mediation; -- (the dialogic
stance). Rather, it perceives the world in an object relation-
ship to human action; it perceives wo/man in an object relationship
to wo/man; and it perceives education as the process of action
upon human objects. Accordingly, antidialogic education assumes
that its function is to shape humanity in conformation to his-
torical structures. The consistent character of this view is
oppression. Dialogic theory, based as it is in apprehension of
the historical character of consciousness, considers education
as the process of changing historical structures, as action with
the world.

For Freire, dialogic theory is the humanizing contradiction
to oppression. The characteristics of this form of cultural
action are:

1. cooperation

2. unity

3. organization

4. cultural synthesis

Dialogic theory expresses itself through the "problem-posing"
concept of education. Grounded in the historical present, "pro-
blem-posing" education and consciousness begins with recognition
of the limitations and distortions placed upon the human vocation.
This recognition of "problems" initiates a critical process of
consciousness-as-action through which specifics of the historical
situation acquire the aspect of conditional structures to-be-
changed, rather than assuming the mask of a fatalistic human exis-
tence. Education for freedom begins with the perception of frag-
mentation and incompleteness within history. Problem-posing
education proceeds from historicity, through dialogue, to expose
the conditional nature of the world. The process of critical
thinking contradicts the uncritical acceptance of an alienating,
imposed consciousness. Genuine dialogue, mediated through the
world, supercedes the teacher-student opposition. A community
of actors engaged in changing the world emerges out of silence.

The subject of Freire's book is the dynamic of consciousness

in the historical wo/man-world relationship. Education, as an
active product of that relationship, can catalyze the submergence,
emergence and intervention of consciousness into history. The
generality of treatment, and the specificity of analysis consti-
tute a theory of social structure, historical process and edu-
cational function that illumines in high-relief administrative,
instructional and cognitive structures derived from the "banking"
theory. Pedagogy of the Oppressed, consistent to its dialectic,
describes the interior morphology of neo-classical social/eco-
nomic ideology, and its contradiction, -- a theory of and pre-
liminary method for historical liberation from the oppressed-
oppressor encounter.

Gappert, Gary. <u>The Prospects for Partnership in
Urban Education: A Report with Recommendations for
Policy, Research and Knowledge Utilization</u>. Research
for Better Schools, Inc., Philadelphia, PA, 1978.
45 pp.

This paper is a summary of issues presented at the fourth
annual Conference on Urban Education in 1978. The theme of the
Conference was Prospects for Partnerships. Its presentations
were organized around five items:

1. educating urban youths

2. fiscal priorities

3. emerging partnerships

4. political and legal realities

5. strategies in school management

Gappert's concern is with comprehensive urban policy and its
relationship to educational planning. His task in this report
is to assemble the thematic concerns of the conference agenda
within a systematic research, planning and policy framework.

His approach is one of systems analysis -- what he calls
ecological modeling (after Frank Spikes). He recommends an
approach that will develop a data base through a taxonomy of
different types of urban systems, of urban school systems and of
strategies for management. This method requires research, devel-
opment, and a knowledge-development perspective of (a) the fed-
eral relationship to urban systems and urban schools; (b) the
state relationship to its municipalities and educational systems;

(c) the municipal structure itself and its school systems.
Gappert proposes overlapping research coordination via urban
theory development, management studies, fiscal policy, research
and application.

His chart for a comprehensive Planning Framework for Urban
Education follows in its entirety:

CHART I

A COMPREHENSIVE PLANNING FRAMEWORK FOR URBAN EDUCATION

1. Policy Analysis and Development

    1.1 Federal Urban Policy and its Relationship to Federal
        Education Policy

    1.2 State Urban and Education Policies

    1.3 Municipal Education Policy

    1.4 District Education Policy

    1.5 Community or Neighborhood Education Policy (Sub-
        District Level)

    1.6 Fiscal Aspects of Urban Education Policy

    1.7 Legal Aspects of Urban Education Policy

2. Theory Building for Urban Education

    2.1 Theories Pertaining to Deficits, Deprivation and
        Disadvantaged Students

    2.2 Ideological Theories

    2.3 Urban Theory and Concepts of Urbanism

    2.4 Urban Institutional Change

    2.5 Systems of Urban School Improvement

3.. Research in Urban Education

3.1 Data Base Development and Strategic Indicators

3.2 Urban Structures and Functional Similarities and Differences

3.3 Strategies of Urban System Management

3.4 Strategies of Urban School Improvement

3.5 Promising Practices in Urban Partnerships for Urban Youth

3.6 Analysis of Urban Implementation of New Educational Technologies and Techniques

3.7 Cultural Differences and Communication Syndromes

3.8 The Characteristics and Management of Individualized Learning Programs in Urban Environments

3.9 The Characteristics of Effective Urban Schools

3.10 The Characteristics of Successful Urban Projects in Research, Development, Adoption and Adaptation

4. Intentional Knowledge Development

4.1 Capacity Building in Urban Educational Management Systems

4.2 Alternative Models of Urban Community Education

4.3 Incentives for Alternative Approaches to Urban Staff Development

4.4 Development of Urban Youth Budgets

4.5 Urban Diffusion Systems

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5. Knowledge Utilization

5.1 Urban Utilization of Results of Basic Skills Research

5.2 Urban Utilization of School Improvement Research in
the Broader Community, Development Processes Supported
by the U.S. Department of Housing and Urban Development

5.3 Training in the Skills Required for Collaborating
Planning

5.4 Utilization of Research and Evaluation Results and
Processes as a Management Tool in Urban Districts

The remainder of the report consists of a substantive
elaboration of each entry in the chart.

also: Spikes, Frank

"The City, the University and Continuing Education:
A Model for Interagency Program Planning and Delivery"
St. Mary's University, San Antonio Texas, November, 1977.

The Global 2000 Report to the President of the United States,
Entering the 21st Century

Prepared by the Council on Environmental Quality and the
Department of State

Gerald O. Barney, Study Director

Vol. 1: The Summary Report - Special Edition with the
          Environment Protections and the Government
          Global Models   -   360pp.

Vol. II: The Technical Report   ,   - 700+pp.

Pergamon Press 1980

Pergamon Policy Studies: On Policy; Planning and Modeling

U.S., U.K., Canada, Australia, France, Federal Republic of
              Germany

Maxwell House
Fairview Park
Elmsford, New York   10523

The Global 2000 Report is an analysis and projection study of
probable changes in resources, population and the environment over
the final one-fifth of the 20th century. Demographios, agriculture,
marine resources, GNP, forestry and all the other material factors
in global industrial civilization are included in this study. The
planning systems and world models employed as the programs for data
analysis are also presented for evaluation. The two volumes con-
stitute a public analysis of the material, conceptual and strategic
foundations for long-range international policy planning. A con-
cluding subsection to volume II includes a survey of historical
antecedents to the study; national commissions for resource analysis
and economic planning extend through twentieth century presidential
administrations from T. Roosevelt to L. Johnson. The Report is both
an inventory of power and a product of power, produced and assembled

through access to state-of-the-art data systems and information networks. It is a probe of the limits of growth, to determine appropriate applications of positive and negative feedback systems for maintaining growth or achieving equilibrium in both national units and production sectors of technical civilization. President Carter initiated the study with the following directive, May 23, 1977:

"I am directing the Council on Environmental Quality and the Department of State, working in cooperation with . . . other appropriate agencies, to make a one-year study of probable changes in the world's population, natural resources and environment through the end of the century. This study will serve as the foundation of our longer-term planning."

Graham, Patricia Albjerg. "Research and Secondary Education." NASSP Bulletin, May 1979. pp. 49-58.

This presentation briefly surveys the social emphases of public schooling in its historical development, and surveys the trends of educational research in recent decades. Graham concludes that the mandate for schooling fluctuates with historical circumstances and that it is ill-conceived to expect educational initiatives to resolve issues that belong in the economic sphere. Consequently, she recommends a more specific mandate for schooling at this time -- literacy, "the ability to read and write, manipulate symbols, make judgements, and take actions resulting from them." This mandate provides an "educational definition of the schools' responsibilities."

With respect to research, Graham emphasizes the present NIE priority to pursue research at the secondary school level on issues of adolescent growth and institutional responsiveness, on secondary school administration, finance, and organization. The NIE perceives that public concern with issues of education now centers around issues that occur at the middle-school and high school level.

Greenberg, I.M. "Project 100,000: The Training of
Former Rejectees." Phi Delta Kappa, June 1969.

Greenberg reports on a project initiated by Robert McNamara
during the height of the Vietnam War and riots in urban ghettos.
The armed forces inducted 100,000 men who would have been rejected
on the basis of mental ability tests. A special program was
set up by the Department of Defense to give these men essential
school skills. The program, announced in a 1966 speech by McNa-
mara which connected poverty, poor education and social unrest,
accepted 40,000 rejectees the first year and 100,000 men a year
during each succeeding year.

Greenberg concludes that the overwhelming success of men
exiting the program was due to their instructors who were not
professional educators. Instructors expected high achievement,
blamed student failure on their own inability to motivate students
to learn, and never assumed that failure was due to background
or genetic factors and 70-hour work weeks. Notable parts of
the program included heterogeneous grouping -- all ability levels
within one class; tutoring and counseling, student repeat of
portions of training with companies in an earlier stage of
training, special centers for slow learners, adjustment problems
and poor physical specimens; and remedial programs.

Hampton, Peter. J. "Innovative Techniques in
Teaching Academically Disadvantaged Students'
Improving College and University Teaching,
Winter 1977 .

This article presents the views of one who believes that im-
provement in cognitive performance can only proceed from an im-
provement in the affective domain of the student.

In the course of describing eight principles that he has
found effective in teaching, Hampton reveals an attitude towards
these students, whom he calls disadvantaged, that is so patron-
izing and condescending as to appear contemptuous. At the same
time, some of the principles that he offers are curiously sim-
ilar to the suggestions of Mary Hoover and George Cureton who
advocate their approaches in terms of black learning styles.
The question arises therefore (a) whether Hampton's suggestions
are simply good teaching principles, regardless of target popu-
lation and subject matter; so that what is offensive in his pre-
sentation is the tacit assumption that the non-disadvantaged
student (whomever that might describe in American society) could
be taught without any of these expensive human amenities of af-
fective domain; or (b) whether Hoover and Cureton are enunciat-
ing a form of Black disrespect if they argue that the processes
of the mind (as distinct from the content) are governed by the
force of circumstance. On the other hand, we may grant that both
sets of authors are right, and that the affective domain is the

province of the art of teaching, and that it must be tailored to fit circumstances.

Hampton suggests:

1. 'Know your students.'

2. 'Teach them many things,' that is, teach for many objectives at once.

3. 'Accept heterogeneity in your students,' that is, a wide level of skills and mastery and attributes, within the individual and within the group.

4. 'Motivate your students extrinsically,' that is make clear the rewards of education in terms of resources available to them now, materials available to them now, and opportunities available to them now and in the future. (As regards this point, the kind of profit incentives Porter proposes would clinch the argument.)

5. 'Pace the learning of your students,' begin at a level of mastery and increase the challenge to learning progressively.

6. 'Teach concepts rather than facts,' teach principles of learning and knowledge that can engender growth and stimulate application, rather than memorization of detail without conceptual perspective. Hampton also advocates sequential order in teaching wherein the complexity of tasks is progressively upgraded. This is simply fundamental teaching/learning as when a dancer must master the elements of positions before mastering combinations of movement. Likewise the musician.

7. '<u>Encourage varied activities while teaching</u>,' in order
to encourage learning by active participation, and to both rest and
inspire the span of attention.

8. '<u>Accept and redirect feelings and emotions from your</u>
<u>students</u>,' Hampton perceives the teacher's role as one that requires
psychotherapeutic training in order to better deal with the com-
plexities of the affective in order that they not detract from the
cognitive program. That is, don't turn your students off.

It is curious that what appear to be sound principles of
teaching should be imbedded in the language and attitudes of
missionary supremacy.

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Hare, Bruce, "Self Concept and School Achievement:
The Role of the Teacher," _Illinois Teacher_, March/
April 1978, pp. 170-172

Dr. Hare found that the significant variation in scholastic
performance among school children which the Coleman Report cor-
related with racial identity, correlates to socio-economic level
if race is a controlled factor. The greater the parental edu-
cation and income, the higher the performance of the child.
Secondly, he argues that one of the buttresses of racialism is
the concept that black children, and other children of color,
are somehow deficient and/or handicapped in their cognitive en-
dowment, either by circumstance or heredity. Using the language
of William Ryan, he characterizes this as the "blame the vic-
tim" argument and he observes that the function of this argu-
ment is to remove the responsibility for "educating" from the
school. Removing responsibility means that the school is not ac-
countable for failure.

The "blame the victim" argument postulates that black children
are inhibited in their learning process by low self-concept. Hare
conducted a study, again controlling for social class, that
found no significant differences in general self-esteem between
black and white children. He found that:

(1) Poor children generally felt less good about themselves

(1) Poor children generally felt less good about themselves than middle-class children;

(2) For all children, except for middle-class white children, the home is the greatest area-specific influence on their sense of self-esteem. (For middle-class white children it is the school that is the strongest influence, more so than peer or home environments.)

(3) Hare concludes that this information can be of functional importance to teachers and educators if they understand that "the most effective route to these children is through gaining parental support."

In accordance with his findings that the teacher-home relationship may be a lever against the effects of class structure on scholastic achievement and self-concept, Hare ventures a list of suggestions to the teacher:

"If the teacher is to help lower class and minority children to achieve, the following suggested steps may be implemented:

1) Teachers can assist the parents in driving home a message that says how well students do in school is most important to how they feel about them.

2) Teachers can improve the connection between home and school by visiting homes and inviting parents to visit school as often as possible.

3) Teachers can allow the home and community experiences and knowledge of such children to become relevant material for

school learning. This can be done by using the children, parents, and community members as resource persons.

4) Teachers can increase the number of school projects that have take-home products as their outcome. Class projects such as books, paintings, hand-craft items, and tools, can be taken home and presented to the parents. This further facilitates parent/ teacher appreciation.

5) Teachers can see that children with a history of academic failure experience success. For example, many children stop trying altogether because failure without effort hurts less than failure with effort. In extreme cases, some passing may be necessary on the basis of effort alone in order to regenerate motivation.

6) Teachers can investigate their own attitudes toward under-achieving children to find out whether they are co-conspirators by expecting less of such children. While class and race discrimination of the overt kind are readily recognized, the paternalism of excessive sympathy and/or lower expectations of performance from 'deprived' children is an equally crippling, and in many ways, a more dangerous form of discrimination.

7) Teachers can strive to increase the importance of academic performance to the child's general concept of self-worth. People tend to do most seriously those things that are most important. They also tend to diminish the importance of those things they believe they cannot do so as to protect their general

concept of self-worth. Thus, it is important that a balance of success accompany an increase in the importance of school. Emphasis on such things as effort and improvement would facilitate this process among students without a strong history of success.

8)   Teachers can take care that grouping practices and classroom organization don't provide positive messages to some children at the expense of others. Such practices as giving out third, fourth and fifth grade spellers with large numbers on them in the same classroom creates a caste system in which everyone knows who is 'smart' and who is 'dumb.'

9)   Teachers can be conscious that 'differentness' is not synonymous with sickness and 'sameness' with health in their expectations and evaluations of children. Frequently, stereotyped expectations of what the model students is supposed to look, act and think like, diminish our appreciation of difference. In a pluralistic society, diversity can be an advantage to all.

10)   Teachers can take care that curriculum materials do not glorify some groups at the expense of others. For example, the treatment of slavery has frequently been embarassing to black children, the celebration of Columbus Day to American Indian children, the derogatory treatment of women to female children, the treatment of World War II to German American and Japanese American children. In the school curriculum, crimes of both omission (the omission of postive facts) and commission (the negative stereotyping of a group) as outlined by Carter G. Woodson*

have much to do with the alienation of non-male, non-white, non-middle class children in the classroom. Positive treatment of all groups makes students feel they belong, induces pride, and facilitates the need to achieve.

(11) Finally, teachers should make the assumption that all children can achieve regardless of past academic history or characteristics, and commit themselves to achieving this goal. Children cannot be expected to transcend the expectations of their teachers.

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*Carter G. Woodson, The Miseducation of the Negro (Washington, D.C.: Associated Publishers, 1933).

Hare, Bruce
"Self-Perception and Academic Achievement: Variations
in a Desegregated Setting". American Journal of Psy-
chiatry. 137:6, June 1980, pp. 683-689.

This study, carried out among 101 black and 412 white fifth
grade students was primarily interested in "presenting and dis-
cussing findings about race and class in a desegregated con-
text. It also presents these findings in relation to academic
achievement as measured by standardized tests. Thirdly, it
asked whether race or socio-economic status, their interaction,
or something else is the most dynamic explainer of such differences
in self-perception and achievement as might be found."

Dr. Hare found no significant difference in general, peer & i
home self-esteem between blacks and whites when SES was controlled.
He did find however, that while self-concept of ability rose as
SES rose, with race controlled, when SES was controlled, black
children scored significantly higher than white children. At
the same time, black children scored lower on academic achievement
measures. These two findings together suggest, according to
Dr. Hare, that black children are not "accepting teacher and test
evaluations as the sole criterion for estimating their ability."

In conclusion, the author found that:

(a) parent-teacher "consensus and support" are important,
for relating achievement to general self-esteem evaluation among
lower SES children;

(b). that there is little evidence for fear that the de-
segregated setting is damaging to the self-esteem of black children;

(c) that it is time to move beyond concern with the psycho-
logical impact of the desegregated setting, to concern with "the
misfit relationship between all low SES children and the school."

Harrison, Bennett. Education, Training and
the Urban Ghetto. The Johns Hopkins University Press,
Baltimore and London, 1972.

The writings of political economists in the area of edu-
cation can be particularly useful in revealing the social fabric,
ideological content and policy agendas that a strict concentration
on institutional curriculum and organization may obscure. The
school is an institution crystallized within the social matrix.
The advantage of looking at the institutions and the process of
education from an alternate economic point of view lies in the
ability to bring to light the socialization, training and classi-
fication function that education performs.

Bennett Harrison argues that the human-capital concept of
education and training is fundamentally an ideological position
unsupported by empirical evidence, when applied to ghetto and mi-
nority populations. He argues that the institutionalized policy
initiatives that habitually design solutions to labor market
conditions through constructions on the supply-side (e.g., edu-
cation, training, manpower provision) require strategies that are
redundant and ineffective to the ends sought -- increase in pro-
ductivity, employment, and efficiency. As such, this policy
bias appears to be an ideology that is effective only for the
unstated premises of neo-classical descriptions of social reality
-- skewed distributions and unequal accumulations; toward this

educational level and economic level by race; and the disjunction between educational requirements for employment and actual vocational requirements of the job are examples of the documentation that Harrison assembles to argue against the efficacy of 'human capital' theory in ghetto development applications.

He advocates a planned economic program to create jobs - manipulation of the demand side of the labor market rather than the supply-side. Harrison quotes Ivar Berg to clarify this point: '...we find that the requirements specified by employers are the base around which programs of reform and remedy are designed.... Planners have [even] expressed doubts about whether educational requirements that go up...are in line with the actual demands jobs make. Yet they proceed to see answers only in correcting the 'shortcomings' in the labor force, however much these shortcomings may in fact reflect arbitrary changes in requirements.'

In short, the corporate power sets the 'educational agenda' as a social control for investment protection and stability, not for employment or labor supply goals.

Harrison specifies three areas of institutional change required within a program of economic planning for job development: (1) Public Employment Programs; (2) Enforcement of Public Sanctions on the Hiring Practices of Private Employers; (3) Comprehensive Redevelopment of the Central City. With the last area he proposes a comprehensive urban employment policy based on a synthesis of city-planning, economic planning and educational planning which

would allow, for example, 'job possibilities and their technical requirements to inform the development of the prevocational... curricula of the schools.'

A comprehensive essay, thoroughly documented, with extensive bibliographic material footnoted throughout the text, Education, Training and the Urban Ghetto is an effort to rethink the relations in society by developing a theory of the economy out of analysis of critical institutions.

Harrison, Bennett and Vietorisz, Thomas
Labor Market Segmentation: The Institutionalization of
Divergence
The Center for Educational Policy Research - Reprint
   Series #46
Harvard Graduate School of Education
March 1973 - 23 pp.

Harrison and Vietorisz present their view of the labor market
its institutional components (e.g. education) within a broad
political economy framework. A summary account of their presenta-
tion of this framework follows:

Labor Market segmentation-- (the tendency toward divergent
development that results in the establishment of primary and
secondary labor markets) - is a means of stabilizing and pro-
tecting the core institutions of a modern capitalist society.
The system-defining institutions of such a society are (a) the
separation of the workers from the means of production (b) the
organization of the productive process by private capital, and
(c) the trading of labor power as a commodity. The stability
of the system depends upon the maintenance and control of these
institutions by productive capital. Divergences - arising from
division of labor - and segmentation serve as a means of control.
Productivity loss resulting from racial discrimination, while
acknowledged by neo-classical descriptions, is sacrificed in
the interests of long-term control. Phenomena such as minimum
unemployment requirements, reduction of wage-purchasing power
below the rate of inflation, continual replenishment of the

pool of low-skilled and unskilled workers through immigration policies are all systematic constructions taken by the employers pursuant to social and political solidarity among themselves. These constructions institute a divergence and inefficiency that trades off short-term profits for long-range institutional stability.

The fundamental control in such a society is "exercised at the level of the workplace." The "day-to-day confrontation with workers at this level...gives rise to the social and political solidarity of employers as a class and thus generates a second level of control through the political manipulation of the macro-economy."

Vietorisz and Harrison devote the remainder of the first part of the essay to analysis of (A) control at the level of the workplace, and (B) control through a matrix of reinforcing institutions. They discuss (Part A) the function of the division of labor as both a technical means of reducing costs and a control device for introducing distinctions and divisions into the labor force beyond the requirements of technique. Occupational specialization, distinctions between white and blue collar occupations, distinctions between domains of labor union control, and distinctions between primary jobs and secondary jobs are aspects of division of labor controls within the workplace.

The authors discuss the function of education as a training/retraining necessity for any mobility from secondary to primary

sectors in an increasingly divergent structure. Education is the barrier and the conveyance between sectors, and is a legitimizer of institutionalized divergence. With such an interpretation the authors reinforce the view -(Karier, Marks)- that internalization of ideology results in voluntary (or perhaps involuntary) participation in the process of control:

"Educational and skill distinctions overlap to a significant degree -- though not completely -- with occupational and craft specializations. They represent a particularly powerful means of social control. "

"Low wages in the secondary labor market deprive workers of both the motivation and the means of increasing either their own education and skills or those of their children. Once the education and skill structures of primary and secondary segments diverge sufficiently, mobility between them becomes impossible without a large, non-marginal dose of additional education, the means for which are lacking. In addition, retraining in mid-career is difficult per se, and low education levels are institutionalized inter-generationally by the deprivation in which the children of low-wage workers are forced to live. "

In Part B the authors discuss the matrix of controlling institutions as an elaboration of the "tracking" process. Among tracking institutions they include (1) Formal Education; 'secondary labor market participants-to-be receive an inferior education' from pre-school to university and because of life cir-

cumstances of families locked into the secondary labor market their children are "unable to take full advantage of even a fully equivalent education if it were offered." (2) Credentialism; as a screening device for labor market access rather than a functional necessity. (3) Welfare, Housing, Health Care, Mental Health, Drugs: "In all these areas the effort has been to create an institutional web that ensures the survival of the secondary labor force, but at a level low enough to break its potential militancy and to make it unfit for primary jobs." (4) Crime; "The law-enforcement institutions are an exemplary case of the tracking function. The prisons are filled with persons for whom there is no room in the labor market. Furthermore, the authors perceive tracks within tracks." "Blacks and other suppressed minorities segmented into the secondary labor market are also confined to secondary crime....High-profit primary crime...is open only to persons of the appropriate ethnic backgrounds." (5) Employment and Wage Policy; (a) "National monetary and fiscal policies are adjusted to keep unemployment from falling below a threshold at which labor becomes hard to manage; historically... a 4% level, but inching up to 5%." (b) Minimum wage legislation is not adjusted to keep pace with the rise in general prices (c) Legislation is never intended to hold the rate of profit (via trusts and corporations) to the rate of growth of the economy.

Part II of the essay, the Independent Role of Discrimination,

discusses racial discrimination as an independent, secondary
institutional device for labor force control at the level of the
workplace and the level of institutional alignment: "Given the
overriding need for control, tendencies toward segmentation
within the system are seized upon, emphasized, and reinforced.
The institutions favoring positive feedback - wage research,
"credentialism," tracking systems within the public schools -
are therefore elaborated and utilized for control purposes. Racial
discrimination tends to segment the labor-force; therefore, it
is used to enlist blue-collar workers to cooperate in the erection
and maintenance of barriers to mobility, and to deflect their
energies from the primary confrontation at the workplace." (p. 18)

Part III touches upon the need for a steady expansion of
the range of control for maintenance of the system's "integrity".
In this expansion the role of ideology is critical. The insti-
tutional ability to frame the problem enables that institutional
structure to supply the answer; "This state of affairs is the
distorted public perception of the nature of the problem that
rests ultimately on an ideological model of the labor-market
framed in terms of the supply-demand concepts of standard eco-
nomic theory. If power is the ability to define the concepts
in terms of which reality is perceived, then the neo-classical
paradigm is powerful indeed in American society today." In
this connection the authors cite a work by D.M. Gordon - (Theories
of Poverty and Underemployment, Lexington, 1972) -as an example

of "the emerging paradigm competition in economic theory" en-
gaged at the level of fundamental institutional rethinking.

This study proceeds from the question, "What tools and insights do new teachers in innercity schools need to prepare them for a productive experience?" To answer the question the authors studied the behaviors of New, Typical, and "Best" teachers during the initial contact period of the school year, and for six subsequent periods over four weeks.

Classroom observers used the Flint System of behavior categories which classifies teacher 'talk' behaviors in terms of direct and indirect influence; the system also classifies six types of student 'talk' behavior.

The study found significant patterns of difference between "Best" and New teachers in the contact lesson, and found divergent patterns of change in the follow-up lessons. In the first contact "Best" teachers used more joking, dealt with students feelings, and gave students useful suggestions and overviews, with regard to expectations, standards and subject matter. New teachers concentrated more on administrative and routine procedures. The findings of the study suggest that new teachers have a low awareness of the forms of interaction and influence that are effective. Consequently, they employ methods that are direct; i.e. Theory X assumptions of influence. This

approach is unconvincing for positive student interaction and
effective classroom management. Effectiveness was found to
deteriorate over time as direct influences were increasingly
employed. Interaction patterns of "Best" teachers underline
the importance of praise, emotional honesty, and involvement,
indirect influence, and clarity of standards/expectations. Fur-
thermore, the most critical moment in establishing the effective-
ness of classroom management was found to be the initial contact
lesson. The authors suggest that teacher training deal specifi-
cally with conducting this first encounter between student and
teacher.

Higher Horizons 100, 1978-79: Hartford Moves Ahead: An
Evaluative Report
Hartford Public Schools
Evaluation Office
Hartford, Conn. pp.49

The Higher Horizons 100 program provides groups of 100
students from educationally disadvantaged backgrounds with an
'integrated academic, cultural and counseling program.' The
clusters of 100 operate on a mini-school basis; staffing consists
of five or six teachers, a counselor and a project aide. In
the 1978-79 school year, its fourteenth year of operation,
HH100 schooled eight clusters of 100 students in three high
s hools and two middle schools. The program is listed in the
U.S. Office of Education publication, Educational Programs That
Work.

This evaluation report was produced in the Hartford School
District Evaluation Office. It contains breakdowns of test-
scores and attendance patterns that satisfy the evaluators
concerns for meeting project objectives.

The HH100 proposal states three objectives:

1. Students will demonstrate an improvement in reading
and mathematics above what would be expected; these gains were
measured according to results of the Metropolitan Achievement
Test or The Comprehensive Test of Basic Skills;

2. Students will achieve a better percentage of attendance
than that of the whole school;

3. Students will acquire more realistic and positive

attitudes toward themselves and school.

The evaluators found that test and attendance records substantially exceeded the target levels in all eight cluster groups.

Hoover, Mary Rhodes
"Characteristics of Black Schools at Grade Level:
A Description"
Reading Teacher, April, 1978 - 6 pp.

Hoover lists the commonly stated causes for low achievement among minorities and categorizes them as "Blame the Victim" beliefs or "Blame the System" beliefs. She then cites some characteristics of programs in schools where inner-city children read at grade level: (1) a structural approach to reading focused on the orthographic rules (spelling patterns) of English (2) group-oriented philosophies that stress Excellence and Awareness, and utilize group learning strategies (3) scheduling of reading activities for the entire morning (4) high expectations for students and teachers (5) strong teachers training components (6) support, involvement and advocacy by school administrators.

The article also includes a list of fifteen grade level schools:

Black and minority schools at grade level*

Private Schools

Nairobi Day School, E. Palo Alto,
    California   (Blakeslee; Slater)
Freedom Library Day School, Philadelphia,
    Pennsylvania   (Lindenmeyer)
Holy Angels Catholic School, Chicago,
    Illinois   (Beck)
University of Islam - Temple No. 4,
    Washington, D.C.   ("The Muslim Way")

Public Schools

Woodland School, Kansas City, Missouri   (Weber; Thomas)
Hill School, Philadelphia, Pennsylvania
P.S. 234, Bronx, New York   ("Black Schools That Work")
New York School A, New York, New York   (New York State Education
                                         Department)

Howard D. Woodson, Washington, D.C.	("Black Schools That Work")
Windson Hills, Chicago, Illinois	("Black Schools That Work")
Grant, Chicago, Illinois	("Success in the Ghetto")
Captain Arthur Roth Elementary, Cleveland, Ohio	("Black Schools That Work")
Martin Luther King, New Haven, Connecticut	("Success in the Ghetto")
Longstreth School, Philadelphia, Pennsylvania	
Henry School, Philadelphia, Pennsylvania	

*Described in the reference cited

Huell, Barbara P.
"A Model for Developing Programs for Black Children"
Black Child Development Institute, Washington, D.C.
1976, 30 pp:
ED 147 006

Barbara Huell's paper proceeds from the premise that education is the locus of the struggle, because the struggle is for the control of minds. Her focus is historical and humanistic, and aimed at curricular aspects within institutional settings. She codifies (a) *eleven principles upon which a new black educational construct should rest, (b) a list of Personal, Humanistic and Political values/attitudes which must be incorporated into that educational experience; and (c) a curriculum implementation system diagram in which historical study serves as the hub of the wheel of education for black children.

As background for the principles that she advocates, Huell makes the following points:

(1) that this historical phase of the Black struggle is for control of the development of our children's minds;

(2) that schooling, because it is the social institution authorized to develop the minds of children, is therefore at the center of the present struggle, both for those who seek to gain direction over their destiny, and those who seek to prevent such an evolution;

(3) that, consequently, there is a need for a new educating system in this country because the present one is a political ve-

hicle for maintaining the cultural/social program of the white
portion of the population at the expense of all others; as such
the education system is not in the best interest of all;

(4) that white supremacy, as fashioned and maintained
through the schools; presents its agenda by teaching black
children the same material as it teaches to whites. The curri-
culum defines a marginal environment -- social, cultural, psychic
and political -- that the state expects the "oppressed" to
occupy;

(5) that programs such as Headstart, while welcomed as the
first instance of government interest in the development of black
children, are based on a pathological interpretation of the black
child and his/her reality and environment. Some concepts of
negativity, previously reserved for school-age youth, now reach
the black child's mind in late infancy.

The article concludes with a three-tiered bibliography of
essential reading for all black educators prepared by John Henrik
Clarke.

*"Social Policy Needs Facing Black People":

1. "A re-strengthening of the Family Unit."

2. "A willingness to seek and a determination to establish
ourselves where we are in the world."

3. "Nurturing and refinement of the cultural heritage of
our people."

4. "Political sophistication and complete participation in the political process."

5. "Economic independence and stability in immediate family life and in the larger black community."

***

"The education of black children must address these needs":

1. "The history and cultural heritage of black people must form the matrix from which all black education moves."

2. "Black parents, teachers and community members must recognize the responsibility, which is primarily theirs, for the correct education of black children."

3. "The education of our children must be anchored in a firm system of values and behavioral patterns which are consistent with the ideology and objectives of the program."

4. "Teachers, parents and other community members associated with the school program must be mindful that they are primary models for inculcating and nurturing these values and behavioral patterns in the children."

5. "A positive sense of racial identity must permeate the entire school atmosphere and must guide the teacher in her ex-pectations of the child and in his/her attempts to help the child maximize full potential."

6. "The program should be so constructed that each child feels secure about his/her own ability and worth as an individual

human being. The program, while not fostering self-centered interests must help each develop a healthy self-concept and un-shakeable self-confidence."

7. "Regardless of the funding source, the program should be independent in focus, design and programming. The ultimate control and responsi..lity of the schools should rest with the parents and community people."

8. "Teachers, parents and community members must provide mecha-nisms for re-strengthening and maintaining the concept of the black family as the social agent in the child's environment and as the basis for his/her achievement."

9. "The curriculum content and teaching strategy must ex-hibit in design and implementation a profound consideration of the child's social, physical and cultural environment. A candid appraisal of this must be made with due respect to the strengths of the environment and the analysis of its weaknesses as well."

10. "The curriculum should be developed to help children acquire basic literacy skills but with a sense of purpose and an understanding for what these skills are to be utilized."

11. "The learning environment must be filled with teachers who are prepared to teach academically; teachers who are willing to continue their own education and drive for excellence; teachers who will subordinate teaching to learning; and above all, teachers who appreciate children not only for themselves, but as the hope of this nation, for the actualization of brotherhood."

Jacobs, Jane. The Economy of Cities. New York:
Random House, 1969.

This book is an attempt to map the processes by which
work adds upon itself, in the social context of cities, to gen-
erate the development of cities. It is remarkable for its
reasonableness and for its use of simple language in de-
scribing the dynamics of a universal social process that all
too often is presented in mystifying terms. The writer's at-
tention to the mundanity of the process -- its worldliness --
mirrored by her respect for the importance of humble work -- the
addressing of an immediate problem in a local circumstance --
on all levels, perhaps explains her common-sense approach and the
common-sense effect of the text. Jacobs describes the urban
conditions that promote economic development and those that pro-
duce stagnation   in terms
of the conflicting dynamics inherent in the process of the divi-
sion of labor. She specifies the reciprocal relationships between
economic processes and the spatial, social, and political envi-
ronments. The book should be a manual for city planners, edu-
cational planners and development planners.

Jacobs does not discuss education as an institution or pro-
cess in the urban economy. However, the descriptions of conditions
that promote growth and of conditions that result in stagnation
have direct application to (a) the process of problem-solving,

(b) the content of curricula, and (c) the political and labor
market arrangements that await students whose work will be the
source of economic growth. Her fundamental position is that
economic growth -- the process by which work multiplies -- is
the process of adding new activity to older divisions of labor,
and that this process entails in reality a trial and error
component that may or may not result in successes. The trial
and error process is inherently costly because it is unavoid-
ably inefficient. Jacobs argues that it is a major social cost
but one that must be viewed as a long-term social investment
that encourages the dynamics of growth: Without it, stagnation
is a certainty.

In analyzing the process of development, Jacobs looks at
the following factors:

(1) The necessity of inefficiencies to the economic health
of cities -- not as a by-product but as an initiating component
of health.

(2) The inevitable inefficiency of development and research
work, the trial and error process.

(3) The unavoidable costs of investing in development and
the economic social and political consequences of not investing
in that cost.

(4) The irresolvable conflict between efficiency and de-
velopment; the interests of these two goals are mutually exclusive

and may not be served under the same agenda . Efficiency produces short-term profit, leads to stagnation and consolidation, promotes the status quo because it serves the interests of those who are producing work that is already developed. Development is costly in the short-term, generates growth, upsets the status quo by introducing new sources and forms of production, and promotes diversification.

    (5) Physical arrangements of cities that promote proliferation of work;

        a.   The mingling of primary uses, such as residences and workplaces

        b.   Small and short blocks

        c.   The mingling of buildings of differing size, age, condition and function

        d.   High concentrations of people

    (6) Social preconditions for development: The possibility of an individual changing his work and place in society during his/her work lifetime as distinct from doing specifically different work than the parent.

    (7) Political preconditions: When some people in an economy are prevented from solving practical problems, particularly humble problems and other people are not, the problems go unsolved, accumulate and forestall the economic developments that would ensue from their solution.

    (8) Population and Resources: Arguments that tie economic

growth to population control are reactionary; population growth, problem solving and work-development are the components of economic growth and social advance. Cities are high in concentrations of people. Planning conceived as population control is planning for stagnation. 7

(9) Discriminatory use of Capital: Capital not allocated to the solution of humble problems must be either spent or exported. The high level of foreign aid exported by America during the last quarter century is a symptom of the discriminatory allocation of capital away from the solution of humble problems in humble neighborhoods whose investment would result in infrastructure solutions and stimulate diversification.

(10) Economic Conflict: The fundamental social conflict is between those who control developed work and those who would develop new work. Those who control developed work inevitably triumph because they are the possessors of power, except on occasions where a third party intervenes. The third party is often government. Thus, there are forms of government which can initiate economic growth through interventions for short periods of time. One question before us is how to encourage the development of such governments, and governmental forms. Inevitably, these governments come to represent the interests of new work which has become developed work, and the process of change must be reinstigated. Economic development in its genuine social appearance is always profoundly subversive of the status quo.

This abstracted reckoning does not do justice to Jacob's presentation for the very reason that makes her accounting so effective the concreteness of her language and of her examples. Particularly relevant are her perceptions of the city as a mine which contains resources of refined, distilled and disaggregated raw materials whose transformation into new applications -- through a process of collection and subsequent chemical, metallurgical and electronic synthesis -- appears to be a logical evolutionary step in the dynamic of progressive social organization. It is for this reason that she values so highly the role of the humble worker in the economic structure, particularly the recycler -- the garbageman, the disposal service, the service industries.

James, William H. and Leslie A. Sanderson
A Multi-Dimensional Tutoring and Academic Counseling
Model: Applications and Effects Upon Minority High
School Students. Educational Assessment Center
University of Washington, Seattle, Washington, 1979
ED 194 677 (ERIC)

This paper focuses around a research project "to determine
if individual tutoring and counseling with high-risk under-
achievers is an effective means of improving grades and attitudes
towards school".

The greater part of the report consists of a Literature
Review of one-on-one tutorial projects in the period of 1965-1979.
The literature describes several possible combinations of tutor/
tutee relationships: same age and grade level; older achievers
with younger under-achievers; high schoolers with elementary
students; college level with high school; graduate students with
el mentary; adults with children.

Not all of the studies include quantitative evaluation.
Those which do include statistics reveal greatest benefits when
older students were paired with younger students. This pairing
consistently yields positive achievement growth for tutee and
tutor. Same-grade pairings tended to reveal some achievement
growth for the tutee, but no significant change for the tutor.
College, graduate students and adult level tutors demonstrated
acquisition of teaching skills -- growth in instructional, coun-
seling and assessment abilities. A consistent trait of one-on-

one tutoring is its cost efficiency and its energy-intensive
demand.

The TAC program (Tutoring and Academic Counseling) was de-
signed to include both instructional tutoring and academic
counseling. Each three-hour weekly session included two hours
of instructional work -- (math problems, writing assignments,
drill, vocabulary practice, etc.) and one hour of counseling
(study habits, time management, peer influences, student-teacher,
student-parent relationships). In addition, each tutor met with
a tutorial coordinator for an hour weekly. It is not clear to
what age group the tutors belonged. All assessment measures are
directed at tutee achievement growth which implies that the tutors
were beyond the high school level.

The Journalism Research Fellows. The Journalism
Research Fellows Report: What Makes An Effective
School? Washington, D.C., Institute for Educational
Leadership, 1980.

Seven education writers, enrolled in a fellowship program at
George Washington University, studied schools across the country.
Effective schools were identified and studied in Virginia,
Nebraska, Arkansas, Florida, Maine, and Maryland.

In the most extensive study, Robert Benjamin writes a series
of articles, for the "Cincinnati Post" studied seven of "the best
schools in the worst areas of the country". At the Beasley
Academic Center in Chicago, Benjamin observed a class of 32
black elementary students who learn to read from 9:07 until
1:30 daily. Only one hour a day is devoted to other topics.
Benjamin observed schools in Detroit, Edison School; Garrison
School, the Bronx; Modesto City Schools; Robinson School, East
St. Louis.

He writes a series of sidebars which enable parents to
examine their local schools. He lists questions which if
answered help parents to evaluate the quality of elementary
schooling their children receive.

Benjamin concludes that the common factors of effective
schools for poor, urban children are teachers who are personally
accountable for what goes on inside the classroom; concentrated
time spent teaching reading, all day if necessary; a demanding

leader; the expectation that all the children can learn; concentrated time spent on academic activities; no distinctions among children on the basis of social class, appearance, I.Q. or previous achievement, and constant student evaluation.

Other articles in the report were written by Jane Eisner of the "Virginian Pilot", Jack Kennedy of "The Lincoln Journal", Janet Kolodzy of the "Arkansas Democrat", Margo Pope of the "Florida Times-Union", Wayne Reilly of the "Bangor Daily News" and M. William Salganik of The Sun.

Kamin, Leon J.
The Science and Politics of IQ
Lawrence Earlbaum Associates, Publishers
Potomac, Maryland 1974
distributed by the Halsted Press Division of
    John Wiley and Sons

This book reviews the social history of IQ testing and the
emperical evidence for the heritability of IQ. The second part is
a detailed refutation of the evidence for the heritability of
intelligence as argued by Professors Jenson and Herrnstein. Kamin
devotes chapters to the study of identical separated twins and to
adopted children. His analysis concludes that there is no evidence
to support the position that IQ test scores are in any degree
heritable. There is evidence, however, to support the view that
those who argue for the heritability factor do so from a commit-
ment to particular social beliefs. The first two chapters of the
book address this issue and contain several important clarifica-
tions:

1. Kamin establishes at the outset that the author of the
intelligence test, Alfred Binet, strongly objected to any interpre-
tations of data which claimed that intelligence was a fixed and
immutable quantity. He described such views as a "brutal pessimism."

2. The author argues for the socio-historical context in
which intelligence data is interpreted; "The interpretation of IQ
data has always taken place, as it must, in a social and political
context, and the validity of the data cannot be fully assessed
without reference to that context. That is in general true of

social science, and no amount of biology-worship by 'behavior geneticists' can transfer IQ testing from the social to the biological sciences." (pg.2)

3. On the political seductiveness of the genetic view of intelligence data; "There are few more soothing messages than those historically delivered by the IQ testers. The poor, the foreign-born, and racial minorities were shown to be stupid, they were shown to have been born that way. The underprivileged are today demonstrated to be ineducable, a message as soothing to the public purse as to the public conscience." (pg.2)

4. Henry Goddard, Vineland Training School, N.J.
   Robert Yerxes, Harvard
   Lewis Terman, Stanford

These eugenicists propagated the view that the Binet test provided a fixed measure of innate intelligence. They expressed this idea through the concept of mental levels derived from a hereditary basis.

The concept of fixed, genetically induced mental levels explained the destiny of inmates at penal, mental health and juvenile detention institutions. Because of the unchangeable nature of the mental life of these so-called deficient beings, any measures that claimed to reduce a tendency towards anti-social behavior, or towards the spread of poor genetic material, were recommended. Consequently, sterilization laws appeared in several states, following the lead of Indiana in 1907.

5. Kamin argues that the hereditarian interpretation imposed upon the concept of intelligence predated the collection of IQ data.

In other words, the generation of IQ data, - especially as a
result of the first mass-testing conducted during World War I -
became an occasion for disseminating the values of the eugenics
movement.   Terman, Goddard and Yerxes shared this view prior to
data received from the Stanford-Binet test, first published by
Terman in 1916, eleven years after Binet's first test in France.

6.   Chapter 2, Psychology and the Immigrant, documents the
influence of the work of Yerxes and the Eugenics Research
Association in establishing restrictive immigration codes against
"degenerative" and "defective" immigrant tock from southern and
eastern Europe.   Eugenics provided the ideology and the Stanford-
Binet test provided documentation to support an exclusionary
Anglo-Nordic policy.

Karier, Clarence
"The Objectives and Impact of Scientific Testing"
(excerpted from "Testing for Order and Control in the
Corporate Liberal State", Educational Theory 22, 1972,
pp. 154-180.)
     The American Experience in Education, chapt. 14, pp.224-240
     Barnard, John and Burner, David
     New Viewpoints, Division of Franklin Watts, Inc.
     New York, 1975

This paper by Karier provides a historical and critical per-
spective on the origins and role of standardized testing in
American education, on the relationship between corporate policy
interests and educational practice, and on the role of corporate
foundations in orienting educational policy.

Karier traces the implementation of national testing from its
advent in World War I manpower selection. He identifies that
historical period with the emergence of the corporate system as a
nationally dispersed and organized socio-political power capable
of advising and defining national policies. One of these policy
interests became the national education system. Social scientists
came to occupy a significant role as articulators and ideologists
of social policy and organization. Academics associated with the
eugenics movement -- advocates of meritocratic hierarchies and
selective breeding -- were instrumental in designing and implement-
ing the standardized tests which soon determined national educa-
tional norms. Karier identifies Lewis Terman, Edward Thorndike
(The Thorndike Dictionary), H.H. Goddard, and Henry B. Garrett as
academics associated with the Eugenics Record Office, founded in
1910. Garrett, a student of Thorndike, served as chairman of

Columbia's department of psychology for sixteen years, and held
a position on the National Research Council. (As recently as
1966 Garrett produced a series of pamphlets interpreting the
history of sixty years of testing and relating it to the impact
of school desegregation. Karier reports that over 500,000 copies,
published by the Patrick Henry Press, were distributed free of
charge to American school teachers, presenting eugenics positions
on education, race and schooling.)

The eugenics movement was successful in getting portions of
its program into legislation. Sterilization laws were passed in
at least 21 states by 1928 with the purpose of rendering ineffect-
ive the 10% of the population that carried bad germ-plasm, a trait
that exhibited itself through feeblemindedness, criminal behavior,
dependency, and disease. An ideology derived from the eugenics
lobby resulted also in restrictive immigration policies in the
1920's.

Karier describes the role of foundations in effecting educa-
tional policy. In 1918 the Carnegie Institute of Washington assumed
control of the Eugenics Record Office. James Conant's study of
American schools and Charles Silberman's Crisis in the Classroom
were Carnegie funded projects. (John Ogbu's recent study, Minority
Education and the Caste System is Carnegie funded.) Karier
identifies the Ford Foundation as active in educational television
research and the Rockefeller Foundation in Black education. Also
relevant to contemporary concerns is this perspective he offers on
the cycles of educational emphasis: 'It is interesting to note that
during periods of labor surplus - (the 1930's and 1970's) - our

educational rhetoric tends to be child-centered, while in periods
of shortage the rhetoric shifts to society-oriented needs.'

Clearly, the eugenics ideology has played a leading role in
the organization of American educational practice and social
policy. Issues of education, employment, economic organization,
health care and political control begin to reveal a common strat-
egic origin from an analysis of this history. The Civil Rights
movement, the Black liberation struggle, and the anti-war
movements represent, from the point of view of a eugenics domin-
ated society, an aberrant historical force. The new policy
climate may represent a resurgence of the consolidation of corpor-
ate interests in response to national and international historical
change.

Karier, Clarence J. (ed.)
Shaping the American Educational State: 1900 to
the Present. The Free Press, 1975. MacMillan
Publishing Company, Inc. New York, 439 pp.

Karier, professor of the history of education at the Uni-

versity of Illinois, Champaign-Urbana, has compiled a book of

documents and critical essays that constitute a history of twen-

tieth-century America, seen through the development of its edu-

cational institutions, practices and ideology. He clarifies the

parameters of the study and the social beliefs that underlie it

in the Preface and Introduction essays: the educational state has

been derived from and tributary to the corporate liberal state,

which itself evolved as a consequence of rational industrial

manpower provision in the World War I era and the militarized

technocracy, honed during the Cold War and the Vietnam era.

Karier begins his volume with a quotation from Dewey to the ef-

fect that history is always written from conceptual materials,

principles and hypotheses of the "historic present." History

occupies a perspective, advocates a position and participates

in cultural change. With that in mind, Karier states his per-

spective as clearly as possible:

> The author writes from a perspective of the present
> which holds that American society is not structured
> to enhance the dignity of man but unfortunately, is
> structured to foster a dehumanizing quest for status,
> power and wealth. We live, I believe, in a fundament-
> ally racist, materialistic society which, through a
> process of rewards and punishments, cultivates the
> quest for status, power and wealth in such a way as to

> use people and institutions effectively to pro-
> tect vested interests....The social system, it
> seems, can satisfactorily manage and control
> virtually all human needs except one; the need
> to know, to feel and to control one's own social
> own social destiny through the acquisition and
> growth of personal strength and development.(pp.xvii-
> xviii)

The volume does not read as a polemic, however, because

Karier includes documents which develop the arguments of at

least two sides of each issue. The essays and documents pursue

two main topics: (1) "the role, function and responsibility of

the professional in the educational state." This topic treats

the profession of the educator within the corporate state; and

(2) the hows and whys by which the educational system was ra-

tionalized by professional educators. This topic treats issues

of politics, power, corporate and national interest. The ra-

tionalization of the educational state was fundamental to the

rationalization of the corporate state. Such is Karier's thesis.

A brief synopsis of sections of the book follows.

Introduction: Karier adapts the frontier thesis of American

history -- developed by historians Frederick Jackson Turner and

William Appleman Williams -- to the evolution of the educational

state. He argues that the conception of the frontier as a "gate

of escape" functioned to foster avoidance of the problems of mal-

distribution of wealth and power. Rather than construct redis-

tributive mechanisms, the "frontier" response was to create

more institutions that would generate more wealth and power, thereby enlarging the pool while maintaining the social and economic class structure. These institutions were the creation of corporate industrialists who in turn created private foundations for the advancement of their interests in public policy; the Brookings Institute, the National Industrial Conference Board, the Twentieth Century Fund. Karier argues that the educational state became a new frontier in the twentieth century; that the myth of social mobility through education paralleled and replaced the concept of westward movement; that the educational state served as a field of development for national power and economic growth within the production/consumption concerns of the emerging industrial state. In support of this argument, he points out that the "American population trebled" between 1870 and 1940, "while the...high school population increased ninety times and the college and university population increased thirty times."

The professional educator became a "servant of power," willingly and unwillingly. Educators and academics advocated and developed principles of organization that sought to implement and fulfill corporate policy requirements: school reorganization through testing; tracking and differentiated curricula; restrictive immigration plans; segregation-desegregation rationales. The educator and the educational state, supported by corporate foundation funds became the rationalizers of the evolving hierarchical society demanded by the prevailing distributive philosophy.

Karier pursues this approach through an examination of the idea of academic freedom in the university context, and the limits of academic freedom imposed by state concerns. Implicit in chapters 1-3 is the historical awareness of the role that science and the university played in creating and legitimizing the age of mass civilian destruction.. "After Buchenwald, Hiroshima and My Lai, few sensitive observers could find credence in the liberal academic credo which asserted the neutrality of the scientific inquirer and the assumed beneficence of science."

Chapter 3 documentation includes the letter sent in the fall of 1970 by President Nixon to college and university presidents, educators and trustees endorsing Sidney Hook's plan for achieving campus pacification in the name of preserving academic freedom. Also included is an essay by Noam Chomsky, "Some Thoughts on Intellectuals and the Schools." The theme of the chapter is the conflict between inquiry, truth and political power as the particular condition of the intellectual within the educational state. As Karier points out, the definition of the truth of an idea as a function of the results that it produces is a working assumption shared by pragmatist and fascist proponents alike. As such, a theory becomes a tactic and its evaluation becomes dependent on institutional power. The realm of philosophy then enters the circle of national interest and results in the subordination of argument and science - [thought] - to state interest. Ultimately, Karier proposes, this is the

determining relationship between the university and the state

derived from the German model of the free university, and the

Greek humanist tradition of the rhetorician, whose persuasive

skills were at the service of the highest bidder.

Chapter 4 begins an inquiry into the idea of the merito-

cratic system as it developed in the educational system and

became institutionalized in the societal hierarchy. Karier traces

the idea from the 18th century enlightenment philosophers, through

the 19th century positivists, and finds it allied with an aris-

tocratic concept of talent and virtue: (a) those who will rise

to the top of the system would be possessors of talent and vir-

ture predisposed to succeed; or (b) the process of education

will inculcate the qualities of virtue in the talented and en-

lightened self-interest will then maintain it. The meritocratic

idea and its twin, the doctrine of the free-market, were both

myths masking caste structures in the guise of a-historical ideal

structures. Karier goes on to examine the uses of IO testing,

eugenics and multiple track planning in legitimizing and in-

stitutionalizing the meritocratic myth, and its attendant de-

ceptions.

Karier's introduction to this chapter essentially treats

in an abbreviated form the subject of his paper on "Testing and

Competence in the Corporate and Liberal State." However, he

addresses and includes a paper by Lester Frank Ward on "Education."
Ward was an influential 19th century sociologist who described a
concept of education that believed in the historical leveling
process that could come about if the ideals of the meritocratic
system could be truly implemented. Karier's critique addresses
the conflict between this ideal form and the institutional re-
ality of Ward's - and subsequent - historical moments. Hernstein,
Jensen and Terman and other eugenicists adopt the position that
these historical institutional formations constitute objective
reality.

Chapter 9 contains arguments and documents - Walter Lippmann,
Terman, Jensen, Russell Marks - on the "Nature-Nurture Debate:
Towards a False Consciousness." Karier argues that the nature-
nurture debate between hereditarian and environmental positions
leaves unchallenged the concept of meritocratic society because
both sides endorse such a society. Policy debates that focus on
opposition between these positions obscure the fundamental
questions of partisan economic interest. He refers here to the
article by Russell Marks, "Race and Immigration: The Politics of
Intelligence Testing." Marks uses the 1924 Restrictive Immi-
gration Act and the 1954 Brown Decision to illustrate occasions
of legislative and judicial policy change in which the testimony
of social scientists concerning the nature-nurture dialogue pro-
vided evidence to account for the decision-making outcome. The

fundamental questions at issue, however, were ones of realigning social and economic policy to accord with the changing priorities of industry. Karier and Marks both point out the false equations between hereditarian-conservative and environmental-liberal positions.

"Although the study of the influence of genetics and environment on human behavior is an important study in itself, the findings from these areas of inquiry do not in themselves incline one to support either a radical or conservative view of the organization of society." (Karier, p. 276)

Marks argues that the crux of the 1924 Act was the need of the industrialists to close the gates on the increasing labor supply in order to develop both the domestic consumer market and the domestic labor pool, given the projections of automation and industrial production, and within the concerns for control and efficiency. The domestic labor pool included the largely neglected manpower of the black nation, a labor and consumer market long recognized by industrialists such as Carnegie who supported programs of development at Tuskegee and Hampton from the beginning of the century. The same demand for efficiency and labor utilization that produced a seemingly conservative decision in the 1924 Act led - with gradual corporate shift from a segregationist to integrationist position - to the 1954 Supreme Court Decision which produced the increased, and problematical, participation of the Black Market in the economy. Social scientists

provided crucial testimony and ideology, derived from the
hereditarian-enviornmentalist debate on both occasions and
with alternate emphases. Marks suggests that these events
attest to the skills with which corporate concern utilizes
the arguments of social science representatives from the edu-
cational state to produce ideological arguments for economic
policy shifts. The 1954 era was preceded by the extensive
study of American society by Gunnar Myrdal carried out between
1938-1944, The American Dilemma. This study, commissioned by the
Carnegie Corporation, advocated integration of the black nation
into the American economy for reasons of internal stability,
military and industrial manpower and economic productivity.

Russell Marks, in the course of his presentation, also
encapsulates in a few sentences, the germ of an alternative
to the meritocratic structure. This is a substantial contribution
because throughout this book (and the other literature surveyed),
no theoretical concept has been put forth as an alternative to
the criticized meritocratic idea. Those who support it say that
the meritocratic structure exists and works and that societies
are hierarchical in essence; those who oppose it in practice while
endorsing it in theory argue that the meritocracy is an ideal
that cannot be implemented in the historical structures of
privilege and class that control the society. Marks suggests
discarding the concept of weighted rewards, or finding a basis
other than that of "talent and virtue."

'On the other hand, given the heredity hypothesis it
might be argued that the individual therefore is not
responsible for this intellectual ability and should
not be punished for his hereditary limits. This
would seem to suggest a reward system where all would
receive the same rewards or where rewards were based
solely on effort since intelligence were hereditarily
fixed and effort could be determined.
The same may also be said for the environmentalist
position. It can be used as an argument challenging
the efficacy of hereditarian reform or as a method
for promoting environmental reform. But again, if
reform implications are drawn, the meritocracy can
be endorsed or challenged. Institutional change can
be directed toward preserving and stabilizing the
existing class structure or toward challenging and
negating the reward structure and the authority of
the state. The traditional model linking nature
and conservatism, nurture and liberalism is there-
fore misleading.' (pg. 317)

Karier continues the theme of Marks' essay up to the publication

date of the book, 1975, by illustrating how the arguments of Jensen

(beginning in 1969) and Jencks (1972) contributed to the withdrawal

of liberal establishment support for black interests in the edu-

cational state and, subsequently, for public schooling, which had

become a matter of minority education in the cities. He points

out that again the arguments of social scientists preceded and

justified a shift in economic and social policy at the national

level.

This presentation raises a serious question which Karier does

not pursue; given the historical arguments and evidence he adduces

to support the analysis of corporate direction, based on economic

priorities, over the political organization of education and race,

what is the basis of the corporate decision to restrict participation

of the Black Market in the economy, since this is the outcome
produced by escalations of unemployment, withdrawal of support
for affirmative action and educational programs; et al.?
According to what analysis of the cybernetic state is such action
in the corporate national interest? Has, for example, the mo-
mentum of technology and the neutralization of post-revolutionary
economics produced a set of conditions, simultaneous with the
post-Brown social momentums, in which the increased participation
of the Black Market is no longer essential or desirable to the
long-term planning of American capitalism? If such a projection,
sponsored by the several corporate foundations, concluded that
further black participation was both detrimental to the level
of privilege of the majority class, and non-essential to pro-
ductivity and market goals, then that 10% of the population
would be irrelevant to the political economy of the state. It seems
that historical circumstances call for a close reading of the
Carnegie-sponsored Ogbu study, and of other foundation-sponsored
critical interpretations of education, economics and population
- in both national and international focus.

Kean, Michael H.
"Research and Education in Urban Educational
Policy"
ERIC/CLE Urban Diversity Series, Number 67,
June 1980

This paper is an analysis of the effectiveness of the
joint study "What Works in Reading", conducted by the
Philadelphia School District Office of Research and Evaluation
and the Federal Reserve Bank. (The School District also pub-
lished a follow-up policy paper, "Blueprint for Academic
Achievement.") The author's aim is to assess the factors that
contribute to the successful translation of research data into
policy implementation. As such, Michael Kean's report might be
entitled "What Works in Educational Research."

In an attempt to answer the question why some research
papers have an impact upon decision making while others do not,
Kean refers to Bricknell and Aslanian's recommendations for the
effective communication of research data:

1. Brevity

2. Placing most technical material in appendices

3. Timeliness with respect to decision makers expecta-
   tions

4. Use of entirely non-technical language

5. Provision of public presentation material to
   amplify the executive summary

(Bricknell, Mitchell and Carol Aslanian
Data for Decision Makers, New York, the College Board 1974)

Kean identifies ten factors associated with the transla-
tion of research and evaluation into educational policy.

1. Identification of clients

2. Vitality of the topic:

    i.e. attention to criteria

    of importance, visibility, acceptability,

    understandability in framing the

    study topic initially

3. Participant involvement

4. Technical quality:

    i.e. research procedures that are of

    unchallangeable competence, and that

    build upon previous efforts

5. Reporting formats:

    Since most decisions are made by laymen, the

    basic report should: (a) be in non-technical

    language; (b) include an abstract;

    (c) include a popularized, graphically illustrated

    version for wider public distribution; (d) include

    a full technical account for professional interest

6. Findings keyed to the Decision Process:

    Attention to timing, timeliness, school system

    context, and cost-effectiveness.

7. Preparation of Policy Makers.

    briefings with decision-makers

8. Overcoming Resistance:

Anticipation of problems prior to final stages of
implementation.

9. The Role of the Ombudsman:

    A liaison person, 'trouble shooter', between study
    group and clients

10. The Role of the Entrepreneur:

    The entrepreneurial aspects of research implementation
    and policy decision making - making new things happen,
    the change agent.

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King, Nicelma J. and Others, <u>Staff Development</u>
<u>Programs in Desegregated Settings</u>. Rand Corporation
Santa Monica, California, sponsored by NIE (DHEW),
1980, 114p.   ERIC ED 194 674

This report results from a national study of 16 desegregated
school districts. The authors indicate that it is the first
systematic attempt to examine staff development for desegregation.
That is a remarkable statement since the Study is published six-
teen years after Title VI, and twenty-six years after <u>Brown</u>.

The study team conducted a literature review to determine
their research foci and to identify significant research
ommissions. They selected three phases of staff development for
analysis:

(1)   The <u>Process</u> of Staff Development

(2)   The <u>Characteristics</u> of Staff Development Programs

(3)   The <u>Perceptions</u> of Staff Development by District
      Personnel

The study team identified five significant aspects of the
Process of staff development:

(a)   The determination of desegregation <u>goals</u>

(b)   The <u>formulation and implementation</u> of the desegregation
      plan

(c)   The identification of desegregation <u>needs</u>

(d)   The <u>planning and delivery</u> of staff development programs

(e) The <u>evaluation</u> of staff development outcomes.

They determined that the most critical factor ᵗas a formal needs assessment effort by the district. Such efforts yielded more efficient and effective programs.

With regards to <u>Characteristics</u>, the team identified four main parameters:

(1) Content

(2) Duration

(3) Funding

(4) Desegregation-specific/or Non Desegregation-specific focus (DS/NDS)

The content of desegregation-specific programs emphasized:

(a) conflict management or discipline

(b) human relations

(c) multicultural and community participation

Non desegregation-specific programs emphasized:

(a) curriculum

(b) basic skills/cognitive development components

Significantly, however, for the issue of academic achievement, the basic skills/cognitive component received the second lowest rate of response; 14% of the 142 programs in 16 districts included it in their presentation. <u>Human relations</u> figured in 46% of the programs, <u>personal development</u> in 13%.

The perceptions of respondents who evaluated staff de-
velopment programs in terms of "needs" and "outcomes" were
generally positive across a range of role categories (admini-
strators, principals, teachers, trainers). Their concept of
the effectiveness of such programs, however, was generally
limited to improvements in teacher morale, self-confidence,
and intergroup relations. Such programs improve the "climate"
of the desegregation process, which may be the first step toward
improving the academic program within the process. The respondents
generally agreed that SD programs were least effective in im-
proving student achievement and student attitudes. This is some-
what surprising in that the role of the teacher is to contribute
to the improvement of student achievement and attitude. One
wonders what it was that the participants in SD programs felt
better about.

The crux of the Report seems to lie in two studies:

(1) An examination of role involvement at the Process level;
a correlation of participant roles to process stage charts the
location of decision-making and assessment power.

TABLE 3.3

SUMMARY OF INVOLVEMENT OF ACTORS IN STEPS OF
THE STAFF DEVELOPMENT PROCESS

	TYPE OF INVOLVEMENT IN STAFF DEVELOPMENT PROCESS				
Category of Respondent	Needs Assessment	Program Planning	Program Delivery	Recipient Training Programs	Evaluation
District Administrators	usually	usually	usually	seldom	sometimes
Trainers					
Inside	always	always	always	--	usually
Outside	sometimes	always	always	--	usually
Principals	sometimes	usually	sometimes	usually	sometimes
Other school staff					
Teachers	usually	sometimes	seldom	always	usually
Counselors	usually	sometimes	seldom	always	usually
Community members	seldom	seldom	seldom	usually	seldom
School board	seldom	seldom	never	usually	seldom
Union leaders	seldom	seldom	never	seldom	seldom

(2) Identification of staff development program component

characteristics:

TABLE 4.1

Frequency of Program Components

Subject Matter Component	Number of Districts Reporting	Percent of Staff Development Programs Using This Component
Human Relations	16	46
Multicultural	15	39
Curriculum	15	33
Conflict Management/Discipline	14	26
Community Participation	10	29
Orientation to Desegregation	11	21
Organization Training	5	18
Basic Skills/Cognitive	6	14
Basic Skills/Affective	8	26
Personal Development	5	13

TABLE 4.2

COMBINATIONS OF PROGRAM COMPONENTS

Component	(n)	Percent of Programs Using This Component in Combination With Others	Most Likely Accompanying Component(s)
Human Relations	(66)	90	Multicultural Conflict/Discipline
Multicultural	(39)	87	Human Relations, Curriculum
Curriculum	(47)	57	Human Relations, Multicultural
Conflict Management/ Discipline	(37	84	Human Relations, Discipline, Multicultural
Community Participation	(18)	88	Human Relations, Curriculum, Multicultural
Orientation to Desegregation	(17)	88	Human Relations
Organizational Training	(9)	55	
Basic Skills/ Cognitive	(11)	55	Curriculum
Basic Skills/ Affective	(19)	58	Human Relations, Basic Skills/Cognitive
Personal Development	(8)	37	Human Relations

TABLE 4.4

FREQUENCY OF SUBJECT MATTER COMPONENT IN
DESEGREGATION-SPECIFIC AND NONDESEGREGATION-SPECIFIC
PROGRAMS

Subject Matter Component	Number of Programs With This Component	Percent of Programs Using Component[a]	
		DS	NDS
Human Relations	65	64	10
Multicultural	38	38	5
Curriculum	45[b]	30	37
Conflict Management/Discipline	37[b]	34	13
Community Participation	18	15	10
Orientation to Desegregation	17	18	--
Basic Skills/Cognitive	10[b]	3	15
Basic Skills/Affective	19	12	20
Personal Development	8	5	7

[a] Column totals to more than 100 percent because many programs included
more than one component.

[b] One or more of the programs that included this component could not be
classified by the interviewers.

The identification of relationships at the Process and Charac-
teristic stages makes possible the future manipulation of tractable
factors towards the achievement of perceived goals and needs.

Kirst, Michael W. <u>What Types of Compensatory Education</u>
<u>Programs are Effective?</u> 1967, 18p. ED 015 982

Kirst's paper is an early attempt to evaluate compensatory
education programs and to identify significant factors of effec-
tive programs. As he makes clear in his introductory remarks,
"effectiveness" of programs at the time could only be evaluated
in a cursory and hypothetical manner; Title I programs had been
operative for only one year; longitudinal data did not exist;
definitions of effectiveness were unclear; implementation of pro-
grams for teacher education, in-service training and student
performance improvement was in its rudimentary phase.

Kirst looks critically at the definitions of effectiveness
in compensatory education as a function of standardized achievement
test results. He states that there is a "mismatch" between the
aims of compensatory education programs and the measuring in-
struments chosen. His concept of effective programs calls
for a comprehensive approach to improving the educational content
for the child: (1) academic content adapted to individual needs
and environmental realities, (2) attitude and curriculum training
for teachers whose students remain below adequate performance
levels, (3) addresses nutrition, health and welfare needs of the
child, (4) employs follow-through and reinforcement techniques to
support goals of the school program.

Consequently, the implementation of effective programs, in

Kirst's sense, are expensive. Indeed, he derives his definition
of comprehensive programs from an evaluation of programs that
were comprehensive, effective -- and costly. He concludes that
a high per pupil expenditure increment ($500 to $750) is a
necessary condition but not a sufficient one. He cites a Civil
Rights Commission study of the Higher Horizons Program in N.Y.C.
that found statistically insignificant achievement growth when
per pupil expenditures dropped to $50 to $60 from $250.

Expenditure alone is not sufficient because it does not
necessarily change teacher attitudes or student/teacher inter-
actions. The More Effective Schools (MES) program in New York
schools did not show significant improvement in math and reading
skills despite its expenditure average of $560 per pupil, 12.3:1
instructional ratio, and provision of both instructional hardware
and support staff. Why? Kirst suggests that MES devoted little
attention to in-service training of teachers in terms of attitudes
and curriculum techniques. It is not sufficient to relate to a
class of 12 students in the same way as to a class of 40. He
summarizes that 1) teacher quality and 2) individualized learning
approaches are critical ingredients of effective programs.

In support of the importance of teacher quality and attitude
in student learning he cites the Pygmalion effect study of
Robert Rosenthal. Rosenthal found that the expectation of high
performance by the teacher for particular students dramatically

raised the IQ achievement scores of those students above that of a control group. Such expectation also changed the teacher's attitude toward the student in a positive direction. It enabled the teacher to see the student as a learner rather than as an aggregate of conditions that received the teacher's pre-judgement. 1) Expectation within the teacher provoked expectation within the student; 2) this expectation produced improved teacher/ student relationships and 3) improved student achievement ratio; 4) the study also raised the question of whether improved student performance from innovative program implementation results from the empirical content of the innovation or from the system of expectation that innovation provokes; a placebo effect which Rosenthal calls "Pygmalion".

Kirst draws policy implications from Rosenthal's study: 1) that teacher training programs inculcate the utility of anticipating high performance from students; 2) that new educationa' practices be tested with expectancy control groups to determine whether it is the costly innovation or the cost-efficient expectation that correlates with desired results.

In support of individualized instruction, Kirst cites an individualized reading instruction program in Hartford (IRIT) and the Homework Helper program in N.Y.C. In the Homework Helper program senior high school students tutored 4th, 5th and 6th grade pupils in after-school reading sessions of four hours a week.

During the six-month evaluation study the tutored pupils
showed gains of 6 months; the control group showed a 3.5 month
gain. More significantly, the tutors themselves showed gains
of 3.4 grade levels, against 1.7 grade level gain for their
control group. In addition, the tutors showed greatest suc-
cess with the most below-grade readers.

Of course, the implications of this study go far beyond
identifying the utility of individualized instruction in a
positive sympathetic student/teacher relationship. Without
being facetious, it suggests ways of improving school perform-
ance, student attitude and self-concept while providing a voca-
tional training experience for the older students. The approach
would be cost-effective; would circumvent the damage-quotient
of teachers with fixed attitude problems; would contribute to a
realignment of roles, intitiative and responsibility in the
(high) schools because it would break down the absoluteness of
the student/teacher relationship. If students can be active
tutors, then teachers can be active learners within the same
educational concept.

Kirst identifies the ingredients of effectiveness as:
1) teacher quality, 2) teacher attitude, 3) positive student/
teacher interaction ("rapport"), 4) individualized instruction,
and 5) increased per pupil expenditure, largely to provide in-
service retraining for all teachers.

He acknowledges that, at the time of writing, educators had
insufficient knowledge of implementation methodologies with
which to apply successful projects/programs at the system level.
This knowledge debit was augmented by a lack of longitudinal
data and disaggregated isolation of positive techniques. He
stresses, however, the importance of rapport and a caring atti-
tude and includes a quotation that aptly summarizes the goals
of urban education:

"Educators have stressed a need to look beyond conventional
school practices for widening the child's total learning environ-
ment, involvement of parents as motivators, exposing children to
community resources, bringing the world of school into realistic
harmony with the world of work, and providing simple guarantees
that a child is reasonably well-fed and clothed . . . to a child
whose world is darkened by the mood of hope-bereft adults (parents
and teachers alike), by ignorance of patterns of life outside
an urban or rural slum, and the physical stresses of hunger,
poor teeth, and faulty vision, it is hardly a welcome favor to
pile an extra hour of remedial drill upon an unsuccessful school
day. To this child, new opportunity must be offered in large
variegated, carefully tied, packages, designed to change a life
outlook, not merely a report card."*

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* National Advisory Council on the Education of Disadvantaged
Children (NACD).

Klitgaard, Robert E. and George R. Hall, <u>Statistical</u>
<u>Search for Unusually Effective Schools</u>
(New York: Carnegie Corp. of NYC, 1973)

The authors use standarized achievement test scores as a
measure of educational effectiveness. Citing arguments against the
use of test scores as outcome measures such as:

- test scores measure only a small part of what schools
  are about, "and that part incompletely;"

- test scores should not be the basis for policy decisions

- test scores encourage the notion that schools are
  factories producing quantifiable units after raw
  materials (students) are put in;

the authors "grudgingly" used achievement scores because they
"...can reflect progress toward valid educational objectives."
Klitgaard and Hall examined six data sets:

1. Michigan schools
   (1969-1970; 1970-1971; grades 4 and 7)

2. New York City elementary schools
   (1967-1971, grades 2-6)

3. Project Talent data
   (1960, grades 9 and 12)

4. New York state school districts
   (1969-1970; 1970-1971; grades 3 and 6)

5. New York state schools
   (1966, grade 1; 1968, grade 3; and 1971, grade 6)

6. Project Yardstick data
   (many years and grades).

Reviews of previous studies and a discussion of the research meth-
ods used in the authors' study are discussed.

The authors conclude that three useful statistics -- variance, skewness and the proportion of students above a specified minimum level of achievement -- might be useful measures of the intraschool distribution of test scores.

Importantly, the authors find no <u>statistical</u> evidence for the existence of "...extreme outliers [or] of discontinuity in educational effectiveness among schools." The Michigan data revealed unusually effective schools which were mostly rural and all-white. The New York City data revealed that random chance could account for overachievers and not statistical significance. In the Project Talent data differences between schools were probably due to chance alone.

The authors examine the policy implications of their finding no statistically unusual schools. They conclude that statistical techniques focus on the "average" effects of all schools, but it is important for policy and research to focus on exceptions to the rule.

Lincoln, Eugene A. "An Effective Method for Teaching
the Inner-City Child," Urban Education, Vol. IX,
No. 1, April 1974.

Lincoln believes that what happens within inner-city schools
is more crucial than conditions in the student's home or back-
ground characteristics. Lincoln, who has trained teachers and
studentteachers believes the home has been used as a "scapegoat."
He advocates the use of sequential teaching techniques in
inner-city schools. A description of the technique, suggestions
for it use in various subject areas, and implementation methods
are given.

Long, Larry, "How the Racial Compositions of
Cities Changes" Land Economics, 51, 3,
August 1975

In attempting to evaluate the relative importance of
factors contributing to the increasing percent blacks in central
city metropolitan areas, Long weighs three variables:
1. Higher natural increase among blacks; 2. Continued black
in-migration; 3. White out-migration.

The study focuses on eleven of the twelve cities with the
largest black populations between 1900-1970; New York, Baltimore,
St. Louis, New Orleans, Detroit, Chicago, Cleveland, Atlanta
and Los Angeles. Long found that with the exception of New York
City, white migration patterns were more important in contribu-
ting to population change than black migration or increase
rates. Within this larger pattern are several local variations.
For example, in the 1950's all of the cities had net out-
migration of whites (except LA) and net in-migration of blacks.
By the 1960's the net in-migration of blacks in three of the
cities - St. Louis, New Orleans and Cleveland - had shifted
from positive to negative.

The article contains three tables of statistical break-
downs for the period and cities in question. It concludes that
"evacuation" is the primary factor in raising the black proportion
of the population in America's largest cities. Long reminds the
reader that such studies of population patterns are significant
for informing policy decisions on racial balance and demographic
stabilization.

Long, Larry, "The Migration Experience of Blacks"
<u>Integrated Education</u>, May-June 1975, Issue 75, vol.
xiii, no. 3, pp. 28-31. Testimony before the New
York Commission on Human Rights

Larry Long is Chief of the Population Analysis Staff at the
Bureau of the Census. His statement before the New York City
Human Rights Commission makes three points that rebut conventional
perceptions of the relations between the northern migration of
blacks, educational opportunity and socio-economic circumstances.
Long takes the following positions:

(1) Statistical evidence does not support the view that
in-migration of southern blacks exacerbated urban problems of
poverty, unemployment and welfare dependence. Data shows that
in large northern cities - including New York City - southern
black migrants, after living in the north for a few years, are
more successful in avoiding poverty and actually have slightly
higher incomes than blacks native to the north. Southern mi-
grants 'have a stronger attachment to the labor force than blacks
born and raised in the north' and this attachment persists through
their working life.

(2) Although they have slightly higher educational exposure
than southern migrants, northern blacks do not present evidence
that this educational advantage translates into economic advantage.
On the contrary, both income levels and labor force participation
of northern-born blacks are lower than first generation in-migrants.
'In the New York City metropolitan area thirty-two percent of black
men sixteen to sixty-four years old who were native to the area

were not in the labor force in 1970, compared with sixteen per-
cent of southern migrants who had lived in the area for five years
or more, and seventeen percent of more recent southern migrants.
These patterns apply to both men and women and are found in every
age-group'. This testimony supports Bennett Harrison's thesis that
the human capital theory of resource investment so central to
education and training programs is dysfunctional in the economics
of the black labor force. (Harrison's position is that this
dysfunction is a structural feature of a dual economy rather than
a symptom of malaise of an integral system.) Futhermore, the
evidence of southern white in-migration points to the inverse of
the pattern just sketched out for blacks; recent white migrants
from the south are more likely to be unemployed or under-employed
than northern-born whites.

(3) The evidence that northern-born, second and third
generation blacks are unable to translate educational opportunity
and environmental socialization into socic-economic productivity
may help explain why the income gap between blacks and whites has
closed little since 1960, with erratic fluctuations, whereas in
the period 1940-1960 the ratio closed steadily. Despite the rising
educational level of blacks, (1) 'data shows that at every age
group, at every educational level, and in every migration category
black men have lower incomes than white counterparts', and (2)
'at almost every age and educational level, the southern-born blacks
who have lived in the north for a few years have higher median in-
comes than their northern-born counterparts'.

Long suggests that 'in some ways birthplace in the urban north
has become for blacks the economic handicap that birth in the rural
south was often alleged to be.' The data suggests that increasing
the relative income position of blacks involves bringing more blacks
into the labor force and reducing unemployment. Rising educational
levels may have some impact but alone will not achieve income
equality.

Madaus, George F., Peter W. Airasian and
Thomas Kellaghan.
School Effectiveness: A Reassessmement of
the Evidence.
New York: McCraw-Hill Book Co., 1980

The authors suggest strategies for examing school effect-
iveness while concluding that the thrust of evaluation in the
sixties was unduly pessimistic about the role which schools
play in increasing achievement. They conclude that "what goes
on in school is clearly related to student achievement" and
that school systems generally have not been successful in pro-
viding poor children with academic skills. They suggest that
the society carefully consider what they ask schools to do be-
cause the schools can not succeed in the fae of unrealistic
expectations. The authors conclude that the state-of-the-art
in school effectiveness studies is not sufficiently developed.

Mazzarella, Jo Ann, <u>The Principal's Role as an Instructional Leader</u> (Burlingame, CA: Association of California School Administrators) Management Digest Series 1, No. 3, 1977

Mazzarella reviews the literature to determine what instructional leaders do and describes the role they play in improving schools. She discusses arguments for and agai: ∶ the active involvement of principals in establishing instruction and curriculum goals and cites barriers to be surmounted by principals who would be effective leaders. Barriers discussed include lack of professional preparation in curriculum and instructional management, lack of time when administrivia and discipline are taken care of, transferral of principal's perogatives to teachers during the collective bargaining process and complications created by citizen participation in schools. Mazzarella concludes that the principal can and should be the instructional leader in the school because the principal is the most important agent for change and educational improvement. She believes barriers to leadership can be removed by making schools autonomous units free of domination by superintendents and school boards, sharing power willingly with teachers, parents and students; and by training teachers in curricular design and organizational management. A bibliography is appended.

McCleary, Lloyd E. and Scott D. Thomson. <u>The Senior High School Principalship</u>, Vol. 3, The Summary.Report, Reston, Virginia: National Association of Secondary School Principals, 1979.

This report synthesizes three studies commissioned by the National Association of Secondary School Principals. The first report was a national survey of senior high school principals, the second was an in-depth look at 60 senior high school principals characterized as effective by a variety of nominators, and the third report is a synthesis of the results of the first two studies. The report presents the central findings of the three volume work, talks about non-public school principals and projects the principalship in the future. The significant findings from the study of effective principals were that personal and professional factors were enchantment to effectiveness, that situational factors enhanced effectiveness, effective principals as a group were "consistent in their inconsistency." Essentially effective principals related to all segments of their constituency, were consistent in using their personal style to get the job done and were clear that they needed the cooperation of all the segments in the school community.

Napier, Shirley.   "Two Major Problems Plague Urban
Education and its Administration"
ERIC   ED   177   239   1979

Napier suggests that the bureaucratic structure of schools
operates against effective delivery of services to minorities
and the poor. She cites Bennis' notion of a bureaucratic model.
That model "consists of a chain of command, a system of rules and
procedures for dealing with all contingencies: a division of
labor based specialization; promotion and selection based on
technological competence and impersonality in human relations.'
This model does not work because it tends to ignore individual and
group needs.

She suggests that methods for removing bureaucratic barriers
to effectiveness include: use of task forces; rotation of princi-
pal, supervisors, etc.; uniform systemwide policies which allow
differentiated procedures from building to building; use of
Teacher Corps interns; involvement of all effected parties in the
decision-making process; use of resources outside the school;
lessening of the number of decisions made by top management;
innovative scheduling; and criterion reference objectives.

She concludes that the bureaucratic model of organization is
used and designed to maintain the status quo and fails to deliver
quality education so that each child can realize his/her potential.
There is a need she says for, "commitment to changes in philos-
ophy, and decision-making structures, and planning strategies, and

approaches to training for work in urban settings and approaches
to program implementation.

National Diffusion Network. Education Programs That Work:
A Resource of Exemplary Programs Approved by the Joint
Dissemination Review Panel Department of Education,
San Francisco, California: Far West Laboratory for
Educational Research and Development, 1980, Seventh
Edition.

The Joint Dissemination Review Panel (JDRP) reviews two
hundred and twenty-nine programs which raise achievement for
various target populations. Chapters citing exemplary programs
are: adult education; alternative schools programs; bilingual/
migrant education; career/vocational education; early childhood/
parent readiness/parent involvement; environmental education/
science/social science; organizational arrangements/administration;
pre-service/in-service training; reading/language arts/ mathema-
tics; special education/learning/disabilities; special interests;
arts/communication/technology; special interests; gifted and
talented/health/human behavior/physical education.

Each project describes itself using JDRP's format which in-
cludes descriptions, target audience, project description,
evidence of effectiveness, implementation requires, cost, avail-
able services, and name of contact person.

Seventy-four exemplary projects in reading/language arts/
mathematics are described. Hartford, Connecticut's Intensive
Reading Instructional Teams raised mean total reading scores on
the California Achievement Test from 2.5 to 3.2 in ten weeks. In
1974-75 scores were raised from 2.6 to 3.7, a one year one month

gain in ten weeks at a cost of $470. per pupil. Sonora,

California's Learning to Read by Reading Program, for upper

elementary to adult learners, raised achievement on Gates-

MacGinite 2.2 years in twelve weeks. Some students who started

at 4.0 made four or five grade's gain in twelve weeks. Excluding

personnel costs, materials for the program cost approximately

$825.00.

Newby, Robert G., Wayne State University
"Quality Education for Black Children in "Segregated"
and Desegregated Settings"
ED 152 899
Prepared for the Coalition for the Education of Black
Children and Youth 1976 - 26p.

The author writing from a sociological perspective, supports
the position that the schooling of black people is an expression
of cultural imperialism.

In an attempt to counter the argument that the purpose of
education is individual fulfillment, Newby illustrates three con-
texts of unfulfillment for black life: (a) the rate of unemploy-
ment in Detroit where, in 1975, the city-wide unemployment rate was
23%, the inner city raté was double that, and the rate among black
youth was 60%; (b) the conditions of drug dealing and crime that
are ordinary in some inner city high schools; (c) the life circum-
stances of a Delta farmer whose share-cropper existence is funda-
mentally unchanged from 18th century conditions. Newby argues -
citing DuBois and Woodson - that the purpose of education for black
people must be to alter the conditions of oppression; because
within that oppression the objective of individual fulfillment is
inadequate.

Newby identifies as instruments of cultural imperialism the
Test - be it IQ, Achievement, or Personality, and the Reading
Teacher. He describes the function of these instruments as the
extension of rule and dependency upon black people. Briefly
describing the origins of IQ testing, he identifies its historical
development in the 1920's as a product of advocates of eugenics.

Their research into testing was supported by corporation funding.
Newby asserts that the corporate state sought means to legit-
imize itself, in this case, through the design of tests that
established and enforced an equation between socio-economic status
and intelligence. His position is consistent with theories of
institutions and authority in which it is held that one of the
exercises of possessors of power is the pursuit of legitimacy.
Indeed, legitimacy is one of the conditions of power, just as
illegitimacy is a condition of its absence. I do not think that,
by making this assertion, Newby means to attribute prescience or
omniscience to the corporate state with regards to the effective-
ness of implementation of the IQ testing system. However. this
implication is buried in the text and it is worth hearing.
Historical circumstances tend to neutralize its probability
because in that era, under the aegis of Plessy vs. Ferguson and
the Dred Scott decision, the corporate state did not have to
legitimize its power over black people since by definition they
had no legal rights that the white man was bound to respect.

Newby places the controversy over declining literacy levels
in America in perspective by citing the literacy campaigns -
staffed by untrained youth - of Cuba, China and the SNCC voter
registration drive. It is in this context that he designates the
role of the reading teacher as a political role, capable of acting
as a change agent or as a status quo agent. This view is congruent
with Freire's assessment of literacy as a condition of cultural
action for freedom. Parallel to the way in which IQ testing

reinforces an identification between socio-economic status and intelligence, Reading Achievement tests reinforce an identification between literacy and intelligence.

Thirdly, Newby argues that integration programs, as practiced, constitute a form of white supremacist policy in action, a subterfuge of social organization that functions to diminish black academic motivation, achievement and institutions. While acknowledging the decisive historical importance of the 1954 Brown Decision for initiating an era of legal citizenship rights for blacks Newby urges a qualitative vigilance. He believes that the purpose of education for black people must not be to share in the corruption of the mainstream, but to change the course of the stream. He advocates that concerned communities oppose testing in their school districts. While not explicit on this point, his statement implies an opposition to the three forms of testing - IQ, Achievement and Competency - on the logical ground that they represent current derivations of eugenics-derived social screening mechanisms. From that perspective, such tests - while serving as instruments of educational assessment - comprise legitimizing criteria for the class and race bias-structure that remains the organizing principle of the corporate state.

cf.   Kamin, Leon J.
      The Science and Politics of IQ
      Lawrence Erlbaum Associates, Publishers, Potomac,
      Maryland
      Distributed by the Halsted Press Division of John Wiley
      and Sons
      1974

      Karier, Clarence J.
      "The Objectives and Impact of Scientific Testing"

in The American Experience in Education
Barnard, John, and Burner, David (ed.)
New Viewpoints, a division of Franklin Watts, Inc.
New York, 1975

Nottingham, M.A. Principles for Principals.
Washington, D.C.: University Press of America,
1977

Nottingham writes about practical techniques for improving
skills. He believes that school reform success " . . . rests
heavily upon administrative skills and particularly those of
the principal." Nottingham joins the list of authors who be-
lieve it is the principal who determines whether and when change occurs
in schools. The principal, formerly a teacher or assistant princi-
pal, learns management skills on the job from within the system.
Nottingham attempts to examine the principal's role in light of
research on management theory. In explaining the role of the
principal in curriculum improvement and management Nottingham
notes that the principal need not be an expert in all areas of
curriculum because teachers are the curriculum experts, that
teachers and principals must work together to plan and improve
the curriculum and that the principal should have an overall
knowledge about how learning takes place and that the principal
needs a philosophy and theory of learning which provides the
framework against which he evaluates the curriculum. Nottingham's
philosophy of curriculum development says that teachers are not
"academically free, that students should be academically free",
that "democracy and curriculum development is not anarchy", that
good curriculum involves cooperation between all parties, that
goals and objectives are necessary for accountability and must be

part of curriculum development. He also believes that curriculum

planning should take into account individual learner differences.

Nottingham provides several hypothetical situations which the

reader must solve, includes teacher observation, rating scales,

and a substantial bibliography on teaching, learning, leadership

and management.

Ogbu, John. Minority Education and Caste: The
American System in Cross-Cultural Perspective.
New York: Academic Press, 1978

John Ogbu argues that the sub-standard educational achieve-
ment of black students is a social indicator consistent with the
sub-standard socio-economic roles that blacks occupy in the
United States. Arguing that education is a process of preparation
and socialization for adult roles, he finds that the education
process for black youth can never be a bridge to employment com-
mensurate with equal training of middle-class whites. This is
because the social hierarchy dispenses its rewards and penalties
according to racial identity. He calls this hierarchy a caste
system and identifies the black American as a caste-like minority
with pariah status. The caste status of racial groups he finds
is maintained at the economic and social level through the
mechanism of the job-ceiling. Through the job-ceiling, employ-
ment opportunities at the choice level of American society are
reserved for members of the ruling caste. The job-ceiling is
the level above which the caste-like minorities encounter in
severe selective discrimination.

Ogbu makes three fundamental points following on the assertion
of the caste system: (1) That the function of education in America
is to prepare youth for their role in society within the caste
system, so that logically enough whites receive preferential edu-
cational experiences just as they receive preferential post-edu-

cational opportunities; conversely, blacks receive negatively discriminatory educational experience just as they receive negatively discriminatory post-educational opportunities. Ogbu supports this position by historical surveys of the educational experience of blacks, in the South and in the North, since the Civil War; and by historical surveys of the occupational employment of blacks, North and South, over the same period.

(2) The second point he emphasizes is that, given the social reality of the job-ceiling, and its attendant socio-economic penalties, the preparation of black youth for adulthood is conditioned --·both at home and at school, by parents and by "educators" -- by the conscious and subliminal assumption that realistic socialization of black people requires both psychological, cognitive, and vocational preparation for second-class citizenship. This kind of socialization he finds enforced in today's classrooms by such devices as tracking systems, disciplinary methods, grading and testing, access to Standard English training, and by post-educational opportunities.

(3) Ogbu argues, from the historical and socio-economic evidence, that black school performance is a survival adaptation to the reality of lower social and economic opportunity for a caste-like minority.

Although Ogbu never directly makes this conclusion, it is consistent with his presentation to argue that there is no crisis in American educational practice today -- no crisis that is in-

consistent with or contradictory to the status quo distribution
of social, economic and political power. The American educational
system functions perfectly in accord with the economically skewed,
"caste-like" society which it serves and which serves it. Such
is the conclusion drawn from Ogbu's book. It is only from the
basis of commitment to reform and redistribution that criticism
may properly direct itself at the American education systems.
The value of Ogbu's book is precisely that by drawing out the
evidence and arguments for the function and performance of black
education, he locates the next stage of action and argument for
educational reform in the socio-economic macrostructure, which he
calls the caste system.

Ogbu forsees that only a dismantling of the barriers of
caste will undo what he calls the "academic retardation" of
blacks and other caste-like minorities: Puerto Ricans, Mexican-
Americans and Native Americans. Only the implementation of equal
opportunity in the post-educational environment will correct the
skewed pattern of educational performance in America.

As a policy suggestion to achieve the dismantling of the
caste system Ogbu sees the need for a national commitment to
that goal led by the initiative of the federal government. He
acknowledges that those members of the ruling caste who are
in a position to implement change and influence ideas are

those who profit most from the caste system and are therefore
those who have the most to lose from its deconstruction. It is
therefore unlikely that short of the combination of a national
crisis and extreme pressure for social change any systematic
restructuring can willfully occur. Ogbu states that no modern
castelike society has succeeded in abolishing its caste-structure.
It is not entirely clear what are his criteria for a 'modern
society' or whether he is making the assumption of peaceful
social change. Algeria, Vietnam, Cuba, and Mozambique might
qualify for some, as 'modern societies' that have removed the
caste structure, as might Russia and China also.

Ogbu provides rich documentation in support of his hypo-
thesis through historical, economic and sociological references.
Several chapters of the book pursue a cross-cultural comparison
of the status of castelike minorities in five societies: West
Indians in Britain, Maoris in New Zealand, Scheduled Castes in
India, the Burakus in Japan, and Oriental Jews in Israel. His
book is weakened occasionally by a tendency to denigrate the
positive aspects of the Black experience in America. A term
such as 'academic retardation' carries with it a deterministic
pejorative meaning that is unsuitable to the critical position
he takes. Similarly, the conclusions of his argument, when
stated as policy recommendations, call for a set of actions that
counsel integration and assimilation for minorities. As such,
they require what he requests - a paternalistic intervention by

the ruling caste to effect social change:

> "It seems likely that these [civil rights]
> initiatives, as well as pressures for pri-
> orities and preferential treatment as a
> compensation for generations of discrimi-
> natory exclusion, will have to increase be-
> fore the white power structure will design
> and implement a comprehensive policy for
> total elimination of the caste barriers
> and their supporting ideologies." (p. 367)

These are questionable recommendations to follow a stringent

analysis of the political economy of the American education system.

Ogbu never speaks in the terminology of political economy, perhaps

because his training is in anthropology, or perhaps for strategic

reasons. This in no way weakens his argument but perhaps deflects

his policy summation from its apparent parallels with analyses of

prior, and current, colonial formations. Appeals for social change

directed at the moral conscience of the society have culminated

at the present in the outspoken ethos advocated in the current

economic/social policy climate.

Parker, R.H. and W.C. Parker. I Ain't No Group, I'm Me.
(Gifted and Talented Educational Program Perspectives)
1977, 20 p., ED 171 866

Parker and Parker open their paper by establishing a re-
lationship between "compensatory education programs" and the
separate but equal concept. This observation of itself opens a
critical perspective on contemporary educational practices.

They continue: "We have reached the point where the edu-
cation of minorities must necessarily be an integral and ongoing
component of our educational systems. Educators must abandon the
premise of addressing the education of minorities within the
concept of an appendage or an after-thought."

The authors argue that minority cultures are "legitimate"
and that they are "different" and consequently, to be effective,
"curricula must account for and address the significant uniqueness
of these cultural, social and moral forces."

Although the paper is subtitled with reference to educational
programs for the gifted and talented, this issue does not surface
until the final two pages. The real substance of the paper lies
in its presentation of the differentiating qualities of black
culture within the American context -- qualities which provide a
standard for structuring relevant and dynamic curricular content.

Parker and Parker first criticize the prevailing models of
minority education for being vehicles of negativity towards black

and minority culture.' The Deficit Model assumes that a culture/
consciousness that is different is deficient in quality -- that
black lifestyle is a pathology which education should purge.
The Difference Model assumes a more humanistic perception of
the integrity of "other" cultures as distinct from the European
mode. However, it is unable to free itself of qualitative value
comparisons -- "better than/worse than", largely because it
maintains an "either/or" mutually exclusive model of cultural
contact. The authors argue that polyculturation is a real and
ongoing process for Black Americans, minority Americans and
culturally mobile Euro-Americans. The inability to acknowledge
or perceive the vitality and visability of the process is but
one more symptom of the "dehumanizing" limitations that the
Deficit/Difference models fix upon their hosts. Parker and Parker
define Polyculturation as "simultaneous enculturation into other
distinct cultures without sacrificing personal worth." They pre-
sent it as a positive alternative model to those previously de-
scribed.

The authors describe the differentiating qualities of Black
American culture by reference to four parameters: (1) Oral
Cultural Tradition, and the operative distinctions between oral
and 'lettered' cultures; (2) Time: Attitudes toward time derived
from oral and lettered traditions; (3) Language and Expressive
Language; (4) Cognitive Processes; concepts of the Self, the World

and Truth derived from the modes of oral traditions.

The authors assemble their concept of Black culture and apply it to the practice of educational assessment through standardized testing procedures. They conclude that the written nature of the test is of itself a significant cultural bias that presumes to evaluate the totality of a student's cognitive ability. The limitations of the testing instrument prevent an evaluation of the substantive communicative process of an orally-biased, body-centered, historically present, dynamically self-creating collective. They advocate the development of unobtrusive assessment mechanisms to "cross-validate" the written test results.

For teachers of black and minority-culture students they recommend a thorough evaluation of the limits and reference criteria of their own backgrounds, and an education in the modes of human behavior nourished by a culture that maintains the priorities of oral culture while negotiating a modus vivendi with a surrounding "lettered" tradition. The model of polyculturation, that is operative within the black American experience, recommends itself as a humanizing model for white Americans and for educational practice.

This paper was first presented to the Special Interest

Group: Urban Education AERA Annual Meeting, New York, April 6,

1977. In it Passow surveys the history of urban education issues,

programs and research projects, with national focus, from 1957

to 1977.

In looking at the twenty year period that began in the

immediate post-Sputnik Era, Passow finds that the analysis of

the source of school achievement problems has remained constant,

while a comprehensive program to combat that problem has not been

conceived or enacted. Rather, the problems of schools as changing

institutions in a changing society have magnified. Passow remarks

that in 1962 at the first of ten annual Work Conferences on Urban

Education at Teachers College, Columbia he observed that the school

alone could not make an impact on the nest of problems that came

to it as educational, sociological, psychological, economic,

political, health, welfare and housing issues. The relationship

between educational attainment and employment opportunity was

clearly emphasized as was the necessity of opening up equal oppor-

tunity to employment, housing and civic affairs. Without these

societal changes, the problems of schools resulting from demographic

changes, social forces and technological innovation would remain.

Consequently, twenty years later the problems appear larger.

Discouragement and reaction to fiscal policies that have apparently

brought little change toward equity has led educators and legis-

lators to question the value of education in the society and the

right to access to it. In the face of this situation, Passow

counsels a reaffirmed commitment to the value of education and

to the implementation of a concept of urban education which occurs

in and beyond the confines of the institution we call "school".

Pendergrass, R.A. and Wood, Diane
"Instructional Leadership and the Principal"
National Association of Secondary School Principals
Bulletin (NASSP)
March 1979 - p. 39-44

The article focuses on the role of the principal as instructional leader and advocates the use of a systematic approach to instructional design. Specifically, the authors describe the applications of one design model - Planned Instructional Emphasis (PIE). They state that PIE addresses five necessary components of an instructional system:

1. The academic and social needs of teachers;

2. The concerns of teachers;

3. Factors of organizational development;

4. Theories of learning;

5. Models, or techniques, of teaching.

The authors acknowledge two roles of the principal; institutional manager and instructional leader. This article addresses what they consider to be the neglected role. In concluding their remarks they cite three characteristics involved in effective leadership:

1. '...the pursuit of change. Without change as an essential focus or purpose there is no need for leadership.'

2. '...responsibility. Leaders assume responsibility above and beyond that of followers.'

3. 'Instructional leadership involves change that is uniquely instructional. Instructional leadership can be clearly distinguished from many other kinds of change.'

Phi Delta Kappa. Why Dc Some Urban Schools Succeed?
The Phi Delta Kappa Study of Exceptional Urban Elementary
Schools, Bloomington, Indiana: Phi Delta Kappa, 1980

A team of researchers compiled eight case studies of schools
that work and aggregated the results of hundreds of studies about
various parts of school effectiveness. The Kappan study calls
the schools exceptional.

The Kappan researchers found that factors associated with
effectiveness were:

> leadership
>
> teaching personnel
>
> finance: special project funding
>
> curriculum and instruction
>
> community resources

Porter, John W. "Redesigning the Role of Public
Education to Assure Equality, Equity and Excellence",
July 1979. ERIC ED 175 955.

Porter presented this article while State Superintendent of
Public Instruction in Michigan. He argues that America is in need
of a "New Social Contract;" that this contract is necessitated by
the existence of a "new Public;" that this New Public has come into
the existence during the last quarter century (1954-1979) under the
twin forces of the Black mobilization for social change and the
technological innovations that have redesigned the physical and
psychic environments - television, shopping centers, interstate
highways, computers. He perceives public schooling
as a critical institution that has not kept pace with technological
and social change. But because of its position in society, public
schooling should be a major component in the "New Social Contract,"
responsible to the New Public, functioning as an agent for Equality,
Equity and Excellence and thereby abandoning its role as an institu-
tion that Screens, Sorts and Selects.

Within the "New Social Contract" the public school - if it is
to survive, or if it should survive - must perform a new function.
The New Contract must link Education, Employment and Entitlement as
a reciprocal social condition between citizen and State over the
course of the personal life cycle. Economic incentive must be pro-
vided within the educational process, at the end of the educational

process - in the form of employment, and at the end of the employ-
ment process in the form of an Entitlement - a guaranteed income.

In sketching out his argument Porter advocates a Department
of Education, Employment and Entitlement; he mentions the necessity
of resource exchange between suburb and inner city; and he makes
five specific recommendations:

(1) "a national commitment by the President relating federal
aid to national standards

(2) a modification to the Income Tax Code allowing 750.00
tax credit for every elementary and secondary pupil performing at
an acceptable level

(3) a requirement by the federal government that the state
become the employer of last resort for all high school graduates
who perform at an acceptable level

(4) individual state/federal monetary incentives for second-
ary students in terms of their performance in the Life Role
Competencies

(5) specific fiscal classroom and school building entice-
ments to allow individual uniqueness to emerge beyond the bargain-
ing contract."

The cachet "acceptable level" offers a loophole for the
tradition of screening and selectivity to pass into the "New
Social Contract." Nevertheless Porter is making serious recommend-
ations for keeping poor children in school, for encouraging
individual and family effort toward excelling   in the schooling
process and for placing the public school as a participating agent

in the American economic dynamic, - the profit motive. He suggests
the possible function of enlightened, policy level decisions.

Porter's position could perhaps be summed up as follows:

The citizen is entitled to work.

The citizen is entitled to education - as the precondition
for work and employment.

The worker is entitled to a just remuneration.

The student, as a novice citizen, is entitled to remunera-
tion and to future employment security.

The citizen is entitled to life security subsequent to
employment.

Research for Better Schools, Inc. "A Planning Per-
spective and a Selected Bibliography for Research
and Education". Philadelphia, PA: November 1978.

This study outlines the research planning agenda for urban

education in the 1980's. It also focuses attention on the "Urban

Education studies" conducted by Chase beginning in 1977. Chase

examined date from 600 programs in 30 big city school districts

concerning four topics: action learning, basic skills, cultural

pluralism, and school/community interaction. A review of the

successful programs found that: innovative programs are being

generated in city schools in the midst of difficult conditions;

educators and board members are expecting more from students

formerly regarded as slow learners; partnerships with community

agencies and groups are helping bridge the gap between school and

community; significant changes in traditional and inappropriate

classroom experiences are caused by alternative and innovative

programs; general acceptance of the importance of the evaluation

at every stage of development is assigned along with creation of

conditions essential to success of magnet schools; federal inter-

vention programs have either "triggered or expedited a high pro-

portion of innovations which urban districts rate as unusually

successful"; program leadership, staff commitment and effective

implementation are crucial parts of program success; continuous

program evaluation, and staff development are essential for success;

most of the successful programs emphasize student choice and re-

sponsibility and use of resources outside of the school; many of
the successful programs can be made available to increase numbers
of students through systematic needs assessment, curriculum and
staff development and sta_f/community cooperation to achieve
equality and excellence. This report provides an extensive biblio-
graphy under the categories of general education, educating urban
youth, fiscal priorities and urban education, merging partnerships,
political and legal realities confronting urban education and
strategies in school management for urban school systems.

Robinson, Andrew. "Plans, Programs, Strategies for
the Future in the Education of Black Elementary and
Secondary Children". The Negro Educational Review,
Vol. xxvii, No. 1, p. 72-85, January 1976.

The title is inaccurate, but the article is substantial.
It presents no plans, programs or strategies and is not future
oriented. It does give a survey history of black education in
America that is a significantly selective capsule. Following the
history section, it offers a statistical description of the pre-
sent state of black education with particular notice to three
factors: (1) percentage of all-white/all-black schools;
(2) enrollment figures; and (3) "push-out/drop-out" population
of black students who are removed from the educational process.
(e.g. Cook County, Illinois, including the Chicago Public School
System, graduated 49,304 students in 1970-71; it reported 21,066
drop-outs.)

Robinson sees black education history in four periods:
(1) Slave education; (2) Freedman; (3) Negro Education, i.e.,
Plessy-Ferguson era; (4) 1954 -- Courts and Schools, 1964 --
Legislative and secutive branches and the schools.

He conside the statistical indicators as evidence of the
failure of desegregation efforts. (96.3% of white students attended
majority white schools; 28.4% attended 99-100% white schools:
60% of black students attended majority black schools; 25.1%
attended 99-100% black schools.)

A concluding list of eight entries focuses on the state
of black education from the perspective of socio-economic
factors seen through the lens of the status of desegregation:

(1) 6.8 million black students attend elementary and secondary
public schools;

(2) 800,000 black students attend all-black schools; over 3
million (or 45.2%) attend 80-100% minority schools:

(3) One-third of the 6.8 million students are in 20 cities;

(4) Of the 100 largest public school districts, 17 have
majority black enrollments; 8 are approaching majority black
status; others including New York City, Los Angeles and San
Francisco have white minority enrollments; one-third of the
districts have white student minorities;

(5) The Supreme Court ruling, in Richmond and Detroit
decisions, prohibits cross-district consolidation;

(6) Those schools that have desegregated exhibit "overt"
problems; discriminatory practices in hiring/firing black teachers;
"push-out" of black students by suspension and expulsion; closing
and downgrading of previously all-black schools;

(7) "The cities are becoming both Black and bankrupt",
their tax base is unable to adequately support public education;

(8) "The cities are densely populated with poorer people --
where there is the greatest need there are fewest resources."

Schiff, Martin, "Desegregation and Decentralization of the
New York City Public Schools: Legal and Administrative
Contradictions", Journal of Law and Education, July 1979,
vol. 8, no.3, pp.291-313

New York State wrote decentralization into law for New York

City schools in 1970 in response to black community demands of

community control. The Bundy (1967) and Peterson (1971)

Commission Reports - of the Ford Foundation and the Commission

on Urban Education, respectively - recommend virtually total

community control. 'Both reports while nominally in favor of

integration dismissed its practicality and argued instead for

community control as a means of increasing community political

participation, removing allegedly racist teachers, insuring

greater teacher accountability and thereby improving educational

achievement of minority children.' Administrative decentralization

rather than community control ensued.

The Decentralization Law put into effect a policy that defeats

the official policy of the New York City Board of Education as

stated in 1954; 'To devise, put into operation a plan which will

prevent the further development of (segregated) schools and would

integrate the existing ones as quickly as possible.' Hence, the

first legal contradiction according to Schiff is between the city

policy determined in 1954 and the state law of 1970.

Secondly, Schiff suggests that the Decentralization Law may

violate the equal protection clause of the 14th Amendment. The

law became 'the administrative and legal alternative to':

(1) 'interdistrict zoning between NYC and its suburbs';

(2) 'heavy expenditures for special education programs that would attract white middle class enrollment';

(3) 'massive and mandatory busing of elementary school children across NYC school zones';

(4) it was accompanied by the termination of the More Effective Schools Program which 'had the potential' of raising reading achievement scores of minority children to the norm.

Schmidt, Sarah. "Schools Can Make A Difference"
A review of <u>Fifteen Thousand Hours: Secondary
Schools and Their Effects on Children</u> by Michael
Rutter, Barbara Maughan, Peter Mortimore, Janet
Ouston with Alan Smith. (Harvard University Press,
Cambridge, MA, 1979) pp. 285. <u>American Educator</u>
Vol. 3, No. 4, Winter 1979. p. 13-16

This review gives an account of the research procedures
and the range of conclusions in the eight-year, London-based
research project into the ingredients of effectiveness in schools.

Schmidt reports that the Rutter team began with a review
of the literature on schools which included the negative
assessments of Coleman and Jencks. They observed a common
pattern of methodological deficiencies in the literature and
they formed their own research procedures upon this critique.
They observed that previous typical surveys: 1) used measures
of attainment that have little relationship to anything most
schools would attempt to teach; 2) that they examined a narrow
range of variables, excluding important considerations of
influence; 3) that they lacked information about the children
before they entered the schooling process so that the increment
of achievement effected by the school could never be determined,
furthermore, no longitudinal follow-up studies had ever been
done; 4) patterns of school life viewed as social organization
in the process of education were ignored. Rutter's group deter-
mined to study few schools but in great detail over a long period
of time.

They found that "differences in outcome between schools were systematically related to their characteristics as social institutions." Schmidt mentions several characteristics linked with success, among them: regular homework, display of children's work, group planning of curriculum by teachers, senior level decision making, significant amounts of class interaction rather than individualized attention. Out of context, however, these observations are misleading because Schmidt and Rutter et al. emphasize that the same teacher behaviors or organizational characteristics can produce different results in different schools. So that it is not the technique in isolation that shows significant outcomes, but rather the mix of practices throughout the school that create, in effect, a particular culture with a particular tone.

The review successfully conveys the thoroughness of the Rutter study and the positive thrust of its findings about the possibilities of formal schooling.

School Factors Influencing Reading Achievement:
A Case Study of Two Inner-City Schools. New York
State Office of Education Performance Review:
Albany, New York, March 1974. ERIC ED 089 211

Two New York City elementary schools, one high achieving,
and one low achieving, were studied to determine what school
factors influenced reading achievement. The schools were matched
according to median family income, percentage of families on
welfare, pupil ethnicity, percentage of pupils with second
language difficulties, percentage of pupils eligible for free
lunches, and pupil mobility. The study covered a two and a
half month period and combined observations of grades 2, 4
and 6 - (the beginning, midpoint, and culmination of the formal
reading program) - with interviews of selected school personnel:
district superintendent, district reading coordinator, bilingual
specialist, principal, assistant principal and teacher.

One of the first discoveries of the study team was the
universal criticism of the standardized tests that are required
of students by the State Education Department. (The Pupil
Evaluation Program Tests, and the Metropolitan Achievement
Tests) Both tests were considered invalid by school personnel
because of a cultural and linguistic bias detrimental to the
city children. Over and above this criticism, the reliability
of test results was questioned because schools follow different
policies for granting student exemptions, preparing students
for tests and administering the tests. The study team elected

to administer informal, textbook reading te.. -s using the Bank Street Informal Reader Placement Test, and the MacMillan Textbook Test. From these tests they ranked school 'A' as 40% at or above grade level, and school 'B' as 20%.

Comparison of the administrative, curricular, and instructional patterns of the schools yielded several significant findings.

1. <u>Teachers' personal reading patterns</u>

"The teachers interviewed reported an almost universal dislike for reading, other than newspapers and magazines. The teachers reported that they seldom read for the purpose of professional growth unless they were enrolled in graduate courses."

2. <u>Reading Curriculum and Instructional Methods</u>

The United Federation of Teachers (UFT) contract specifies that elementary school children will be homogenously grouped in classes according to scores on standardized reading tests in the city schools. (-for the significance of this union sanction of ability-grouping and track-planning, derived from the tradition of eugenical correlation between intelligence testing and class, see Clarence Karier.)

Within the mandated structure of homogeneous ability grouping the study team found no significant distinctions in approach between schools 'A' and 'B'. Typically, the teachers are active and dominant, the students passive and dependent and the

instructional approach makes no preparation for self-directed
learning activity.

3. Objectives of School Leaders

Principal 'A' described his major responsibility as "run-
ning a viable educational institution.'

Principal 'B' described his objective as "to stabilize
the school through strong management control."

4. Stability and Recruitment Practices

Principal 'A' has been twelve years on the job. Several
teachers on staff did their student teaching at 'A'.

Many para-professionals worked at school 'A' for over
four years. One, after completing the necessary college work,
was teaching at 'A'.

Staff members actively recruited new staff. The teaching
staff included a pair of sisters, a father and son, and a tea-
cher whose mother worked as school secretary.

Principal 'A' made stability a priority and embodied that
stability through example.

By contrast, the study team found a pattern of career
mobility at school 'B'.

5. Supervision

Principal 'A' employed a Theory Y approach to management,
achieving a coercion-free atmosphere through informal observa-
tion techniques that made his presence felt throughout the
building without an authoritarian command system. He delivered

teachers' paychecks to the classrooms; lunched daily with the teachers; delegated authority and responsibility to the assistant principals. The teachers at 'A' felt that they could rely on the administration for instructional support and assistance. They also felt that the administrative staff provided a secure buffer from both bureaucratic and community problems.

6. Community Relations

'A' was acknowledged as an open school with a welcoming policy toward parents. A room was set aside for parents' use; another room was used by a community high-school equivalency preparation program. 'A' encouraged active parent groups and a policy of home visits by teachers.

7. Union Contract

Principal 'A' described his staff as "very understanding" in explaining that many classes exceeded the mandated size. Teachers were known to waive their contract mandated rights to class assignments. Only one grievance procedure was initiated during principal 'A's twelve year service.

Principal 'B' took a legalistic stance that elicited legalistic staff response.

8. Initiation and Implementation of New Programs

The administrative team at 'A' had developed a school-wide reading program under the leadership of one of the assistant principals. They were able to describe policies on integrating compensatory and supplemental programs into regular

classroom work. For example, teachers at 'A' were required to stay with their classes during reading lab as in-service preparation.

The administration at 'B' had no such school wide program for dealing with the reading problem, nor for incorporating supplementary programs into the curriculum.

Conclusion

The study team concluded that differences in student performance between schools 'A' and 'B' were attributable to factors under the schools' control. The crucial area of difference was in administrative behavior, policies and practices.

Sizemore, Barbara
"Education: Is Accomodation Enough?"
The Journal of Negro Education - Summer 1975, pp. 233-246

Sizemore wrote this article while she was Superintendent of

Schools in Washington, D.C. It is an account of the obstacles

to institutional change in the D.C. school system encountered by

black change agents. She touches upon Toynbee's theory of social

change before describing the components of institutional structures

and the strategies of structural change in the specific context of

D.C.'s quasi-colonial status. The report reads like a tactical

briefing and orientation for black administrators committed to change.

Sizemore, Robert W. "A Comparison of the Perceptions
of the Characteristics of Teachers by Black and White
Secondary School Students in an Urban School District",
1979, 20p.
ERIC ED 174-729

This study addres es the difficulty that teachers and school
administrators often acknowledge in creating classroom environ-
ments conducive to learning at the junior high school age level.
School staff further maintain that interracial classroooms com-
pound the difficulty of the situation. The study took place in
an eastern Virginia city school system, under a court-ordered
busing plan. The investigators proceeded from the hypothesis
that teachers may fail with junior high school age and black
students because these groups perceive as important different
teacher-behaviors and characteristics than their senior high
school age and white counterparts.

The study proceeds from the assumption that impressions of
others are formed in terms of characteristics the perceiver feels
are important. If students have different needs, attitudes or
problems that are age-group or culture specific, than their per-
ceptions and evaluations of teachers will isolate different be-
haviors as important or unimportant. The investigators theorized
that behavioral attitudes of students and their ability to respond
to instructional techniques may depend in part on their perception
of the relevance of the teacher's behavioral and instructional

approach to their needs. As a policy hypothesis, the investigators reasoned that many problems in schools may derive from the paucity of efforts made to match instructional and behavioral characteristics of teachers with student perceptions of behavioral and instructional priority.

The sample consisted of 480 students equally divided between black and white ninth graders and black and white twelfth graders. The students were asked to select their three best and worst teachers over the last three years and to identify the characteristics that separated them. Each student identified 18 differentiating behaviors which s/he perceived as important. The 8,640 identified behaviors were then grouped into three general teacher behavior categories, following in the behavior catagories cited by D.G. Ryans in a 1960 study: warmth, organization and stimulation.

The study found that black students and ninth graders perceived warmth factors as important; white students and 12th graders more frequently perceived organization and stimulation factors as important. The study found no significant variance by sex. The 20 most frequently perceived behaviors were listed with significant variance by race or age associated with 18 of them.

Most significantly for policy organization in the schools under study, the investigators found that four out of the five top ranked behaviors were identified for all four groups of students.

These characteristics were:

1. The teacher's ability or willingness to adequately explain the material.

2. The ability of the teacher to present the material in an interesting way.

3. The teacher's willingness to "help students with the work" after it has been presented.

4. The teacher's caring attitude

An informal poll of teachers in the school district later revealed that none of them mentioned as important the characteristics which the students found most important.

The author recommends the method of the survey to school administrators for generating local data on student perceptions. Such data will make teachers aware of characteristics which students feel are important in the classroom. It will assist administrators in developing in-service staff training programs, and in matching perceived student needs with perceived teacher characteristics in classroom assignment and personnel hiring practices.

The twenty most perceived teacher characteristics were:

1. explains
2. helps with work
3. interesting
4. nice
5. cares
6. listens to students
7. understanding
8. controls class
9. fair
10. goes too fast
11. makes sure students understand
12. uses different teaching methods
13. tries to teach
14. yells
15. helpful
16. mood, temper
17. talks too much
18. not in room
19. prejudiced
20. too much work

Slavin, Robert E. "Cooperative Learning in Teams: State of the Art." Address presented at annual convention of the American Psychological Association, New York, 1979.

Slavin describes the basic features of cooperative learning and describes studies which use instructional methods for encouraging cooperative learning. Slavin's analysis shows statistically significant achievement effects as compared to control groups. Cooperative learning had stronger positive effects in low level skills such as computation, language mechanics and vocabulary. Positive effects were lower in social studies, math concepts and reading comprehension -- more complex skills.

Stickney, Benjamin D., Springfield College
"The Fading Out of Gains in 'Successful' Compensatory
Education Programs"
Urban Education, October 1977, Vol. xii, No.3

This paper is a report on the ongoing deficit in rate of
learning experienced by low-income children even when exposed to,
or participating in, compensatory education enrichment programs.
Stickney refers as his standard to a research project by T. Thomas
in 1975 (Educational Policy Research Center, Stanford Research
Institute, "Patterns in ESEA Title I Reading Achievement,") who
found that low-income children learn at an achievement rate of .7
months learning per month of instruction (.7:1) which is approx-
imately two-thirds the rate of middle-class children, 1:1.

Stickney reports that there is a paucity of information on
long-term longitudinal studies of children in compensatory educa-
tion programs. He found only three such documentations beyond
the pre-school level that had recorded achievement data for pupils
covering more than one academic year: the More Effective Schools
project (MES), NYC, begun in 1964; the Higher Horizons Program,
also in New York City, in operation from 1959-1965; and the Initial
Enrichment Program, begun in 1958 in the same city.' In each program
students exhibited an initial gain in rate of learning to a level
that equaled or exceeded the national norm, followed by a tapering
off of gain rate to a level insignificantly different from a control
group. These evaluations range from an eighteen month period to a
five year period of intervention programs.

Before stating his conclusion Stickney makes two important
points: (1) innovative compensatory education programs for the
disadvantaged are not producing results at variance from educa-
tional innovations across the board since "it has been known for
years in some educational circles that variation in curriculum
and methodology generally have little or no effect on the pupil
achievement of the advantaged population."
(Gage, N.L., ed., The Handbook of Research on Teaching, - Chicago,
Rand McNally 1963; Stephens, J.m., The Process of Schooling, -
N.Y., Holt, Rinehart and Winston 1967.) (2) Stickney observes
"that one of the few input variables in the entire field of educa-
tion that correlates rather consistently with greater pupil learn-
ing is the degree of structured schooling that disadvantaged pupils
receive." He reasons from this that a structured approach should
be more effective with low-income children because it attempts "to
teach some of the cognitive processes of the dominant culture in a
systematic way."

Stickney concludes, from the scant longitudinal data available,
that schools cannot function as "the great equalizer" and that in
order to reduce the environmentally determined inequalities of
achievement it is necessary to reduce the inequalities in the en-
vironment.

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St. John, Nancy. "Thirty-six Teachers: Their
Characteristics and Outcomes for Black and White
Pupils." American Education Research Journal,
Vol. 8, No. 4, Nov. 1971, pp. 635-648.

This paper is a study of the prediction, based on evidence
of social science research between 1954-1971, that in the desegre-
gated classroom, characteristics of the teacher will effect the
achievement, self-concept and interracial behavior of both mi-
nority and majority group pupils.

The St. John study found that the greatest correlation be-
tween teacher characteristics and reading comprehension gain for
black pupils derived from the factors of kindliness, adaptability,
and optimism. [The Coleman Report, on the other hand, found that
the best measure of teacher ability derived from a correlation be-
tween the verbal ability of teachers and the verbal ability of
pupils in the same school.]

The traits of kindliness, adaptability and optimism were
identified in the study as descriptions belonging to child-ori-
ented teachers. White children appeared to do best with task-
oriented teachers. The traits associated with task-orientation
were "stimulating," "fluent," "confident," "broad."

For black pupils, the "child-oriented" teacher contributed
significantly to improved conduct and attendance, reading growth
and belief in teacher approval.

The "task-oriented" teacher contributed positively to reading,
negatively to belief in teacher approval. The teacher rated as

"fair" by the classroom observers contributed to improved conduct and to a sense of environmental control.

Nancy St. John concluded that the evidence (a) supports the importance of the role of the teacher in the interracial classroom; (b) supports the proposition that the teacher is more important to the academic growth of the black child than the white child.

Based on the order of correlations by observers between subjective ratings and outcomes, she recommends that future studies of equality of educational opportunity should use the anthropologists' observational tools rather than depend on mere "objective" or quantifiable indices of teaching quality.

This is a positive paper on the economics of education in a large urban school system. The two economists utilize pupil-specific data in a disaggregated data base to examine the differential impact (by race, income and achievement level) of educational inputs on achievement gain. The authors matched a three-year personal educational history of 627 sixth-grade elementary school students in 103 Philadelphia schools with data on (a) school-wide resources of the school that each pupil attended, (b) the pupils estimated family income and (c) data on each pupils individual teachers. They conclude affirmatively that schools do make a difference, that specific controllable inputs can effect achievement gain, while other inputs sometimes thought to be significant in this respect were irrelevant.

(1) With respect to teacher training: The study found that teachers from higher rated colleges were associated with greater student learning rate, and that they particularly benefitted the learning rate of lower income students.

(2) With respect to teacher experience: Students whose third-grade scores were above grade-level benefitted from greater teacher experience, but for those whose scores were below grade-level teacher experience had an adverse effect. This below-grade

group worked better with newer teachers, a finding that may attest to the learning effects of enthusiasm and fresh starts.

(3) With respect to teacher examination: The authors found a 'perverse relationship between the National Teacher Exam Score and learning.' They recommend that such scores not be used as a measure of teacher potential in the hiring processes of school systems.

(4) With respect to school inputs: Class size was significant for achievement gain among the below-grade group (those scoring two or more years below grade level). Specifically, this group's performance level declined when class size exceeded 28 pupils.

School enrollment proved significant: Black students demonstrated beneficial effects on achievement growth from smaller schools.

Conversely (a) the physical plant of the school - playground space, age, condition - had no significant input on achievement (b) nor did the level of training experience, or range of post-graduate degrees of the principal, (c) nor did the level of teacher training beyond the B.A.. These three items are significant expenditure categories for school system budgets. The report suggests that they may not be significant inputs for achievement growth and hence do not warrant extra spending. The authors do point out that these school inputs may be of significance to school objectives other than the achievement objective on which they focused their study.

(5) With respect to peer group effects and racial balance: both black and non-black students exhibited greatest achievement rate growth in schools with a 40%-60% black enrollment;

a student body of low achievers has a negative effect on the learning rate of all students;

low-achieving students benefit positively from attendance with higher achieving students.

(6) Finally, one finding that puzzled the authors, but which seems consistent with Frantz Fanon's thesis; for students at or below grade level, a greater achievement growth rate was associated with more disruptive incidents.

The authors conclude that targeting which school inputs are specifically helpful to disadvantaged students is essential in an era when court rulings increasingly effect organization and policy.

Taylor, Estelle W.
"Survival or Surrender: Dilemma in Higher Education"
Crisis, Nov. 1975 - pp. 335-338

This discursive article touches on several aspects of the roles and responsibilities of teachers and administrators in con- veying knowledge to black students at the college level. Written at a time when black admissions levels were still increasing rapid- ly and preparation levels were dropping, Taylor questions the cul- pability of black educators in acquiescing to the societal momentum for credentializing black students without enforcing standards of excellence. She is particularly critical of advocates of Black English at the expense of Standard English training, and of black college administrators who hire from the pool of surplus white faculty candidates rather than the qualified black professional. Many of her statements are expressions of dilemma that do not seek resolution. For example, she voices the 'shared' opinion that integration has been destructive for many aspects of black life. The article derives largely from a meandering documentation of its initial question; "Is there a conspiracy to keep blacks poorly educated, under-educated, or just uneducated?"

U.S. Department of Health, Education and Welfare
Do Teachers Make a Difference? A Report on Recent
Research on Pupil Achievement. Washington, 1971.

This document, a collection of papers commissioned by the

U.S. Office of Education, served as a basis for discussions about

the impact of teachers on student achievement. In the preface,

Don Davies, Associate Commissioner for Educational Personnel

Development, noted that this set of papers pointed toward the

conclusion that teachers were "the single most important element

in the school -- more important that the quality of facilities,

the quantity of equipment and materials, or the level of financing."

In a major paper included in the report, Guthrie provides the

basis for Davies' conclusions.

His paper, "A Survey of School Effectiveness Studies,"

summarizes the arguments of 19 studies which on their face con-

tradict the view that schools can not overcome family background

limitations. He notes the three levels of criticism of the

Coleman, Jencks arguments. The statistical measures were in-

adequate, the handling of the statistical measures was inade-

quate, and the statistical techniques tuilized were inappropriate.

Guthrie provides an historical summary of school effects studies

starting with Mollenkopf and Melvilles's 1962 analysis of 100

schools on 34 variables and Guthrie's 1969 study of Michigan

data for the Equal Educational Opportunity Survey. Guthrie

summarizes the finding. He observes that the strongest findings

are those which relate to quality and quantity of professional
staff, especially teachers. Fifteen of the nineteen studies
noted teacher characteristics have a positive impact on pupil
performance. These positive characteristics were verbal ability,
experience; salary, years and type of education, highest degree
earned, job satisfaction and tenure status. Guthrie includes
an extensive bibliography and a "Summary Chart.of Effectiveness
Studies on School Service Components." The chart lists 19
authors, describes the population studied, type or name of test
used to measure achievement and the factors found positively
related to student achievement.

Do Teachers Make a Difference? include papers by Mood,
Levin, Mayeske, Michelson, Gagne, Coleman and Hanushek.

Venezsky, Richard L. and Linda F. Winfield.
Schools That Succeed Beyond Expectations in Teaching.
Studies in Education. Technical Report No. 1.
Delaware University, Newark, August 1979.

The authors recognize two types of leadership styles
characteristic of inner-city schools. One approach focuses on
human relationship and excludes emphasis on skill achievement.
The other approach is achievement oriented. They conclude that
reading scores can be raised if principals are given better in-
service training. They suggest the use of principal evaluation
instruments which assess curricular leadership skills:

Two schools in an Atlantic coastal city were observed.
School A was 94.5% minority and School B was 88.5% minority.
Starting in 1971 the average grade level in reading was one year
below the national norms. From 1971 scores in School A began to
climb and rose above national norms. By the end of 1978, 60% of
the students at School A read above grade level. Analysis of
data from School A showed that no particular group of students
was singled out for resource concentration during the process of
raising achievement. Achievement scores for mathematics, language
arts, and social studies were good. The curriculum in School A
was broad.

School B improved only slightly between 1971-78 and averaged
about eight-tenths of a grade level below national averages.

The authors examined the differences between these two
schools serving similar populations in the same city. Con-
clusions based on interviews, observation, analysis of school
records, memos and documents helped Venezsky and Winfield's
hypothesis that schools that succeed beyond expectation have:

    strong, building-wide curricular leadership;
            usually from the principal
            "obviously achievement oriented"

    adaptable and consistent instruction;
            student assessment
            coordination of personnel
            at building level

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Walberg, Herbert J. and Rasher, Sue Pinzur
"Public School Effectiveness and Equality:
New Evidence and Its Implications"
Phi Delta Kappan
September 1974, p. 3-9

This study is of far greater importance than its brevity
suggests. Walberg and Rasher question the data base of the
Coleman Report in terms of sampling, measurement and analysis
problems. In particular, they note that most of the large cities
refused to cooperate in the survey, and more than 30% of the
students in some regions failed to respond to certain question-
naire forms.

The Coleman Report of 1966 was interpreted to support the
views that a student's test achievement scores were: (1)
strongly related to prior test scores, even when obtained early
in childhood; (2) moderately related to the social class compo-
sition of the student body; (3) unrelated to educational inputs
such as expenditures per student and pupil/teacher ratio when
the first two factors are taken into account.

The Coleman Report adopted and broadened by subsequent
literature (the Moynihan/Mosteller document of 1972, the Jencks
study of 1972), became the standard rationale for educational
policy and ideology. Walberg suggests that such policy derives
from an inadequate data base. He conducted a survey based on
Selective Service test score results correlated with census data,
social indicators and educational resource measures in the 50

states.. He made the following conclusions.

1. 'Higher levels of educational expenditures and smaller pupil/teacher ratios in the public schools are related to lower rates of mental test failure in the selective service tests.' Walberg states that the implication drawn from the CR that variations in educational inputs are not significant for. test performance and equality of opportunity is 'scientifically and socially unsound.'

2. 'The higher the percentage of age-eligible children enrolled in public schools the lower the rates of test failure in the state as a whole.'

Walberg and Rasher conclude that achievement gain and equality of opportunity may best be promoted by raising and equalizing public school expenditures. By doing so they place issues of school finance reform at the center of 'achievement' and 'equality' policy concerns:

See also:

>   Kopan, Andrew J.
>   Walberg, Herbert J. (eds.)
>   Rethinking Educational Equality
>
>   Berkeley: McCutchan, 1974
>
>   Walbert, Herbert J. (ed.)
>   Evaluating Educational Performance: A Source
>   Book of Instruments, Procedures and Examples
>
>   Berkeley: McCutchan, 1974

This article reflects on the managerial effectiveness of
the principal in both improving and obstructing the instructional
performance of teachers. The role of the principal is crucial
both in terms of leadership influence and in terms of public
accountability for school performance.

Washington suggests that the positive influence of the
principal is best cultivated through the exercise of positive
attitudes - confidence in the ability, maturity and judgement
of the teaching staff. Washington refers to this motivational
method as the 'Pygmalion Effect,' 'The Self-fulfilling Prophecy.'
He relates it to the managerial behavior technique, Theory Y, as
described by McGregor [The Human Side of Enterprise, D. McGregor,
1960, McGraw-Hill]. McGregor contrasted the Theory Y assumption -
a positive non-coercive influence on personnel - with the
traditionally authoritarian exercise of managerial power -
designated as Theory X. Washington recommends the exposure of
principals to Theory Y methods both because of its motivational
effectiveness and because of evidence that the principal has the
most influence on change in pupil performance. [Keeler and
Andrews, 1963, "The Leader Behavior of Principals, Staff Morale,
and Productivity," Alberta Journal of Educational Research
9:179-191]. .

Washington urges the development of principals who are able
to work with teachers in ways that foster growth and productivity
who, at the same time, are conscious to avoid the exercise of
authority with complete detachment from interpersonal communi-
cation and caring.

Weber, George. Inner City Children Can Be Taught to Read: Four Successful Programs. Council for Basic Education, Occasional Papers, Number 18, 1971

Weber identified and studied the programs at four schools that had demonstrated success in raising the reading ability of their students. He argues from his study that these exceptions to the pattern of reading failure indicate that all children can read successfully, and that reading failure is the fault of the schools, not of the student.

The successful programs were not sudden successes, but rather required from three to nine years to set in place. Factors identified with success were:

(1) strong leadership

(2) high expectations

(3) good atmosphere

(4) strong emphasis on reading

(5) additional reading personnel

(6) use of phonics

(7) individualization

(8) careful evaluation of student progress

Factors found non-essential:

(1) small class size

(2) achievement grouping

(3) high quality of teaching

(4) school personnel of the same ethnic background

as the pupil

(5) pre-school education

(6) outstanding physical facilities

The successful schools were:

(1) P.S. 11, Manhattan
320 W. 21st Street
New York, New York 10011
Murray Goldberg, Principal

(2) John H. Finley School (P.S. 129), Manhattan
425 W. 130th Street
New York, New York 10027
Martha Froelich, Principal

(3) Woodland School.
711 Woodland Avenue
Kansas City, Missouri 64106
Don Joslin, Principal

(4) Ann Street School
126 East Bloom Street
Los Angeles, California 90012
Joyce D. Zikas, Principal

Wells, Stuart and others. The Impact of Varying
Levels of Computer-Assisted Instruction (CAI) on
the Academic Performance of Disadvantaged Students.
Research Bulletin Report # ETS RB - 72-20. Edu-
cational Testing Service, Princeton, N.J., June 1974.

Computer-Assisted Instruction was made available to 446
fifth and sixth grade students scoring below norm in mathematics
on the California Test of Basic Skills (CTBS). The researchers
determined that 100 5-10 minute CAI sessions, daily or weekly,
over the course of a school year could raise a student's grade
placement in mathematics by .3 years over what it would have
gained otherwise. The writers recommend CAI for its cost
efficiency. At the rate of $25 to $75 per student for 100
sessions, CAI is considerably less expensive than most alter-
natives to compensatory education.

White, Bayla and others
The Atlanta Project: How One Large School System
Responded to Performance Information. March 1974
145 p. ERIC ED 088 195
available from: The Urban Institute, 2100 M Street,
N.W., Washington, D.C. 20037, order number URI-62000

In the 1972-73 school year the Urban Institute of Washington,
D.C. developed and implemented a program in the Atlanta school
system to inform through a simple system of color-coded charts,
the centralized administrative structure of the academic per-
formance at the classroom level. Red signals denoted levels
of relatively low performance, blue signals denoted levels of
high performance. It was theorized that a readily available
system for performance evaluation would improve the ability of
the bureaucracy to target problem areas, to allocate supple-
mentary programs, and to plan for a system-wide level of excel-
lence.

The researchers had determined that decisions concerning
the operations of schools which are made higher up in the ad-
ministrative structure are generally made without information
regarding performance, variation and progression at the class-
room level.

The Urban Institute found in Atlanta, that with the system
of signal charts in place, no significant change occured in
(a) the decision-making process of the system, (b) in the de-
cisions made by local school officials, nor (c) in school per-

formance. They concluded that the managerial structure of the
system did not include well-defined mechanisms that could be
utilized by staff or line units to respond to relative perfor-
mance information.

It should be recognized that the time-element f the study
is significant. It would be surprising indeed if a metropolitan
bureaucracy could initiate, incorporate, apply and evaluate a
policy innovation in the course of one school year. A follow-
up study on the system's adjustment to its initial use of charts
would be useful.

Williams and Ladd, professors at Trinity University and the University of Texas, Arlington, argue that the faith Black Americans have placed in education has not paid off with the social and monetary rewards expected. They argue that faith and effort should be placed in the struggle with other institutions. The focus on education as the road to equality and economic freedom has diverted Black Americans from more fruitful endeavors such as self-education in order to use native ability to improve the status of the race as a whole. The authors cite self-educated men such as Fredrick Douglass, Malcom X, Richard Wright, George Jackson, Eldridge Cleaver and Dick Gregory to support their notion that the focus on formal schooling may obscure the discovery of objective truth by suppressing curiosity and the ability to question. Martin Luther King, while credentialed, learned his objective reality in an all-black institution, the church, in the repressive south.

The authors, while citing studies which conclude that blacks receive little economic benefit from schooling, conclude that, "Education must work to equalize the Black community vis-a-vis the white community." This statement expresses faith in the leveling power of schooling.

Wood, Robert. "The Disassembling of American Education"
in End of Consensus: Daedalus Journal of the American
Academy of Arts and Sciences

Wood believes that competing social forces have led to the
withdrawal of legitimacy from public schools. Once the society
began to question institutions such as church, government and
family, the schools became extremely vulnerable to complications
caused by the loss of faith in what he calls "the concept of
national character."

When the faith in the mission of education declined, the
society then began to give the schools new missions. Wood does
not note that since the founding of public schooling with the
old Deluder Satan Act of 1607, the schools have been variously
called upon to fool the devil and provide good moral character,
convince the citizenry of the efficacy of democracy and capital-
ism, Americanize immigrants, and insure upward mobility. Schools
have always had many and varied missions.

Wood believes that various interest groups use the schools
for their own political aims and the fostering of "atomistic"
and idiosyncratic demands. The key issues around which battle
lines have been drawn, according to Wood, are race and ethnicity,
acceptance of new types of students, bilingual and handicapped
students, responsibility for schools to concern themselves with
"career futures" and economic goals of graduates, and the use of
education institutions as training grounds for political ambition.

Wood suggests that schools, unable to cope quickly with competing social forces, "must think in terms of institutional resurgence, a recognition of common purpose rather than disciplinary ambition . . ."

Wright, Stephan J.
"Education: Meeting the Expectations of Black Families:
A Right Yet to Be Secured"
presented to the National Urban League's Conference on
the Black Family
Nov. 1977
ED 147 433

The author urges that equal educational opportunity be the

focus of education activism: it is the right of black citizens to

be present in proportion to their population ratio in all areas of

education, housing, and employment. Figures from unemployment

statistics, higher education enrollment and prison population

charts attest to the distance between this right and the present

allocation 60% black youth unemployment; less than 3% of the

nation's Phd's, less than 2% of the engineers, less than 4% of

the lawyers, less than 2% of the MBA's, less than 5% of the

physicians.

Wright targets five areas in education practice that require

redress by blacks: (1) the achievement gap -- which he calls

"retardation" -- on standardized tests that begins in the third

grade and reaches a 3-4 grade deficit by grade twelve; (2) the

drop-out rate that is two to three times the national average;

(3) proportionately small matriculation rates in higher education,

and a high attrition rate; (4) disproportionately high enrollment

rates at two-year colleges -- (is this a problem?); (5) dispro-

portionately low attendance at graduate and professional schools.

Wright does not delineate a plan or strategy. He calls for

Black political involvement in the voting process, citing

New York City's 25% black population of which only one-third participates in the election process, severely weakening the power of the vote, the integrity of voting districts and the opportunities for black legislators.

A significant contribution of this paper is its inclusion of the five basic life activities of Black people as described by St. Clair Drake and Horace Cayton in Black Metropolis:

                    staying alive
                    getting ahead
                    having fun
                    praising God
                    advancing the race

Yee, Albert H.
"What Should Modern Urban Society Expect of Teacher
Education?"
Education and Urban Society, May 1970 - pp. 277-294

This paper speaks to the need for upgrading the training,
selection and status of the teaching profession. Yee finds the
preparation for a professional role inadequate by comparison with
other professions, and inadequate with respect to the level of
technology and specialized knowledge in the society. The situa-
tion also requires incentives to attract highly qualified candi-
dates to the teaching career. Unfortunately the paper is largely
undocumented, without empirical or argumentative force.