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Descriptive Inventory of Resources for the Ecology of Mental Health and Work With the Disadvantaged

AT UNIVERSITY OF ILLINOIS
Champaign-Urbana

Compiled and edited by
MAYNARD BRIGHFORD

July, 1967

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Introduction

In 1965, a faculty-student group discussing problems in Mississippi and Champaign-Urbana at the University YMCA noted the lack of a list of the University of Illinois' resources and projects to benefit the disadvantaged. Profs. Dimitri Shimkin and Maynard Brichford sought to remedy this lack by exploratory work in the spring of 1966 and through initial faculty contacts by research assistants Miss Catherine Salemi and Mr. Dominic Candeloro in the summer and fall of 1966. These activities quickly converged with strong interests of the director and staff of the Illinois Department of Mental Health in the ecological approach to mental health and information on university resources. In January 1967, a Department grant to the Center for Human Ecology provided funds to complete an inventory of university resources and projects as part of the program development for research and training in the ecology of mental health. As a permanent central depository of university documentary material, the University Archives had the experience to complete a systematic listing of personnel, facilities and activities available for consultative purposes.

A descriptive inventory compiled in five months has many limitations. Some projects have been overlooked. Others may have been imperfectly understood. We have attempted to obtain sufficient information, standardize the format, achieve reasonable uniformity and intelligibility in the narrative descriptions, check for accuracy with our informants, provide suitable indexes and print the results. It is important that many people know now what the University is doing in these areas.

In a technological society, universities sometimes reflect their environment by overpublicizing the search for new knowledge and inventions. New programs, new mechanical devices and new specialists are given priority. This emphasis can become so heavy as to support a suspicion that the search is more of a flight from failure than the pursuit of excellence. Broad areas in the social sciences and the humanities have been islands of ignorance bypassed in our haste to secure material comforts and protect a political or economic position. The past decade has brought increased recognition that our social structure has exciting research and service frontiers in areas that have been studied for centuries. The challenges of education, mental health and the culturally disadvantaged are as old as mankind.

roduction

purpose of this study is to identify useful and available projects and resources on the Champaign-Urbana campus in the areas of mental health and related fields. This is a systematic inventory of personnel, facilities and activities relevant to research, training and service. A particular focus is on university resources and public and voluntary agencies working with the disadvantaged. We have attempted to bring together brief and informative descriptions of a wide range of university activities in areas of major public and social concern. Though the 130 project/resource descriptions have not covered all research in these areas, the perceptive reader may find much information in the descriptions, indexes and bibliographies. Some research efforts may overlap other projects or represent a different approach to a common problem. We have included many projects relating to education, employment, training and health, as these areas have been the base of many mental health studies and programs to aid the disadvantaged. The major areas covered include work in the Colleges of Education and Law; departments of sociology, psychology, anthropology, urban planning, cultural economics and home economics; Center for Human Ecology; Small Homes Council; School of Social Work and administrative offices. The inventory provides a cross-section of research in one major university.

Increased public and government awareness and support for research in the social sciences have created a need for a comprehensive source of information on research projects and university resources. Extensive research in mental health and human ecology research at the University of Illinois is of recent origin and has not been well documented. As a large and research-oriented institution, the University has much activity and many skills that deserve notice. Federal and state officials, professional workers in local public and voluntary agencies, university administrators and faculty members should find the inventory a convenient source of information. The need for an inventory has become apparent as many projects are begun and completed without the knowledge of collateral work by other researchers. As this is the first attempt to list university activities in these areas, we hope omissions and inaccuracies will be corrected in future revisions.

Introduction

With the increased concern for human resources and more support for projects related to mental health and the disadvantaged, many publications are appearing. General literature is listed in the bimonthly Poverty and Human Resources Abstracts published at the University of Michigan since 1966. At the federal level, the university has published A Guide to Federal Programs for Illinois Communities by Scott Keyes (University of Illinois Bureau of Community Planning and Department of Agricultural Economics, Urbana, 1967, 220 pp.). Catalog listings of published documentation on the disadvantaged may be obtained from the Educational Research Information Center of the U.S. Department of Health, Education and Welfare. The Economic Research Service of the U.S. Department of Agriculture has published "Research on Poverty", a 197-page survey of research outside the federal government and the land grant colleges and universities. At the state level, projects are included in the State of Illinois Catalog of Programs for Individual and Community Development produced by the Department of Business and Economic Development (Springfield, 1967, 442 pp.). Since 1957, the University of Illinois has published an admirable Summary of Engineering Research which includes brief narrative descriptions of research projects in each department of the College of Engineering. Similar publications for the life sciences and social sciences have been lacking. A notable exception is the Bureau of Educational Research's "Abstracts of Current Research Projects Related to Education, University of Illinois, 1966-67" compiled and edited by Fred D. Carver and Byron M. Shinn, Jr. The University Archives has compiled a list of doctoral dissertations and masters theses in these fields written at the University of Illinois.

An inventory of the university's research projects and resources bearing upon mental health and the disadvantaged should indicate the scope of university activities in important areas. It may also suggest gaps, unevenness or contrasts in the university programs and raise questions, e.g.

- 1 - What areas of professional training, research and service are most useful to mental health programs and workers with the disadvantaged?

roduction

- 2 - How can the strengths and results of research and service activities described in this inventory be communicated to federal, state and local citizens and officials?
- 3 - What are the consequences of waiting until a governmental agency or pressure group demands or finances research in social problems?
- 4 - Is the university's research effort in the social sciences organized and coordinated to realize maximum returns or does it consist of fragmented attacks on isolated problems?

list of acknowledgments will be incomplete, but following individuals should be mentioned: Demitri Shimkin and Dr. Frederick Sargent III (Center for Human Ecology), William K. Williams (President's Office), Edward Nestingen (University of Illinois), Dr. Robert Eubanks (Civil Engineering) and J. Don Boney (Educational Psychology). The University of Illinois Department of Mental Health and the University of Chicago have provided funds and facilities. The active cooperation of administrators and faculty in supplying information and advice has enabled us to complete the project within our time schedule. Rose Johnnigk and Miss Catharine Wallace did most of the interview work and Mrs. Deloris Jones and Mrs. Susan Traub did the typing. Their enthusiasm and perseverance have provided this initial picture of a vital aspect of the University's focus on the future.

ard Brichford
University Archivist

Foreward

Entries

It was necessary to standardize entries to secure uniform descriptions and to facilitate reference and indexing. The headings we have used are:

NUMBER

Project/resource numbers are based on numbers assigned to University organizational units by the University Archives. The numbers in 8/4-1 indicate "8" - College of Agriculture, "4" - Department of Agricultural Economics and "1" - the first project listed for that department. University publications, records and manuscript collections in the University Archives are numbered in a similar system.

PROJECT/RESOURCE

A term designed to cover both formal research projects supported by special funds and supervised by a principal investigator and the university office, department or committee which is a continuing resource or the individual who has a special research interest in a relevant area.

DIRECTOR

The person in charge of the project or the chief officer of the unit listed as a resource.

ASSOCIATES & ASSISTANTS

Principal staff members.

DATES

Actual or anticipated beginning and terminal dates of research projects or dates when a resource became available.

SUPPORT

Sources of financial support.

OBJECTIVES

Goals or purposes of the research or resource unit.

METHODS

Means used to form and test hypotheses, obtain data and measure factors.

eward (continued)

CONCLUSIONS & PUBLICATIONS

Results of the project and publications in which they appear. If they are not yet known, a statement on the estimated date and form of their availability or publication is included.

Titles and Degrees

the interests of brevity and accuracy, titles such as Dr., Prof., Mr., Mrs. and Miss and academic degrees have been omitted.

Indexes

The name index is a simple alphabetical list of the names of individuals listed as project/resource directors, associates and assistants. The support index includes university sources of support. The project/resource index groups indexed terms by project number in an associative system to reflect relationships between subject headings covered by a single project/resource. The subject index is an alphabetical listing of subjects selected from the descriptions of research projects or resource competencies. Time has not been allotted indexing to conform with more sophisticated classification systems such as Behavioral Science Indexing for the National Library of Medicine.

PRESIDENT'S OFFICE

2/12-1

PROJECT/RESOURCE

Human Relations and Equal Opportunity

DIRECTOR

William K. Williams
Staff Associate
President's Office
447 Administration Building
333-1345

ASSOCIATES & ASSISTANTS

Human Relations and Equal Opportunity
Committees on three campuses
Jacob Jennings, staff assistant for
Chicago, Services Building,
Chicago Circle Campus

DATES

1965-

SUPPORT

University appropriation

OBJECTIVES

To coordinate and lead University human relations efforts by serving as a consultant to University personnel and working on intergroup relations within the University.

METHODS

Mr. Williams (1) represents the Office of the President in discussions with University employees, individuals and groups regarding nonacademic employment; (2) analyzes reports of alleged violations of the merit principle in preemployment or promotion, assignment, selection or working conditions and seeks ways and means of improving procedures in these areas; (3) maintains contact with the administration of policies relating to student affairs, admissions and housing; (4) provides liaison with student and community groups and facilitates research projects; and (5) serves as a consultant to University officers and departments in the area of human relations.

CONCLUSIONS &
RECOMMENDATIONS

In 1964-65 an inventory of faculty research in the field of human relations was prepared. Additions were made in 1965-66.

In 1965-66 students and university employees were asked to supply racial and ethnic information to ensure accurate reports to the Federal Government and to assess minority group distribution within the University.

Mr. Williams helped plan and conduct conferences and institutes concerning problems in human relations. He served as liaison between student and community groups and the University.

FACULTY SENATE

4/6-1

PROJECT/
RESOURCE

X
University Committee on Human Relations
and Equal Opportunity

DIRECTOR

X
Martin Wagner, Chairman
Director, Institute of Labor and
Industrial Relations
249 L. I. R. Bldg.

ASSOCIATES &
ASSISTANTS

Harry S. Brody, Philosophy of Education
Fred D. Fiedler, Psychology
Mark P. Hale, Director, Jane Addams
Graduate School of Social Work
William J. Hall, Civil Engineering
Harry M. Johnson, Sociology
Theodore Peterson, Dean, College of
Journalism and Communications
Eugene F. Scoles, Law
Miriam A. Sheldon, Dean of Women
Joseph H. Smith, Assistant to Director
of Admissions and Records
Herbert L. Sterrett, University Press
Victor J. Stone, Law

Student Members

DATES

1963-

SUPPORT

University appropriation

OBJECTIVE

To suggest and encourage ways of realizing the University's goal of equal opportunity in all of its undertakings--teaching, research, service and their supporting activities.

METHODS

The committee encourages and sponsors conferences, pilot programs and research projects. It keeps abreast of activities and developments at other campuses in providing equal opportunities in higher education. The Committee hopes its

student members will provide a liaison with student groups concerned with human relations and equal opportunity.

Committee members represent the committee or the University when called upon by the President or Provost in matters relating to human relations and equal opportunity. Some committee members serve on the Committees on Human Relations and Equal Opportunity at the Chicago Circle campus and the Medical Center campus. Overlapping membership provides for a sharing of insights, information and teaching ideas.

CONCLUSIONS &
PUBLICATIONS

Recommendations are made to the President's Office and the faculty Senate on means to ensure equality of opportunity in the undertakings of the University.

GRADUATE COLLEGE - CHILDREN'S RESEARCH CENTER

5/12-1

PROJECT
RESOURCE

Children's Research Center

DIRECTOR

Herbert C. Quay, Psychology
Research Director
333-4123

ASSOCIATES &
ASSISTANTS

Senior Staff:
Marjorie M. McQueen
Research Social Worker

Robert L. Sprague
Research Psychologist

John Werry
Research Child Psychiatrist
Department of Psychology

DATES

1963 -

SUPPORT

National Institute of Mental Health

OBJECTIVES

The Children's Research Center is an interdisciplinary center established for research on emotionally and intellectually handicapped children.

METHODS

The Center uses its grant to support individual research projects and associated investigators in participating departments.

CONCLUSIONS &
PUBLICATIONS

The findings of individual research projects appear in books, articles, and monographs.

JECT/
OURCE Relationship of Personality Factors in
Delinquents to Response to Treatment

ECTOR Herbert C. Quay, Psychology
Research Director
Children's Research Center
333-4123

ES September 1, 1964 - August 31, 1968

PORT National Institute of Mental Health

ECTIVE To assess the degree to which the
following four objectively measured
personality dimensions related to
juvenile delinquency are predictive of
institutional and post-institutional
adjustment:

- "unsocialized - psychopathic"
- "disturbed - neurotic"
- "socialized - subcultural"
- "inadequate - immature"

ETHODS Predictive Measures

300 boys at the National Training School
for Boys in Washington, D.C.,
representing consecutive admissions are
given a self-report inventory which
discriminates between delinquents and
normals. Subsets measure psychopathic
or unsocialized personality character-
istics, neurotic or emotionally disturbed
dimensions and attitudes and opinions
associated with subcultural delinquency.

Data of Institutional and Post-
Institutional Adjustment

The boys are given direct ratings of

behavior by college personnel and
academic teachers.

The case history material is analyzed
by means of a check list containing 36
statements descriptive of delinquency
related behavior.

Additional demographic and psychological
data is obtained from institutional
administration such as age, race,
commitment offense, urban-rural residence
and intelligence test data.

The staff collects measures of adjustment
such as misconduct reports, penalties,
commendation reports, type of release,
escape or attempted escape reports,
cottage officers' reports, academic and
vocational grades.

Avoidance of further legal entanglement
and parole reports are the criteria used
to measure post-institutional adjustment.

The predictive measures are correlated
with the data of institutional and post-
institutional adjustment.

CONCLUSIONS &
PUBLICATIONS

A monograph will be written.

JECT/
OURCE Education of Behaviorally Disordered
Children in the Public School Setting

ECTOR Herbert C. Quay, Psychology
Research Director
Children's Research Center
1007 W. Nevada
333-4123

OCIATES &
ISTARTS Lawrence K. Brendtro
Special Education and Institute for
Research on Exceptional Children

Marjorie M. McQueen, Research Social
Worker
Children's Research Center

Robert L. Sprague, Research Psychologist
Children's Research Center

John S. Werry, Research Child Psychiatrist
Children's Research Center

ES September 1965 - May 31, 1970

PORT Department of Health, Education and
Welfare--Education Division

ECTIVE There is increasing recognition that
the mental health manpower situation
requires that the public schools play
a greater part in efforts to help
disturbed children. Yet there is
little empirical evidence relative to
the most efficient method of operation
of the special class.

The purpose of this project is to
develop effective and economical
methods of correcting behavioral
problems and academic deficiencies
of emotionally disturbed children in
a special class setting.

METHODS

Two classes for children with aggressive
behavioral problems are being conducted
at Lincoln School. In 1967-68 a third
class of anxious-withdrawn children
will be added. Teachers use verbal
instruction and physical as well as
verbal rewards and discouragements to
eliminate inappropriate behavior and
to encourage acquisition of personally
and socially productive responses.
Behavior which only approximates the
desired behavior is also rewarded for
a time.

CONCLUSIONS & PUBLICATIONS

Journal articles will be written.

JECT/
OURCE

In-Patient Behavior Modification

ECTOR

Temporary Administrative Head
 Herbert C. Quay, Psychology
 Director, Children's Research Center
 1007 W. Nevada, Urbana 333-4123

OCIATES &
ISTANTS

Wesley C. Becker (Psychology)
 Sidney W. Bijou (Psychology)
 Marjorie M. McQueen (Social Work)
 Research Social Worker,
 Children's Research Center
 Donald R. Peterson (Psychology)
 Head, Psychological Clinic
 Leonard P. Ullman (Psychology)
 John S. Werry (Psychology)
 Research Child Psychiatrist,
 Children's Research Center

ES

Summer 1967 -

PORT

Children's Research Center's grant from
 the National Institute of Mental Health

ECTIVE

By working with twenty emotionally
 disturbed children at the Adler Zone
 Center whose problems manifest themselves
 primarily in over-aggressive behavior,
 the steering committee hopes to develop
 treatment methods which lead to modifi-
 cation of this behavior.

HODS

The teachers are proceeding on the assump-
 tion of social learning theory that the
 over-aggressive behavior is a pattern of
 behavior that dominates response hierar-
 chies the child has learned to a given
 set of conditions. If this system is
 eliminated, the next most dominant set

of responses in the hierarchies will
 tend to occur or alternative behavioral
 patterns can be elicited, shaped and
 strengthened. They use verbal and
 physical rewards, punishments, models
 and nonrewards to encourage appropriate
 behavioral responses.

CONCLUSIONS &
PUBLICATIONS

A monograph will be written.

DUATE COLLEGE - SURVEY RESEARCH LABORATORY

5-1

JECT/
OURCE Survey Research Laboratory

ECTOR Robert Ferber
Bureau of Economic and Business Research
414 David Kinley Hall 333-4273

ES 1964-

PORT University of Illinois Graduate College
appropriation.

- ECTIVES
1. to plan, conduct and process surveys for University research and other approved projects.
 2. to conduct and promote research in survey methods.
 3. to train graduate and undergraduate students in survey methods.
 4. to act as a data repository for survey and other data related to the State of Illinois.

HODS

The Laboratory collects survey data in Illinois for research projects, if the proposed project offers some research contribution to substantive analysis or survey techniques. For acceptance, a survey operation should fulfill one or more of the following objectives:

1. Provide opportunities for training graduate students
 - a. in survey laboratory disciplines and procedures.
 - b. in certain basic areas where social science research

is needed.

2. Contribute to substantive research areas.
3. Contribute to survey methodology.
4. Contribute to a solution of problems of the State of Illinois or local governmental bodies.
5. Strengthen teaching programs of departments at the University of Illinois.

A survey proposal must satisfy the professional standards of survey design, as determined by the Director and the Executive Committee of the Laboratory and adequate facilities must be available in the Laboratory for the time that the survey is proposed.

A proposal for sponsorship of a survey by the Laboratory may be submitted to the Director by a member of the faculty of the University of Illinois or another university, or the director of a state or other governmental agency. A proposal submitted by someone other than a faculty member of the University of Illinois must involve the participation of a faculty member. Such proposals will be considered only if the work leads to the compilation of information for the benefit of one of the academic participants and is likely to result in publications.

CONCLUSIONS &
PUBLICATIONS

Studies have been done on food purchasing habits, retirement housing, college attendance, librarians' characteristics, the effect of industrialization in the Hennepin area, ~~Negro-white response to "integrated" advertising stimuli~~, mental health, religious living, Springfield senior colleges, and shipping fever in cattle. Current projects include studies

of secondary wood-using industries,
dental clinic patients, health care in
Illinois, the deaf in Illinois and
methods of validating interviews,

GRADUATE COLLEGE - CENTER FOR HUMAN ECOLOGY

7/17-1

PROJECT/
RESOURCE

Studies in the Ecology of Mental Health

Related Studies:

1. Bi-weekly Seminar
2. Inventory of University Resources
for Research and Service in Mental
Health, Social Deprivation and
Allied Fields
3. Studies in the Ecology of Movement
4. Contemporary Social Patterns and
Attitudes Among the Wind River
Shoshone of Wyoming and Religious
Institutions on the Reservation
5. Urban and Rural Negro Lifeways
6. Character and Problems of Deprived
Negro Communities in Mississippi,
Champaign-Urbana and Chicago
Inner-city areas.
7. Problems of Urbanization of
French-Canadians in the Hull
District of Ottawa

DIRECTOR

Demitri B. Shimkin, Professor of
Anthropology and of Geography
209H Davenport Hall
333-4876

ASSOCIATES &
ASSISTANTS

Frederick Sargent II, Director, Center
for Human Ecology
Herbert C. Quay, Director, Children's
Research Center
A. M. Ostfeld, Head, Department of
Preventive Medicine and Community
Health, University of Illinois
Chicago Campus
D. R. Peterson, Psychology Department,
Psychological Clinic

DATES

1966-February 1968

SUPPORT

Illinois Department of Mental Health
(Psychiatric Research Board)

OBJECTIVE

The project undertakes to continue the development of basic research on the ecology of mental health. The ecological approach, which seeks to relate mental disturbances to concurrent variables in the genetic backgrounds and in the socio-physical environments of persons, has become feasible with recent advances in observational and data processing techniques. Among the projects to be dealt with are studies on the ecology of motor activity in children, on the precise description and evaluation of human micro-environments, on the manifestations and management of aggression in families and on the effects of rural and Chicago lifeways upon two contrasting minority groups--southern Negroes and Wyoming Indians.

METHODS

Internal review will be conducted as desirable for each project statement prior to submission to funding agencies. While differing requirements will call for varying research personnel, the following Advisory Committee provides standing guidance, including that on medical precautions:

Frederick Sargent II, Chairman
Robert Kokernot, Assistant Director
Center for Zoonoses Research
A.M. Ostfeld
Jerry Hirsch, Professor of Psychology
D.R. Peterson, Head, Psychology
Clinic

1. Bi-weekly Seminar. The working group concerned with the ecology of mental health meets regularly to discuss in detail pertinent theoretical issues, research possibilities and plans.
2. Formation of Planning Task Groups. From seminar discussions and via ad hoc meetings, ideas are formulated by persons willing and able to implement their execution.

3. Detailed Planning and Review. Internal review will be conducted as desirable for each project statement prior to submission to funding agencies.
4. Funding. The individual research and training projects are funded from a variety of sources.
5. Survey of Resources: A systematic inventory of personnel, facilities, and activities relevant to research, training and service in mental health and related fields is now under way.
6. Mental Health Conference: At an appropriate time designated by the Chairman of the Project, Dr. D. B. Shimkin, a two-day mental health conference will be planned.
7. Administrative and Fiscal Control: This is the responsibility of the Chairman, Dr. D. B. Shimkin.

OUTLINE OF ON-GOING PROJECTS

1. Inventory of University Resources (see 5, above): This project, under the direction of Maynard Brichford, University Archivist, and assisted by William K. Williams of the President's office, is undertaking a systematic inventory of personnel, facilities and activities relevant to research, training and service in mental health and related fields. A secondary outgrowth of this project is envisioned as being directed toward the recruitment of research personnel and the development of projects in areas of great importance, such as geriatrics, which are beyond the competence of currently available participants (See separate entry).

2. Contemporary Social Patterns and Attitudes Among the Wind River Shoshones of Wyoming and Religious Institutions on the Reservation:
This is an on-going project which is provided with research going back thirty years, thus giving a basis for year-by-year changes and comparisons. Three students are currently planning field work for the summer of 1967: Mr. Thomas Johnson, Assistant Director, Miss Loretta Fowler and Mr. Joseph Hemphill.
3. Urban and Rural Negro Life-ways.
Problems of adaptation by migrant rural Negroes into a large city (Chicago) and a medium-sized city (Champaign) environment (See separate entry).
4. Character and Problems of Deprived Negro Communities in Mississippi, Champaign-Urbana and Chicago Inner-city areas. In this over-all project, two graduate students, Mr. and Mrs. Stephen Auerbach, under the direction of Dr. Henry Lorenzi, are working in Lexington, Mississippi, this summer (1967). Mr. Auerbach is making a study of the growing political awareness of a deprived Negro community, and Mrs. Auerbach is observing the work of the Southern Negro Midwives' Association, the quality of maternity care and statistics on infant mortality. Mrs. Auerbach's work is one facet of extended projects in this connection being planned for the future.
5. Problems of Urbanization of French-Canadians in the Hull District in Ottawa. Working with the Canadian Research Center for Anthropology, Miss Elizabeth Conklin, an Anthropology graduate student, will study adaptability of rural

French-Canadians and other Canadian minority groups to urbanization.

6. (Auxiliary help given to) Study in the Ecology of Movement. Under direction of Dr. Robin J. Herron, the motor activity of children, particularly mentally retarded children, is being investigated.

CONCLUSIONS & PUBLICATIONS

It is hoped that out of the several projects receiving initial support from this funding will come a growing pool of trained researchers and investigators in the field of mental health. The major aim of the overall project is to aid and stimulate the training of young scientists and the development of excellence in research.

7/17-2

PROJECT/
RESOURCE

Ecology of Migrant Populations in the United States: Committee on Human Adaptability, U. S. National Committee on the International Biological Program, National Academy of Sciences

Related Studies

1. Character and Problems of Deprived Negro Communities in Mississippi, Champaign-Urbana and Chicago Inner-city Areas
2. Problems of Urbanization of French-Canadians in the Hull District of Ottawa
3. Urban and Negro Life-Ways
4. Findings in Current Studies of Contemporary Social Patterns and Attitudes of Wyoming Shoshone

DIRECTOR

Demitri B. Shimkin, Professor, Anthropology and of Geography
209 H Davenport Hall
333-4876

ASSOCIATES &
ASSISTANTS

Frederick Sargent II, Director, Center for Human Ecology
Adrian M. Ostfeld, Head, Department of Preventive Medicine and Community Health, Chicago Campus
R. Warwick Armstrong, Department of Geography

DATES

1967 - 1972

SUPPORT

National Academy of Sciences, Washington, D. C.

OBJECTIVES

1. To initiate and implement basic studies among the deprived and underprivileged minorities of North America, both rural and urban,

in order to develop an adequate bio-social characterization of this nation and other nations of the New World complex.

2. To develop valid assessments of the interactions of genetic and environmental components in human adaptation.
3. To develop increased understanding of the mechanics of adaptation to urban and industrialized habitats.

METHODS

Proposed investigations under the auspices of National Academy of Sciences support in the area of human adaptability have the following objectives:

1. To develop carefully designed and comprehensive bio-social assessments of selected migrant populations in the United States and other areas with emphasis upon underprivileged minority groups migrating from farms and farm-servicing localities to high-density metropolitan cores. As controls, and because of their inherent significance, the non-migrant components of these populations, migrants from these populations moving to other types of localities than metropolitan cores and comparable "white" migrants and non-migrants should be comprised within the studies undertaken.
2. As foundations for these investigations, (a) to determine the identity, structure and behavior patterns of appropriate rural communities; (b) to establish the destinations and patterns of migrations; and (c) to determine pertinent features of receiving areas, communities and populations.
3. To select or develop and standardize an appropriate inventory of methods,

including data processing, mathematical modeling and quality control. This work would be done in conformity with standards developed by the Scientific Council of the International Biological Program and in close collaboration with other programs in Human Adaptability in the United States and abroad.

4. To collaborate with other sections of the International Biological Program in environmental studies of research sites and appropriate aspects of resource management.
5. To develop more specialized associated studies illuminating particular problems relevant to the population dealt with, beyond the scope of bio-social assessments.

In addition to several interacting projects outlined in the entry on Studies in the Ecology of Mental Health, the following project is underway in the office of the Director:

A compilation of the discussion and planning events which took place at the Spring Conference of the Committee on Human Adaptability in Chicago, March 17-19, 1967, will be published by the National Academy of Sciences in the winter or early spring of 1968. The events include:

The Goals of the Conference
Dr. Adrian M. Ostfeld
The Organization of Human Ecological
Research Dr. Albert Damon
Operations in Deprived Communities
Mr. A. Shimkin
Investigative Techniques & Methodology
Dr. R. Warwick Armstrong
Retrospective Studies of Lifeways--
Results, Problems, and Plans
Dr. Oscar Lewis
The Management of Human Ecological
Studies Dr. H. Jack Geiger

Plenary Session Adrian M. Ostfeld
Organization of Cooperating Groups
and Phase Lines for the Next
Steps.

CONCLUSIONS & PUBLICATIONS

Preliminary analyses and organization of work to date have developed a number of basic criteria for work on Human Adaptability within the International Biological Program:

The scientific basis for improved management and self-regulation will be strengthened models, by the gathering of crucial information in a reliable, standardized, and world-wide system, readily subject to retrieval and manipulation and by appropriate experimentation.

Careful studies, both prospective and presently on-going, will be made of the physiological, genetic and socio-psychological aspects of human reproduction and its control by means of safeguarding human dignity and man's deep-seated values.

The evaluation of the rapid technological, socio-economic and demographic changes of the recent past, which have profoundly altered physical and psychological stresses upon human populations, will be a key task in understanding human adaptability.

Work will be done to understand man's genetic diversity as a constitutionally fundamental resource for future adaptations.

COLLEGE OF AGRICULTURE - EXTENSION SERVICE

8/3-1

PROJECT/
RESOURCE

Cooperative Extension Service

DIRECTOR

John B. Claar, Associate Dean
College of Agriculture
122 Mumford Hall
333-2660

ASSOCIATES &
ASSISTANTS

Assistant Directors:
Haldane W. Bean, Animal Science
Martha L. Dunlap
William D. Murphy
Hadley Read, Agricultural
Communications
Moyle S. Williams, Programs
Director

DATES

1914-

SUPPORT

Under the administration of the College of Agriculture, supported by federal Smith-Lever funds through U.S. Department of Agriculture, state funds through the University, and local funds from private and public sources granted to the University.

OBJECTIVE

To bring useful knowledge about home economics, agriculture and related subjects to interested people who are not attending the University.

METHODS

The state is divided into six districts which have their individual supervisors. These districts are composed of several counties. Each county has its own home adviser and farm adviser who coordinate the activities in the county and teach

selected subjects. University specialists advise home and county advisers and provide information on their special fields. Teaching by demonstrations, lectures, written materials and other means is done through 4-H Clubs and other units organized within the counties under leaders trained by the Cooperative Extension staff.

Cooperative Extension aims to include people in all economic levels. In all counties some attention is given specifically to low-income people and other special clientele. In 1966, a workshop was held for county staff to help them with programs for disadvantaged people. Another staff session was held in January, 1967.

CONCLUSIONS &
PUBLICATIONS

Copies of all Cooperative Extension publications are available in 124 Mumford Hall. Services may be obtained by writing or calling a farm or home adviser.

COLLEGE OF AGRICULTURE - AGRICULTURAL ECONOMICS

8/4-1

PROJECT/
RESOURCE

Community and Area Resource Development

DIRECTOR

Elmer L. Sauer, Rural Development Extension
Agricultural Economics
420 Mumford Hall
333-1831

ASSOCIATES &
ASSISTANTS

Extension Specialists:

Lyle P. Fettig, Agricultural Economics
Ralph C. Hay, Agricultural Engineering
Harvey J. Schweitzer
John J. Henderson, Agricultural Law
John A. Quinn, Community Development
Jerry R. VanMeter, Outdoor Recreation

Area Advisers:

Andrew H. Harris
Emil C. Mosser
Leslie B. Broom
Byron W. Hutchins
Shirley Whitchurch
Kathryn Keim

DATES

1929-

SUPPORT

Cooperative Extension Service

OBJECTIVES

To aid in the correction of imbalances created by the rapid changes in technology and population distribution by promoting wiser use of natural, man-made and human resources.

METHODS

Information, counseling and leadership guidance is provided to rural and urban communities and individuals to aid them in solving economic and social problems. Extension's educational role consists of: (1) organization for problem solving, (2) information and technical assistance, (3) coordination of efforts and facilitation of actions decided upon by local citizens and (4) motivation for increasing the rate at which desirable change takes place.

Staff members work with county, city, state and federal agencies to utilize many new acts of Congress and the state legislature in all types of agricultural and non-agricultural resource development. As there is a growing awareness of the interdependence of urban and rural people, the special skills and services of many people and agencies are used to help solve problems of imbalance.

Staff members conduct workshops, serve as consultants and advisers and accept speaking engagements.

CONCLUSIONS &
PUBLICATIONS

In 1966, sixty counties had Rural Area Development committees. State and area extension specialists and county extension workers provided educational assistance in community and resource development and worked with 42 chambers of commerce; 11 industrial development corporations, commissions or committees; 165 local government units; 26 county planning commissions; 22 city planning commissions and 170 other organizations concerned with total community and resource development.

The project leader assisted in planning a two-week Resource Development workshop at Michigan State University for extension leaders in resource development from the United States and Canada. He also assisted in planning, making local arrangements and conducting a six-state Regional Workshop on Community and Resource Development for state and area extension specialists and administrators in Chicago, April 19-21, 1966.

A class with emphasis on reaching and working with low-income people was conducted for county farm and home advisers at the annual fall conference of Illinois extension workers.

Resource development and extension personnel worked closely with Office of Economic Opportunity personnel on problems in low-income areas, community action and youth programs. A number of the county extension personnel were leaders in CROP drives.

A newsletter is prepared on a regular basis to keep local people abreast of changes and community developments.

8/4-2

PROJECT/
RESOURCE

Town and Country Church Institute

DIRECTOR

Harvey Schweitzer, Rural Sociology Extension
Agricultural Economics Department
420 Mumford Hall 333-1831

ASSOCIATES &
ASSISTANTS

Representatives from the American Baptist, American Lutheran, Church of the Brethren, Disciples of Christ, Episcopal, Evangelical United Brethren, Lutheran Church in America, Lutheran Church Missouri Synod, Mennonite, Methodist, Roman Catholic, United Church of Christ and United Presbyterian Churches and the Illinois Council of Churches.

DATES

1930-

SUPPORT

Cooperative Extension Service, College of Agriculture

OBJECTIVES

To provide continuing education for rural pastors and lay leaders in community and parish development and a forum for the discussion of rural socio-economic trends and of research findings in social science disciplines.

METHODS

Annual three-day institutes feature papers relating to the general theme of the conference. The Institute program is inter-denominational in planning, promotion and implementation. In addition to the general sessions of the 1966 Institute, evening elective classes were held on the Church and Leadership; Communication and Social Action; Land-Ownership, Value and Control and Pastoral Counseling.

One-day regional institutes are also held. The 1966 Institute at Southern Illinois University dealt with low-income problems.

As Extension representative on the Institute Committee, Prof. Schweitzer attends all planning sessions, secures University resource people, arranges for University facilities and edits and distributes the proceedings of the conferences.

CONCLUSIONS &
PUBLICATIONS

Proceedings of the Thirty-fifth (1966)
Rural Pastors' and Lay Leaders' Short
Course, The Church Faces Poverty,
Cooperative Extension Service, University
of Illinois College of Agriculture, RSE-116

The topics of major papers presented at the short course include "The Message of the Bible on Poverty", "The Identification of Poverty in Illinois", "The Cause of Poverty", "Cooperative Extension Service Programs in Chicago", "Cooperative Extension Service Programs with Low-income Families in Southern Illinois", levels of education and educational costs, the poor as a subculture, trends in Illinois agriculture and the life of the low-income farmer, southern Negroes, public aid recipients and the unemployed, and the church's relationship to poverty.

Proceedings of the Thirty Sixth (1966)
Town and Country Church Institute, The
Family in Transition, Cooperative
Extension Service, University of Illinois
College of Agriculture, RSE-119.

The topics of major papers presented at the Institute include the changing structure and functions of Illinois families, education for the masses, marriage and parenthood, loneliness of the aged person, mental and emotional problems of the family and community resources available for families. The Proceedings include a listing of directories and catalogs of services available to Illinois families.

8/4-3

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

SUPPORT

Illinois State of Society Conference for
Church Leaders

Program Coordinator

Harvey J. Schweitzer, Rural Sociology
Extension
Department of Agricultural Economics
420 Mumford Hall
333-1831

Planning Committee:

Rev. Allan E. Schoff, Chairman
United Presbyterian Church in the U.S.A.

Rev. Fay H. Smith, Secretary
Illinois Council of Churches

John B. Claar
Director, Cooperative Extension Service

Rev. Charles Hartman
Illinois Baptist Convention

Rev. Eugene Rector
Illinois Council of Churches

Rev. L. W. Mundy
National Baptist Convention of America

Fr. Paul Hettinger
National Catholic Rural Life Conference

E. W. Mueller
National Lutheran Council

Rev. J. Ralph Deppen
Protestant Episcopal Church

Cooperative Extension Service

DATES

December 7-9, 1965

OBJECTIVES

The conference was for executives responsible for planning programs and originating policy and for educators who prepare students of theology to serve in town and country areas. Its purpose was to permit church leaders to hear the views of authorities on changes in Illinois and to discuss the significance of the trends for action programs.

Some rural communities in Illinois have become burgeoning centers of suburban development and economic growth. Rural areas in half of the state have been losing population steadily for several decades. The population decrease makes it more difficult to maintain the type and quality of institutions and services desired by the residents. People in the countryside no longer live a simple pastoral life. Communication and transportation have made them a part of the whole of society, and many threads now connect rural and urban dwellers. Changes of this magnitude effect every institution with responsibility for service.

Papers were presented on the sociological, economic, and population changes that have a bearing on the program of the church.

CONCLUSIONS & PUBLICATIONS

Economists spoke of regrouping people in new functional economic areas, upsetting old population patterns and disqualifying old agrarian principles. A political scientist reviewed the growth of the government and the increasing social investment in all phases of public planning and social administration. He discussed the decline of personal involvement in government and the tendency of government to be conducted in an ethical vacuum. Sociologists spoke of the slow, but

inexorable, change in human values, and the necessity of revising our educational system to meet new demands that are far removed from the needs of the older agrarian society. Family relations specialists outlined changes in the role of the family in society. They pointed out how it may be unrealistic to blame the family for failing in its responsibility to youth. The family may have actually assumed increased responsibility in the present sociological climate for personality integration and mental health. They also pointed out that the emancipated working wife may be an asset in family life because family companionship is moved to a higher level.

Participants concluded that differences between rural and urban areas are breaking down. Problems of the disadvantaged are nearly the same in the country as in the city.

Illinois in Transition, Proceedings of the Illinois State of Society Conference for Church Leaders, Cooperative Extension Service, University of Illinois, Robert Allerton Park, December 7-9, 1965.

8/4-4

PROJECT/
RESOURCE

Community and County Planning

DIRECTOR

John A. Quinn, Community Planning
Agricultural Economics and Bureau of
Community Planning
1202 West California
Urbana 333-3020

DATES

1965-

SUPPORT

Cooperative Extension

OBJECTIVES

Extension activities in community planning are intended to provide (1) an interpretation of state legislation to local officials concerning community planning and zoning, (2) assistance in the organization of, and the programming for, local planning activities, and (3) educational materials to localities interested in community planning.

METHODS

The basic elements of a planning program involve study of the local population and economy to forecast demands for land space and for community public facilities and services: inventories of existing land use; transportation facilities (roads, rail, water and air); schools, parks, hospitals, libraries, police, fire protection and civil defense. A master plan of action develops from these activities.

Soil interpretations are now being made to guide urban as well as agricultural uses. Pressures for rural utilities, particularly water and sewage facilities, are receiving attention.

Local planning activities are carried out by a citizens' planning commission, a department of planning or a combination of the two. Depending on the size and capability of the local planning department staff, private consulting is made available for all technical work or to supplement the efforts of the resident staff. A planning commission is required if the program is to receive assistance through the Federal Urban Planning Assistance Program.

A recent trend is for regional planning commissions to represent several counties or municipalities, which reduces overhead costs and eliminates duplication of effort.

Besides acting as advisors on such committees, extension personnel conduct short courses, panels and seminars. Close liaison is maintained with the Division of State and Local Planning of the Illinois Department of Business and Economic Development, units of the University (such as the Bureau of Community Planning and the Department of Urban Planning) and state government with some interest in local planning activities, the U.S. Department of Housing and Urban Development and professional planning organizations (the American Institute of Planners and the American Society of Planning Officials).

CONCLUSIONS

Direct assistance was provided to twenty-two counties and several municipalities in 1966. A short course for county planning was completed involving the six northwestern counties of Illinois including over one hundred local participants. Two panels on Community Facilities assistance available were held. A Soils and Urban Planning Seminar was conducted to facilitate communications between professional soil scientists and community planners.

Consultations with the state planning agency, with local planning commissions, and with members of local governments contributed to improvement of county rural planning programs.

The program of in-service training of the resource development field staff in planning affairs was continued with emphasis on current planning program activity, discussion of special problems and consideration of areas for priority assistance. Various related agencies of potential contribution to planning programs were reviewed.

Communication and participation has been stimulated between rural oriented assistance agencies and local planning agencies. FHA and SCS in particular are being encouraged along these lines. County extension staffs are becoming increasingly involved in local planning affairs both as representatives of the University and as local residents.

As of October, 1966:
53 counties had planning programs.
30 counties had zoning programs.
18 counties had both.
12 counties had resident planning staffs.
24 counties were participating in eight regional/multicounty programs.

All of the metropolitan counties, every northern Illinois county and 22 of the 34 counties of southern Illinois are involved in some phase of county planning.

8/4-5

PROJECT/
RESOURCE

Study of Public Assistance in Metropolitan and non-Metropolitan Areas in Illinois

DIRECTOR

David E. Lindstrom, Rural Sociology
Department
303a Mumford Hall 333-1823

ASSOCIATES &
ASSISTANTS

Merlin Taber, Social Work
Earl Swanson, Farm Management and
Production
John Davis, Agricultural Economics
Statistical Programming

DATES

March, 1967 to July, 1967

SUPPORT

Agricultural Experiment Station

OBJECTIVES

To determine the type of people on public aid, the major crises causing them to accept aid, factors related to their needs and support and to compare recipients in metropolitan and non-metropolitan areas.

METHODS

Use of computer system to analyze comparable data gathered by social workers from about 450,000 or 250,000 cases available on tapes in offices of the Department of Public Aid on cases receiving public assistance.

CONCLUSIONS &
PUBLICATIONS

A report will be made available to the faculty in Agricultural Economics, the Graduate School of Social Work, the Cooperative Extension Service, the Department of Public Aid and others who may benefit from the analysis made by this research.

8/11-1

PROJECT/
RESOURCE

Champaign County Home Economics Extension
Service with Special Clientele

DIRECTOR

Mary Hubbard, Home Adviser, Champaign County
8 Federal Building
Champaign 352-4737

ASSOCIATES &
ASSISTANTS

Jill Gallehue, Assistant Home Adviser
Janet Rawson, Assistant Home Adviser

DATES

1918-

SUPPORT

Cooperative Extension

OBJECTIVE

The over-all objective of the County Extension program is to offer women a means of continuing their education, and to help them recognize homemaking as a profession and to help with the personal development of each 4-H member.

METHODS

4-H Clubs, meetings with special clientele, individual consultation and Home Economics Extension unit monthly meetings.

CONCLUSIONS &
PUBLICATIONS

140 4-H Clubs are now organized in Champaign County, with clubs in every township in the county.

With the help of the Illinois Department of Public Aid, a group of Negro girls were organized into a 4-H Club in Champaign in 1965. The girls came from homes of recipients of Aid to Dependent Children. It was discontinued in January, 1967 for an indefinite period, due to lack of leadership.

Clubs for white children include those in three low-income housing areas. Clubs were organized for Negro children at Douglas Center and Marquette, Washington, and Hayes schools.

The home adviser in 1966 met with a small group of non-white women who had been meeting weekly with the Home Economist in Homemaking. She spoke on and demonstrated a variety of uses for dry milk and how to make economical Christmas sweets. Recipes and information sheets on the cost of milk were distributed.

The home adviser met with a small group of older women in the housing area at Fifth and Columbia Streets in 1966 on the request of the public aid case worker to help these women use commodity foods in small amounts and without measuring equipment.

The Director of Head Start in 1966 asked the home adviser to talk to the mothers of children in Head Start at Hays School, most of whom were on ADC, on "Using the Food Dollar Wisely." Recipes based on commodity foods were distributed and explained.

Similar work was done with a group of mothers of Negro children at Hays, Washington and Marquette schools on the request of the Parent Counselor at Washington School. Emphasis was on buying good nutritious food with the money spent.

The home adviser attended a two-day conference at the Institute for the Visually Handicapped in Chicago to learn techniques to help rehabilitate blind homemakers. There are four known women in Champaign County who will be receiving help.

The home adviser held five classes in 1967 for the Wives International Group on basic food groups and nutritional needs and demonstrated food preparation.

The home adviser also does individual counseling.

8/11-2

PROJECT/
RESOURCE

A Study of Reactions of Disadvantaged Families to Family Economics

DIRECTOR

Marilyn M. Dunsing, Family Economics
Department of Home Economics
155 Bevier Hall
333-2412

ASSOCIATES &
ASSISTANTS

Jeanne L. Hafstrom, Family Economics
Extension
Department of Home Economics
161 Bevier Hall
333-2412

SUPPORT

U.S. Department of Health, Education
and Welfare (Proposed)

DATES

1967- c. 1972

OBJECTIVES

Because many low-income families lack knowledge and appear to be apathetic concerning money management, consumer credit and its costs, insurance needs, marketing practices and legal matters, they are not able to get the most for the money they spend.

This study will test attitudes toward and knowledge of financial management including money, credit, life insurance, savings and spending records. It will seek ways to develop motivation among low-income families to improve their levels of living through knowledge of and change in attitudes toward financial management.

METHODS

Data will be collected through interviews.

CONCLUSIONS &
PUBLICATIONS

The findings of the project will be incorporated into written materials and educational programs for extension work with low-income families and for training extension personnel for work with low-income families.

Findings will be published in a suitable journal.

8/11-3

PROJECT/
RESOURCE

Family Life Extension Service

DIRECTORS

Lucile Pepoon, Family Life Extension
Department of Home Economics
561 Bevier Hall
333-2612

Clareta Walker, Family Life Extension
Department of Home Economics
569 Bevier Hall
333-1585

John A. Shultz, Family Life Extension
Department of Home Economics
537 Bevier Hall
333-3917

DATES

1926-

SUPPORT

Cooperative Extension Service

OBJECTIVES

1. To help parents and other adults provide wholesome opportunities for children to grow physically, mentally, socially, emotionally and spiritually.
2. To help parents and other adults understand changing patterns of child rearing and the implications for the individual family.
3. To help family members understand and accept changes in the family, in individual living patterns and in society, such as early marriage and working mothers.
4. To help families understand and work toward happy, satisfying family life.

METHODS

Specialists develop materials for use by home advisors, develop and distribute leaflets to individuals, conduct meetings, train leaders to teach local groups, lecture and contribute to conferences.

CONCLUSIONS &
PUBLICATIONS

Lesson materials on child rearing, activities for children and senior citizens and adjustment to old age have been used by home advisors working with public housing tenants.

The specialists will take part in a workshop in the fall of 1967 which will train home advisors in the use of federal materials on low-income families. Professors Pepoon, Walker and Shultz are also developing slides and transparencies of the federal materials.

The specialists send leaflets on aspects of family life to people on lists compiled by county home advisors in cooperation with other agencies. In this way many individuals are reached who are not reached by extension group activities. Suggestions for working with low-income groups have been compiled.

Professor Pepoon moderated a panel entitled "Community Cooperation in Meeting the Needs of Low-Income Families" at the 1965 Illinois Home Economics Association area conference in Springfield. She served on the Planning Committee of this conference, which sought to increase understanding of the impact of poverty on families and individuals and to explore the contributions of action programs to the reduction of poverty and its effects.

Professor Pepoon serves as the Chairman of the Illinois Home Economics Committee on the Aging which is now investigating the number and kinds of groups now existing for the elderly and the social and recreational programs they provide.

8/11-4

PROJECT/
RESOURCE

Graduate Curriculum for the Division of
Child Development and Family Relationships

DIRECTOR

Queenie B. Mills, Child Development
Educational Consultant: Project Head Start
Child Development Laboratory
1105 W. Nevada - Urbana 333-0896

DATES

1957-

SUPPORT

University appropriations

OBJECTIVES

The establishment of an integrated program
for students who desire competence in the
area of human development and wish to pur-
sue its advanced study.

METHOD

The change in the curriculum results from
developments in research and advanced
study to include increased concern with
development per se, from conception to
maturity, in contrast to the relatively
narrow focus on early growth; a greater
reliance on experimental and multivariate
techniques of evaluation in addition to
natural observation; and the transition
to a discipline founded upon a theoretical
and logical analysis as well as the "art"
of dealing with children.

CONCLUSIONS

1. Unnecessary redundancy and overlapping
among courses should be minimized;
2. More specialized courses will be
available.
3. New curriculum would attract students
and faculty whose interests extend
beyond the nursery school.

8/11-5

PROJECT/
RESOURCE

Foods and Nutrition Extension work
with Low-Income Groups

DIRECTOR

Geraldine E. Acker (Foods and Nutrition)
Department of Home Economics
533 Bevier Hall
333-1654

Nyla M. Gorham (Foods and Nutrition)
Department of Home Economics
551 Bevier Hall
333-2336

DATES

1960-

SUPPORT

Cooperative Extension Service

OBJECTIVES

To deal with the following problems:

1. Nutrition problems stemming from a
lack of understanding of the inter-
dependence of nutrients and the role of
nutrition on health and growth.
2. Poor food habits because individuals
fail to recognize environmental and
inherited forces that affect nutrition
and because of their limited understanding
of basic nutrition concepts.
3. Food handling and preparation problems
caused by:
 - a. Little knowledge of food buying
 - b. Poor food safety and sanitation
practices
 - c. Lack of understanding of scientific
principles and their application
to food.
4. Concerns of individual homemakers and
food service personnel in planning (within
resources of time, energy, money and

ability) for serving nutritious, appetizing and safe food.

METHODS

Specialists work as consultants with resident, research and extension staff at the University, federal specialists, state extension specialists, county extension personnel, professional groups, volunteer leaders and special audiences. They help develop program suggestions and guides and lesson materials, suggest teaching methods, prepare mass communication materials and train local leaders.

In 1966, the specialists worked with the Agricultural Marketing Service on nutrition education work with low-income families and provided food stamp information to home advisers. They worked with Illinois Public Aid consultants, administrators and social workers on low-income programs.

CONCLUSIONS & PUBLICATIONS

Foods and Nutrition Programs - A guide for Planning and Developing Specific Programs with Emphasis on Programs for Low-Income Groups was revised in 1966. The guide is used by extension home economists and public welfare and social service directors in Illinois working with families who receive public aid, receive commodities, participate in the food stamp program, or need to feed a family on a very limited budget.

The above Guide, recipes and lesson plans and other Home Economics publications are available in Room 528, Bevier Hall.

8/11-6

PROJECT/ RESOURCE

Clothing Extension Work with Six Special Clienteles--elderly women, the physically handicapped, institutional clothing administrators, low-income women, Neighborhood Youth Corps girls, and migrant families.

DIRECTORS

Marjorie E. Mead, Department of Home Economics
555 Bevier Hall 333-3065

Esther E. Siemen, Department of Home Economics
539 Bevier Hall 333-2447

Marjorie A. Sohn, Department of Home Economics
549 Bevier Hall 333-2817

DATES

1918 -

SUPPORT

Cooperative Extension Service

OBJECTIVES

1. To help homemakers and their families
 - a. improve personal appearance with suitable, becoming clothes.
 - b. plan attractive, workable wardrobes.
 - c. develop values and guides for selecting fabrics and ready-to-wear clothing.
 - d. use suitable methods of care and repair to receive the most value from their clothing.
 - e. gain self-expression through creating professional-looking garments with up-to-date clothing construction methods.
2. To discover teaching methods and materials appropriate for low-income families.

METHODS

Meetings and style shows for older women.

Meetings in Chicago with physical therapists on fabrics which are easy to care for and clothing design for the physically handicapped.

District workshop for institutional clothing administrators is being planned. (See Clothing and Textiles for Illinois Mental Health Institutions.)

Meetings for low-income women on selection, construction and care of fabrics and clothing. In most instances, the advisers and leaders worked in cooperation with representatives from the Department of Public Aid or local housing authorities.

Meetings on grooming and selection, construction and care of clothing and fabrics for some 80 Neighborhood Youth Corps girls under the direction of the Chicago Housing Authority.

Clothing and knitting meetings for wives and daughters of migrant families.

Recommendations for working with low-income groups were developed:

Know the background skills and previous experience of the group.

Do not set goals too high and let them help you set the goal. They work comparatively slowly and their standards for the finished product may not be too high. Standards should be raised but should not be made impossible.

A great deal of individual attention is needed. This is an excellent way to use local leaders.

Printed or spoken words do not mean as much as demonstrations and step by step illustrative material, which can be referred to after the demonstration.

Have plenty of table space and sewing machines, so they do not have to waste time waiting. Also have extra sewing supplies for those who forget.

Include pictures, where suitable, in any written material that may be useful. Make the writing simple.

Help them evaluate their projects.

The following lessons on sewing skills can be obtained from county advisers: Putting in a Zipper; Making A Hem in Heavy Fabrics; Set-in Sleeves; Interfacing, Stay-Stitching, Darts and Seams, Pressing; Making a Hand Worked or Machine Buttonhole; Sewing on a Button; Sewing on Snap Fasteners; Skirt Waistband; Preparation of Fabric for Cutting; My Apron; Making a Hem with Hem Edge Turned Under; Mending by Machine; Cutting Out the Garment; Mending by Hand.

The following publications may be obtained from 528 Bevier Hall, the office of Home Economics Publications: Circular 838 - The Principles of Fitting; HE-P72 - Making a Tailored Garment; Circular 902 - Selection and Care of Sweaters and Knit Apparel; Circular 917 - Today's Fabrics; Circular 951 - Your I.Q. in Clothing.

CONCLUSIONS & PUBLICATIONS

8/11-7

PROJECT/
RESOURCE

Clothing and Textiles for Illinois
Mental Health Institutions

DIRECTOR

Marjorie A. Sohn
Clothing and Textile Extension
Department of Home Economics
549 Bevier Hall 333-2817

SUPPORT

Cooperative Extension Service

DATES

1966-

OBJECTIVES

To aid the State Department of Mental Health on questions and problems in the area of clothing and textiles for mental health institutions in Illinois.

METHODS

Consultations with the state clothing coordinator and the clothing managers and their staffs at several institutions on special problems with fabrics and the selection of apparel for patients.

It is hoped that state-wide workshops on clothing problems of the mentally handicapped can be planned for 1968 for the institution's clothing managers.

CONCLUSIONS &
PUBLICATIONS

Many clothing managers and people on their staffs have come to recognize the influence personal appearance can have on mental health. They have adopted many of the specialists' suggestions on fabric and clothing design.

8/11-8

PROJECT/
RESOURCE

Housing and Equipment Extension Service

DIRECTOR

Glenda L. Pifer, Housing and Equipment
Extension Specialist
Department of Home Economics
535 Bevier Hall
333-2566

DATES

November, 1961 -

SUPPORT

Cooperative Extension Service

OBJECTIVES

1. To teach families and individuals that adequate, comfortable, convenient and attractive housing encourages the optimum social, mental and physical development of the individual and family.
2. To improve housing for those living in sub-standard, obsolete or over-crowded housing.
3. To assist families and individuals in planning to obtain the greatest improvement in housing from their available resources.
4. To supply house planning information to builders.
5. To improve the competency of county extension staff to assist in teaching housing. To teach home advisors to train leaders in areas of housing and household equipment through workshops and short courses.
6. To prepare subject matter information in the field of housing and household equipment for county meetings and for mass communication media.

METHODS

Conducting meetings, writing teaching materials, teaching home advisors and offering consultation.

CONCLUSIONS & PUBLICATIONS

The specialist has prepared lesson material on housing needs of the elderly, how housing shapes our lives, housing needs of the handicapped, home planning for family safety and how to plan comfortable home conditions. These materials can be obtained by contacting a member of the county extension staff or Professor Pifer.

"A Check List for Retirement Housing" and "Hazard-Free Homes for All," are publications available from the Small Homes Council-Building Research Council.

The specialist also serves on the Technical Committee of Safety, Household Equipment Area, of the Home Conference Division of the National Safety Council. Their publications include "How to Protect the Elderly" and "Accidents to the Elderly."

COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION

9/11-1

PROJECT/RESOURCE

Projection of the Financial Capability of Retired Persons

DIRECTOR

Harold W. Guthrie, Economics
Bureau of Economic and Business
Research
427 David Kinley Hall 333-1299

DATES

Spring 1964 -

SUPPORT

Resources for the Future, Inc.

OBJECTIVES

To investigate the difference in financial status and attitudes between the retired people who live in cities and those who live in the suburbs and between the generation now retired and the generation that will be retired in 25 years.

METHODS

Current national data on preparations for retirement and the financial status of retired families gathered by the Survey Research Center, University of Michigan, was used.

CONCLUSIONS & PUBLICATIONS

The next generation of retired people will have a broader base of support from both public and private sources than is available to the current generation of retired people. This improvement will be distributed over all kinds of locations.

The residents of large cities will continue to be relatively immobile upon retirement compared with the

residents of suburbs. The current generation of retired people in large cities are less well supported than those in other areas. The evidence obtained from the next generation to be retired suggests that the relatively disadvantageous position of those in large cities will persist. Tests to determine whether or not the differences in behavior and attitudes toward retirement can be attributed to income differences lead to a tentative conclusion that there are intrinsic differences between the outlook of residents of large cities and other people which are more influential than differences in income.

"The Retired Population - Boon or Burden for Local Economics," Economics and Business, vol. 4, no. 1, Spring, 1964.

9/11-2

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

Functional Description of Poverty or
Job Oriented Typology

Harold W. Guthrie
Consultant to the Office of Economic
Opportunity
Bureau of Economic and Business Research
427 David Kinley Hall
333-1299

January 1967 -

Office of Economic Opportunity

To investigate the three factors: wage level, supplements to wage income, size of family, and the relationships between them that operate in combination to produce the poverty index (actual income divided by the nationally defined minimum income for different family situations).

The average income of full-time work for one year in 247 occupations is used to separate the entire population into groups that are permanently underwaged, temporarily underwaged, adequately waged, and abundantly waged. The underwaged are those people who are operating in accordance with the cultural norms by working full time year around, but are still in poverty because of low wages.

Among those adults who fall in the underwaged group according to wage norms for their occupation there are those who are not in poverty because of individual ability, other members of the family working, or other sources of income.

Some families have such supplements to the main earner's wage level, but remain in poverty because of family size.

Data are the 1960 census and sample surveys.

CONCLUSIONS & PUBLICATIONS

Journal articles and a book are planned.

9/11-3

PROJECT/
RESOURCE

DIRECTOR

Poverty Among the Aged

Harold W. Guthrie
Consultant to the Office of Economic Opportunity
Bureau of Economic and Business Research
427 David Kinley Hall
333-1299

DATES

April 1967 -

SUPPORT

Office of Economic Opportunity
(See entry for a project on the Functional Description of Poverty or Job Oriented Typology)

OBJECTIVES

To investigate the question of why some of the aged population are in poverty while others are not. The income level below which the aged are considered in poverty and above which the aged are considered out of poverty is a national definition of about \$2600. The degree of poverty in each case is obtained by dividing the person's actual income by the nationally defined minimum income.

To delineate the various contributory sources of income for each person in a sample population.

To find the extent to which the elderly depend on their children to keep them out of poverty.

METHODS

Census reports and sample surveys are used.

CONCLUSIONS & PUBLICATIONS

Journal articles will be written.

9/11-4

PROJECT/
RESOURCE

Poverty and Taxation

DIRECTOR

Harold W. Guthrie, Economics
Bureau of Economic and Business Research
427 David Kinley Hall
333-1299

SUPPORT

University of Illinois

DATES

January, 1967

OBJECTIVES

To consider the effects of the negative income tax on poverty.

METHODS

Arguments for and against the negative income tax were developed by reviewing the literature on the tax.

CONCLUSIONS &
PUBLICATIONS

One proposal for future, peace-time fiscal policy is to provide a basic level of support to people in poverty through negative income tax. "The Negative Income Tax: A Way to Maintain Prosperity," Illinois Business Review, vol. 24, no. 1, January 1967, 6-8, presents arguments for and against the negative tax with a concluding statement saying the arguments for such a device deserve "thoughtful consideration." Misunderstanding about poverty and the restrictions of present welfare programs are also discussed.

COLLEGE OF EDUCATION - ADMINISTRATION & SUPERVISION

10/3-1

PROJECT/
RESOURCE

Preparation of Teachers for Schools in Disadvantaged Areas

DIRECTOR

Lawrence Doolittle, Department of Educational Administration and Supervision, Head of Student Teaching
236 Education 333-4897

ASSOCIATES &
ASSISTANTS

C. Benjamin Cox, Secondary & Continuing Education
John Erickson, Secondary & Continuing Education
Orrin Gould, Secondary & Continuing Education

DATES

June, 1966 - June, 1967

SUPPORT

Kettering Foundation

OBJECTIVES

In order to prepare teachers for secondary schools in disadvantaged areas, the program had four specific objectives:

1. to discover a teaching model appropriate to "disadvantaged" areas;
2. to train a group of students using this model as a guide in order to test the efficacy of the model;
3. to attract men from "disadvantaged" areas to the field of teaching, particularly in secondary schools in the areas; and
4. to develop curricular materials appropriate to these schools.

METHODS

The students for this program will be recruited from Chicago junior colleges. The program will seek to attract a population not currently enrolled in the University of Illinois and students from "disadvantaged" areas who can qualify for admission to the University. The order of preference is Negro males, males, Negro females and females.

The students will participate in a work-study program supported by the Office of Economic Opportunity. The work-study jobs will be in the micro-teaching laboratory as subject-evaluators, television equipment operators, and administrators of the laboratory operation. Their summer employment will be with "disadvantaged" youth in the Neighborhood Youth Corps in Chicago. During the senior year their work-study employment will be as teachers' aids in the Champaign-Urbana schools or with special University projects.

The University projects will include curricular projects conducted on the Urbana campus and the special pre-school program for the disadvantaged being developed under the guidance of the Special Education Department.

The work-study program is designed to provide money for the students to support themselves away from home, as well as provide experiences appropriate to teaching "disadvantaged" pupils. The staff members involved in the program are intrigued by the possible impact of a year's experience as a subject-evaluator in the teaching-techniques laboratory. This year of experience will provide a level of sophistication as an evaluator of teaching behavior never before attained at this point in a teacher preparation program.

CONCLUSIONS & PUBLICATIONS

The University has made a continuing commitment to the preparation of teachers for "disadvantaged" urban schools. It has provided funds to develop a teaching-techniques laboratory. The textual materials and strategies developed through this research will be adapted to the regular on-going teacher preparation program, as well as to a continuing program for these special teachers. It is possible that this program can be developed into an example useful to other teacher preparation institutions.

No final conclusions have been reached since the study will not end before June, 1967. A report on the complete study will be published in September, 1967.

10/3-2

PROJECT/
RESOURCE

Urban Education Conference

DIRECTOR

Lawrence W. Doolittle
Educational Administration and
Supervision; Head of Student
Teaching
236 Education 333-4897

DATES

April 5, 1967

SUPPORT

University appropriation

OBJECTIVE

To bring together the leaders and educators of Chicago's "Inner-City" and the University's College of Education faculty to discuss the problems and needs of urban education.

METHODS

Participating in the conference were eighteen Chicago delegates and twenty-eight members of the faculty and staff of the College of Education. After the opening talk, four groups were formed to discuss:

1. Crucial Issues in Teaching in the Inner-City
2. School Discipline in the Inner-City
3. Issues in Social Service in the Inner-City
4. School-Community Relations

CONCLUSIONS &
PUBLICATIONS

The interchange that took place clarified many difficulties confronting urban educators and

community workers involved in education. It also provided some constructive solutions and some directions for further investigation.

A detailed copy of the notes of the meetings is available.

COLLEGE OF EDUCATION - EDUCATIONAL PSYCHOLOGY

10/4-1

PROJECT/
RESOURCE

Institute of Preparation of Elementary
School Counselors

DIRECTOR

Merle M. Ohlsen, Educational Psychology
(1965-66)
188u Education Building
333-2550

Henry R. Kaczowski, Educational
Psychology (1966-67)
188 Education Building
333-2550

ASSOCIATES &
ASSISTANTS

Staff members and graduate students of
the Guidance and Counseling Division.

DATES

1965-1967

SUPPORT

National Defense Education Act

OBJECTIVES

To prepare teachers for counseling work
in the elementary school.

METHODS

All academic work of the two years,
including the summer sessions lead to
the master's degree. Thirty graduate
students participate each year by
working in Danville, Champaign, Urbana,
and Rantoul elementary schools, taking
referrals from teachers and holding
parents and teacher conferences.

CONCLUSIONS &
PUBLICATIONS

There is a need for counselors at the
elementary school level. Students
from first grade up benefit from a
verbal counseling. All graduate
students finished the program with job
opportunities as elementary school
counselors. Underprivileged students
were among those who benefitted from
counseling help.

10/4-2

PROJECT/
RESOURCE

Research in Learning and Problem Solving

Richard C. Anderson, Educational Psychology
8 Lincoln Hall
333-2604

DIRECTOR

1965-

DATES

Illinois State Gifted Program, University
of Illinois Research Board, and United
States Office of Education

SUPPORT

To develop and test theories of concept
and verbal learning, pitch discrimination,
and problem solving.

OBJECTIVES

Professor Anderson's research projects
include:

METHODS

Programed Instruction in High School
Biology. This study seeks to develop
programed lessons using a large variety
of techniques and visual aids for high
school biology.

Verbal Learning Experiments. College
students are taught Russian vocabulary
with programed instruction. The amount
and arrangement of incidental material
is varied. The presence or absence
and the placement of questions asked
about the material is also manipulated.

Stimulus Sequence and Concept Learning.
Two rules have been substantiated by
manipulating relevant and irrelevant
stimuli: (1) when the relevant
stimuli are the same for two adjacent
trials, learning is facilitated when
the change in irrelevant stimuli is
maximized; (2) when the relevant

stimuli are different on two adjacent trials, learning is facilitated when the change in the irrelevant stimuli is minimized.

Pitch Discrimination in Children. This research investigates the use of fading and vanishing techniques to improve pitch discrimination.

The Analysis and Synthesis of Problem Solving Behavior. This research analyzes complex solving processes and develops ways of teaching them.

CONCLUSIONS & PUBLICATIONS

"Can First Graders Learn An Advanced Problem-Solving Skill?," Journal of Educational Psychology, 1965, vol. 56, no. 6, 283-294.

"The Control of Attentive Reading," In Ernst Rothkopf, Editor, Verbal Learning and Written Instruction. New York. In press.

"The Effects of Incidental Material in a Programed Russian Vocabulary Lesson," Journal of Educational Psychology, vol. 58, no. 1, 1967, 3-10. (with G. Faust)

"Effects of some Sequential Manipulations of Relevant and Irrelevant Stimulus Dimensions on Concept Learning," Journal of Experimental Psychology, 1966, vol. 72, no. 4, 501-4. (with J. Guthrie)

"The Effects of Strong Formal Prompts in Programed Instruction," American Educational Research Journal. In press. (with G. Faust)

"A Failure to Teach a Sight Vocabulary by Vanishing Literal Prompts," a paper read at the annual convention of the American Educational Research Association, New York, 1967. (with O. Duell)

"Pitch Discrimination Among Primary Grade Children," submitted to the Journal of Educational Psychology. (with O. Duell)

"Problem-solving and Individual Differences." In Robert Gagne, Editor, Learning and Individual Differences. Columbus, Ohio, 1966.

10/4-3

PROJECT/
RESOURCE

Upward Bound

DIRECTOR

J. Don Boney, Educational Psychology
134 Educational Projects and Guidance
Building 333-1889

ASSOCIATES &
ASSISTANTS

Catherine Crocker, Administrative
Director
Getta Hogan, Director of Language
Arts
Melvin Hoffman, Research Associate
Janet Zinn, Secretary

East St. Louis teachers:

English

Alysandra Jackson
Dolores Perry
Edna Collins

Mathematics

Thurman Young
Robert Shaw

DATES

June, 1966-August, 1968

SUPPORT

U.S. Office of Economic Opportunity

OBJECTIVE

To provide remedial assistance in
language arts and mathematics for
unmotivated students from low-income
families who possess the potential
for college or post-secondary
school education.

METHODS

On the present program, eight weeks
are spent at the University, with
follow-up instruction or weekly
tutelage during the academic year.
The staff is writing a special

curriculum guide for high school
through levels 10 and 12, that
focuses on deficits observed by
teachers who work with students
on the residential program.

Teachers are brought from East
St. Louis to conduct classes.
Instruction extends into the school
year. As a follow-up program,
detailed English lesson plans are
sent to East St. Louis. Most
mathematics instruction is
handled through tutelage. About
85% of the students come on
Saturday when groundwork is done
to fill in missing junior high
school background.

CONCLUSIONS &
PUBLICATIONS

The project demonstrates that a
vast amount of human talent is
conserved by periodically taking
students out of deprived environ-
ments and placing them in a structured
educational program.

The program aims to involve parents
in child-centered educational
discussions, to enlist their support,
to clarify the parent role in
project UPWARD BOUND and to
decrease the student's feeling
of estrangement.

The "ripple-effect" of peer
relations may motivate students to
take interest in the program.

A curriculum guide in the language
arts should be ready by May, 1967.
A research monograph concerning
scholastic prediction, changes in
self concept, personality develop-
ment and peer relationship should
be completed in June, 1967.

10/4-4

PROJECT/
RESOURCE

Training of Assertive Behavior in
Male Negro Adolescents

DIRECTOR

J. Don Boney, Educational Psychology
134 Educational Projects and Guidance
Building 333-1889

David Brison, University of Toronto

ASSOCIATES &
ASSISTANTS

Stanford Rubin
Ann Aukamp

DATES

February 1, 1966-August 10, 1966

SUPPORT

University Research Board

OBJECTIVE

To train Negro students to be more
assertive in interracial academic
problem solving situations.

METHODS

The training involved four phases:

1. Didactic presentation of historical reasons why the Negro male tends to be non-assertive and illustrations of how this behavior is maintained by whites.
2. Attempts to get the students to identify academic situations where they could have been assertive, but were not.
3. Role playing of assertive behavior.
4. Discussion of attempts to be assertive outside the group.

Twenty male adolescent Negroes from grades 10, 11, 12 in Champaign High School participated in the program.

CONCLUSIONS &
PUBLICATIONS

Ego Development and Learning in Disadvantaged Children. To be published by World Press. Completion anticipated, Summer, 1968.

"Perception of the Roles and Functions of Elementary School Counselors." Accepted, Journal of Counselor Education and Supervision.

"Predicting the Academic Achievement of Negro Secondary School Students," Personnel and Guidance Journal, 45, 7, 700-702.

"Some Dynamics of Disadvantaged Students in Learning Situations." Accepted, The Journal of Negro Education.

"A Study of the Use of Intelligence, Aptitudes, and Mental Ability Measures in Predicting the Academic Achievement of Negro Students in Secondary School," unpublished Doctoral Dissertation, University of Texas, August, 1964.

COLLEGE OF EDUCATION - ELEMENTARY EDUCATION

10/5-1

PROJECT/
RESOURCE

Professional Preparation of Staff for
Teacher Preparation Programs in Early
Childhood Education

DIRECTOR

Bernard Spodek, Elementary Education
302 Education Building
333-1586

ASSOCIATES &
ASSISTANTS

Dolores Durkin, Elementary Education
Celia Lavatelli, Elementary Education
Stewart Cohen, Elementary Education

DATES

September 16, 1967 - June 15, 1968

SUPPORT

U.S. Office of Education

OBJECTIVE

To prepare professional staff for
teacher preparation programs in early
childhood education by a highly
individualized academic year program
tailored to the backgrounds and
professional needs of each participant.

METHODS

The program will have three components:
attendance in regular University courses,
specially designed practicum experiences
and group seminars. In the course
offerings and practicum experiences,
participants will be assigned to groups
based upon their backgrounds and pro-
fessional needs. All participants will
attend the seminars.

Participants will select courses in
history and philosophy of education,
educational psychology, early childhood
education (including "Programs in Early
Childhood Education," "Methods of Child
Study," "Workshop in Curriculum Devel-
opment--Early Childhood Education for
the Disadvantaged" and "Primary Reading")

and courses relevant to the field
(including "Storytelling," "Music in
Early Childhood Education," "Devel-
opment of Spoken Language," "Social
Services for Children," "Racial and
Cultural Minorities," "Social Mobility
and Class Structure" and "Psycho-
educational Problems of Exceptional
Children."

Participants will be involved in
training internships and research
seminars. Some will intern in a
program for the preparation of aides
to work in early childhood education.
The program will be housed in a day care
center for disadvantaged children to
be established for training purposes.
Persons from nearby disadvantaged
communities will be recruited for
training and subsequent employment.

To integrate the participants'
experiences, two types of seminars
will be held. A research and practice
seminar will be integrated with the
Experienced Teacher Fellowship Program
for Early Childhood Teachers of Urban
Disadvantaged Children. This seminar
will invite educators and members of
related disciplines and professions
to discuss research, innovative practice
and issues related to the field. A
second seminar will integrate the
knowledge and experience gained by
the participants in the program and
relate it to the preparation of pro-
fessionals and paraprofessionals
for early childhood education programs.

CONCLUSIONS &
PUBLICATIONS

Tremendous demands are now being made
on teacher preparing institutions to
develop pre-service and in-service
programs in early childhood education.
The shortage of adequately prepared
professionals to staff these programs
is more serious than the shortage of
classroom teachers and presents a

serious deterrent to the development of the field. This program will help meet the need for training programs for teachers and teacher aids in early childhood education.

10/5-2

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVES

METHODS

Experienced Teacher Fellowship Program
for Teaching the Disadvantaged

Bernard Spodek, Department of Elementary
Education
302 Education
333-1586

Herman Schuchman, Health Services,
Chicago Circle
Dolores Durkin, University of Illinois
Lorene Quay, University of Illinois
Sr. Marie Caroline Carrol, Teacher,
St. Mel Preschool Program, Chicago

September, 1967 - June, 1968

U. S. Office of Education

1. To improve the skills of nursery, kindergarten and primary teachers in working with the disadvantaged.
 2. To support the work of the Headstart Program in view of the child's total educational, social and medical needs.
 3. To develop leadership potential in the participating teachers.
-
1. In the full year program, some courses will be offered in the regular graduate course work, some in special sections.
 2. A practicum for the teachers will be set up. Arrangements are being made with Hayes School, Urbana, for classroom space. This school was chosen because of facility of transportation and parent contact.

3. The teachers will spend two weeks in Chicago attending a series of seminars and coming into contact with community projects and agencies. Mr. Schuchman plans a research and practice seminar with key people in Chicago.

CONCLUSIONS &
PUBLICATIONS

It is hoped that some change in courses offered the graduate student will be made. At this level, it is difficult to change the teacher but it is possible to change professional behavior.

10/5-3

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVE

METHODS

NDEA Summer Institute for Teachers
of Disadvantaged Children

Co-directors:

Theodore Manolakes, Head, Department
of Elementary Education
306 Education

Bernard Spodek, Department of
Elementary Education
302 Education
333-1586

Norman Dodl

Summer, 1967

U.S. Office of Education, National
Defense Education Act

To upgrade competency of teachers and
to improve guidance of student teachers.

The institute will integrate formal
course work and practice in the field.

Four class rooms in Hayes School,
Urbana, will be occupied for the
institute. The staff hired are from
Detroit, Oak Park, Chicago and Urbana.
Student teachers will be invited. The
students will be invited under the
direction of the principal and faculty
of Hayes School.

No direct effort is made to contact
community agencies. The project is
focused on education and involves
experienced teachers who have contacts

with social agencies and who will involve the community at large.

CONCLUSIONS & PUBLICATIONS

The program developed will be used in the University student teacher program in the Department of Elementary Education.

A report will be available after the program is completed.

10/5-4

PROJECT/RESOURCE

Center for Reading Research and Instruction

DIRECTOR

William R. Powell, Elementary Education
307 Education
333-1668

ASSOCIATES & ASSISTANTS

Anna Marie Larson, Supervisor
10 Education
333-4577

Al Larson

DATES

1964-

SUPPORT

College of Education, Department of Elementary Education (non-recurring grant)

OBJECTIVE

To improve teacher training in regard to reading difficulties.

METHODS

1. The courses are arranged to teach teachers. The approach is a clinical one. At present five graduate assistants maintain the room and supervise instruction and students working with the children. The Reading Center gives university students taking course work in reading supervised experience in working with pupils having reading problems.

2. The Department of Elementary Education offers courses for individuals wishing to pursue graduate study toward varying degrees of specialization in the field of reading. A similar program could be accomplished through other academic departments. The program combines academic work with induction into anticipated duties

for able teachers who wish to become, or to increase their effectiveness as, reading teachers, reading clinicians, reading consultants, reading coordinators or college instructors in reading.

Courses in reading are designed to be taken in a definite sequence. Portions of the program are designed to help the student acquire a basic knowledge of methods and materials used in teaching reading. Other parts provide for a study of research and new developments. Other portions of the program are of a clinical nature. The University's extensive offerings in psychology, English, linguistics, library science and related fields provide valuable background work for graduate study in the field of reading.

This program has been developed in accordance with the Standards for Professional Training of Reading Specialists established by the committee on Professional Standards and Ethics of the International Reading Association, 1967. A candidate's particular program will be arranged with reference to his background, area of special interest and the prospective position for which he is preparing.

Those in need in the community may call the Reading Center. They will be required to complete a home-school report. The program offers free service, but transportation is not provided.

The Reading Center, with facilities in Room 10 of the Education Building, is a center for teacher education in reading. Its extensive materials library, small conference rooms and individual work space provide opportunity for directed work with individuals who need reading improvement. A full time supervisor of the Clinic and Materials Center is available to assist students.

During the 1966 fall term, nine children from Washington School were transported to the Center. Success was limited because the children were improperly selected; the school did not follow up recommendations and there was a lack of parental support.

CONCLUSIONS & PUBLICATIONS

COLLEGE OF EDUCATION - SECONDARY AND CONTINUING EDUCATION

10/7-1

PROJECT/
RESOURCE

English for the Disadvantaged

DIRECTOR

Jerry L. Walker, Secondary and
Continuing Education
380 Education
333-3675

DATES

Summer Session 1967

SUPPORT

University appropriation

OBJECTIVE

To provide English teachers with an opportunity to study the problems they face when working with culturally disadvantaged students.

METHODS

Emphasis will be placed on developing new techniques designed to compensate for or remove disadvantages in language learning. Teachers will make an over-all survey of existing programs and their relative merits.

Course work will include two days of tutoring and demonstration to train teachers how to work on an individual level and how individual differences are cared for in a group context. Classes will develop materials and evaluate the demonstrations.

CONCLUSIONS &
PUBLICATIONS

It is hoped that a continuing dialogue will develop with teachers in the course. A follow-up study of the effectiveness of the summer session is planned.

10/7-2

PROJECT/
RESOURCE

Educational Problems of Puerto Rican Youth in Inner-city Chicago

DIRECTOR

Jacquetta H. Burnett, Education and Anthropology
288 Education Building 333-4685

ASSOCIATES &
ASSISTANTS

Henry Slotnick, graduate assistant
Jane Schwenker, secretary

DATES

1967 pilot year; 1970 publication.

SUPPORT

University appropriations, Bureau of Educational Research.

OBJECTIVES

1. To explore the differences in customary educational practices and behavior in Chicago Inner-city schools and in Puerto Rican schools.
2. To explore the conception of the school problems of Puerto Rican youths in a Puerto Rican community of Inner-city Chicago and among professional educators working in the area.

METHODS

1. Interviews with selected samples of (a) continent schooled (in primary grades) and (b) Puerto Rican schooled (in primary grades) youth in junior high school, in senior high school, as well as some who are drop-outs.
2. Interviews with a selected group of Puerto Rican families with children in or children who withdrew from junior high school and in senior high school.
3. Interviews with teachers and principals of junior and senior high schools with a large proportion of Puerto Rican students.

4. Participant observation of two or more Puerto Rican families.

5. Participant observation within selected schools and classrooms.

CONCLUSIONS & PUBLICATIONS

None are available now. The study will aid Chicago educators in understanding the intra-school cultural and social bases for the Puerto Rican youths' problems; and the differences in how Puerto Ricans and educators view these problems.

10/7-3

PROJECT/
RESOURCE

Intercultural Summer Field School for Education Undergraduates

DIRECTOR

Jacquetta H. Burnett, Education and Anthropology
288 Education Building 333-4685

ASSOCIATES &
ASSISTANTS

Muriel K. Crespi (Anthropology,
University of Illinois)
Field Director - Ecuador

Consultants - Anthropologists:

Joseph Casagrande, Department of Anthropology, University of Illinois.
Conrad Arensberg, Columbia University.
Solon T. Kimball, University of Florida.

Consultants - Professional Educators:

R. Will Burnett
Lawrence Doolittle
J. Thomas Hastings
Theodore Manolakes
Robert E. Stake

The staff will also include one graduate assistant and a part-time secretary.

DATES

February, 1968 - February, 1969

SUPPORT

Proposal not yet accepted.

OBJECTIVE

To give intercultural experience to six or ten undergraduate students; to train them to use participant-observer techniques for describing and appropriate analytic techniques for interpreting cross-cultural behavior in educational institutions.

ODS

During a summer in Ecuador, students will live in local communities in the mountain or coastal region. Each will make regular daily observations of the internal environments of a school and carry out research projects. Bi-monthly seminars would precede and succeed the summer work. Special arrangements will be made for instruction in and practice of aural-oral Spanish.

CLUSIONS

To train professional educators with an intercultural perspective; the school plans to provide data in sophisticated form concerning the ongoing dynamics of the internal environment of schools for cross-cultural comparisons of schools and for technical programs in education.

COLLEGE OF EDUCATION - SPECIAL EDUCATION

10/8-1

PROJECT/
RESOURCE

Longitudinal Comparative Study of Highly Structured and Traditional Programs for Educating the Culturally Disadvantaged and related short-term studies

DIRECTOR

Merle B. Karnes, Special Education
Colonel Wolfe School
Fourth and Healey Streets, Champaign
333-4890

ASSOCIATES &
ASSISTANTS

Audrey Hodgins, Senior Education Specialist
Laurel Hartig, Education Specialist
Constance Solberg, Education Specialist

DATES

1965-1968

SUPPORT

Office of Education, U.S. Dept. of Health
Education and Welfare

OBJECTIVES

1. To compensate for the effects of early deprivation;
2. To ameliorate learning deficits accruing from such deprivation;
3. To accelerate the rate of growth in learning areas important to later school success.

METHODS

1. Longitudinal Study

In 1965-66, the program involved sixty four-year-old, culturally disadvantaged subjects. The experimental group of thirty participated in a highly structured preschool program in language arts, reading readiness, mathematics concepts, science and social studies, and music. A game format was used to help children process information from these curriculum areas. The comparison group of thirty received a traditional preschool program which concentrated on social adjustment, but

capitalized on opportunities for incidental learning. Intellectual functioning, language development, perceptual development, and school readiness were evaluated.

During the 1966-67 term the comparison children attended public school kindergarten. The experimental children also attended public kindergarten, but returned each afternoon to Col. Wolfe School to participate in a one-hour supportive program in language arts and mathematics.

In 1967-68, both groups will enroll in the regular public school first grade. A follow-up study will evaluate the effectiveness of both approaches.

II. Related Short Term Studies

Early Intervention Study

This study will determine the effects of initiating a highly structured program with three-year-old disadvantaged children as compared to initiating a program for four-year-olds. Intellectual functioning, language development, perceptual development, and school readiness will be evaluated.

Montessori Program

A group of four-year-old disadvantaged children are enrolled in a Montessori school in order to compare the effectiveness of this approach with classes of comparable children enrolled in a highly structured program.

Integration of Culturally Disadvantaged Children in a Nursery School for Middle Class Children

The purpose of this study is to determine the effects on intellectual functioning, language development, perceptual development, and school readiness of four-year-old disadvantaged children who are participating in a program with middle class children as compared with a group of disadvantaged children who are enrolled in a preschool class with a highly structured program. Two to three disadvantaged four-year-olds are enrolled in each of seven community nursery school classes made up of children from middle class homes. A further comparison

can be made between children in integrated nursery school programs with comparable children enrolled in segregated classes.

An Approach for Working with Mothers of Disadvantaged Children.

This 1965 pilot project is an evaluation of the effects of a twelve-week training program with mothers on the intellectual and psycho-linguistic development of their preschool disadvantaged children. A comparison group of mothers did not receive training. These children were not enrolled in a preschool program.

Parents were paid to attend a two-hour weekly session to work with teachers in developing instructional materials. During the week, on a non-pay basis, they used these materials to teach their children at home.

A Highly Structured Preschool with a Training Program for Mothers

In 1966-67, another parent participation project began to determine if an approach for working with parents coupled with a highly structured preschool program would result in disadvantaged children making significantly greater gains on measures of intelligence, language development, perceptual development, and school readiness than children who attend the same highly structured program, but whose parents are minimally involved.

CONCLUSIONS & PUBLICATIONS

The experimental group from the 1965-66 longitudinal study gained fourteen points on the Binet test, while the comparison group gained eight points.

Results of all studies will not be available until 1968. Interim reports are written and can be obtained from the project director.

10/8-2

PROJECT/
RESOURCE

Teaching Advanced Concepts to Young
Children

DIRECTOR

Carl E. Bereiter, Special Education
Institute for Research on Exceptional
Children
403-224 East Healey, Champaign
333-4894

ASSOCIATES &
ASSISTANTS

Siegfried Engelmann, Senior Educational
Specialist

Educational Specialists:

Jean Osborn
Valerie Anderson
Elaine C. Bruner

Research Assistants:

Ernest Washington
Roger Gehlback
Judith Fiedler
Molly McCormick
Bonnie Lundeen
Janice Gerdeman

DATES

1963-

SUPPORT

U.S. Office of Education
Cooperative Research Bureau
Acceleration of Intellectual
Development in Early Childhood,
July, 1963 - June, 1966.

Division of Handicapped Children
Programmed Discrimination
Training for Lip-Readers,
June, 1964 - August, 1965.

National Institute of Child Health and
Human Development
Intelligence and the Acquisition
of Conservation, February, 1965 -
August, 1966.

Carnegie Corporation of New York
Development of Curricula and
Methods and Training of
Specialists in Preschool
Education, September, 1966 -
August, 1966.

University Appropriation.

OBJECTIVES

1. Re-examination of present curricula and methods in language learning, arithmetic and reading.
2. Developing new curricula and teaching methods for children from three to six, aimed at the optimum utilization of these years for the mastery of academic skills, the acquisition of important concepts and knowledge and the development of intellectual motivation. Trial and error methods are replaced with questioning, making adaptations for slow learners and developing extended motivation.
3. Developing an intensive one-year program for training specialists and supervisors who are capable of implementing pedagogically sophisticated school programs. Twenty-four trainees will be handled during a three-year term. It is expected that at the end of the project a self-sustained program capable of turning out about 18 people a year would be established.

METHODS

The experimental setting consists of a preschool class in which all the members of the development team participate as teachers, observers, evaluators and planners. A head teacher is responsible for each of the major subjects: language, arithmetic and reading. The schedule is arranged so that each period in which the staff participates is followed by a 20-minute period when children are not

present and the head teacher can go over problems and suggestions with staff. During the teaching sessions, project directors are in communication with the person doing the teaching through walkie-talkies and earpiece devices for on-the-spot modification and evaluation of teaching methods. Apprentices and curriculum developers move from class to class evaluating instructional sequences, observing the effects of planned changes, teaching and noting differences in the handling of specific tasks by teachers.

The class involves twenty children, one year below kindergarten age, including severely disadvantaged and lower middle class children, selected so as to fall into four relatively homogeneous groups with mean IQ's of roughly 85, 92, 97 and 105. Utilizing the workshop method in curriculum development, the project staff stimulates language learning through a music program, develops reading skills through the use of phonemic relationships and the initial teaching alphabet and introduces the concepts and rules of arithmetic as a language.

CONCLUSIONS & PUBLICATIONS

1. This project begins the rebuilding of curricula and teaching methods from the preschool level through graduate work and hopes to attract into preschool education those who have a sense of the continuity of learning and the ability to design preschool programs to advance learning along this continuum.

2. The report will produce revised and more detailed curricula, which will be supplemented by material for demonstrations and tasks. These curricula will be evaluated for over-all effectiveness under field conditions.

3. Specialist training. The project offers a defensible supplement or alternative to the non-instructional type of program now used in nursery schools and kindergartens by providing trained teachers capable of implementing instructional programs at the pre-first grade level. As graduate student trainees, the teachers have worked in the development of curricula and teaching methods and have acquired sufficient training so that they can carry out programs of this kind in the field.

Bereiter, Carl and Engelmann, Siegfried. "Observations on the Use of Direct Instruction with Young Disadvantaged Children" in Journal of School Psychology, 4:3:55-62, Spring, 1966.

Bereiter, Carl and Engelmann, Siegfried. Teaching Disadvantaged Children in the Preschool (Englewood Cliffs, Prentice-Hall, 1966).

Pines, Maya. "A Pressure Cooker for Four-Year-Old Minds" in Harpers, 55-61, January, 1967.

Bereiter, Carl. "Instructional Planning in Early Compensatory Education" in Phi Delta Kappan, March, 1967.

COLLEGE OF EDUCATION - VOCATIONAL & TECHNICAL EDUCATION

10/9-1

PROJECT/
RESOURCES

Vocationally Oriented Educational
Program for Youth in Disadvantaged
Families in Depressed Rural Areas

DIRECTOR

Lloyd Phipps
Vocational and Technical Education
357a Education Building
333-2839

ASSOCIATES &
ASSISTANTS

Gerald R. Fuller
Vocational and Technical Education
361 Education Building
333-3277, 333-0807

The University Center for Instructional
Research and Curriculum Evaluation
(CIRCE) core staff and research spe-
cialists serve as an advisory group.
Consultants from sociology, clinical
psychology, economics and rural area
resource development are:

Alice K. Janietz, Clinical Counselor
Student Counseling Service

David E. Lindstrom, Rural Sociology
Agricultural Economics and Sociology

Robert G. F. Spitze, Agricultural
Economics

Elmer L. Sauer, Rural Development
Extension
Agricultural Economics

Local program advisory committees con-
sist of members of local resource
development councils in communities
studied. Local coordinators will be
teachers in local schools participa-
ting in the developmental and experi-
mental phases of the study and will
be selected on the basis of their

knowledge and ability to work with
disadvantaged rural families.
Coordinators will receive special
training provided by the director,
associate director and others
through individual instruction,
meetings and extramural and summer
school courses.

DATES

June 1, 1965 - June 1, 1970

SUPPORT

Bureau of Research, Division of
Community and Vocational Research,
Office of Education, U.S. Department
of Health, Education and Welfare,
and the University of Illinois.

OBJECTIVES

Rural youth migrate to urban areas to
seek employment and are often unable
to compete successfully for jobs. The
initial out-migration sometimes be-
comes a shuttle migration of the
unsuccessful, further complicating
the problem in rural areas. Correc-
tion of the problem of inadequately
skilled rural youth should begin in
depressed rural areas and not be
delayed until urban areas are forced
to deal directly or indirectly with
it.

This study seeks to generate an effec-
tive vocationally oriented educational
program to secure full utilization of
present and potential capabilities
of economically and socially handi-
capped rural youth. Some disadvantaged
rural youth will utilize vocational
education opportunities outside their
communities. Others will utilize
their developing vocational competence
to improve the economic and social
situation in depressed rural communi-
ties.

Three primary objectives are:

1. Study in depth a selected depressed rural area to identify the anthropological, economic, psychological and sociological conditions and trends that typify the area.

2. Develop and conduct a "model" preparatory and supplemental vocationally oriented education program, specifically designed for members of disadvantaged rural families, which will lead to the gainful employment of youth.

3. Evaluate the program processes used and the results obtained in the "model" and develop guidelines for a vocationally oriented education program which communities may use to attack educational problems of disadvantaged rural youth.

The project proposes, through a focus on families, to create readiness for effective vocational education programs. A "model" family resource development program should generate desirable changes in disadvantaged rural youth by obtaining the interest and attention of families. A feeling of readiness for change and vocational education will be created to utilize opportunities provided by the Vocational Education Act of 1963, Area Redevelopment Act, Manpower Development and Training Act and Economic Opportunity Act.

The study is divided into four phases. A typical depressed community from the universe of approximately twenty rural, depressed counties will be randomly selected as the population area for Phases I, II, and III of the study. The universe population in this community will be all rural families, regardless of

race, living on land yielding incomes of less than \$3,000 and whose major potential income producer is less than 55 years of age. In Phase IV, ten disadvantaged rural families meeting the above qualification in each of ten communities will be randomly selected for study.

Phase I, Community Study, will (1) determine the universe of depressed rural communities in Illinois, (2) select a typical depressed rural area for study, and (3) study the area in depth to obtain data about the area and its inhabitants.

Phase II, Study of the Sample Population, will (1) identify disadvantaged families living in the selected depressed rural area, and (2) collect anthropological, economic, psychological and sociological data on randomly selected disadvantaged families.

The Developmental Phase will (1) divide the families into one experimental and two control groups and (2) define, try out and analyze the results of the "model" vocationally oriented, family-centered educational program.

The Experimental Phase will apply the model program developed in Phase III to five additional depressed rural communities from the total universe. Five other depressed communities selected randomly will serve as the control groups. Results will be analyzed and evaluated to determine implications regarding the use of the "model" program.

Some findings will be released in March, 1968.

METHODS

CONCLUSIONS & PUBLICATIONS

10/9-2

PROJECT/
RESOURCE

Home Economist Volunteers for
Education (HEVE)

DIRECTOR

Hazel T. Spitze, Division of Home
Economics Education
Department of Vocational-Technical
Education
355 Education Building
333-3039 or 333-0807

ASSOCIATES &
ASSISTANTS

Eva E. Moore, Home Economics
Education, graduate assistant
Wilma Birkeland
Jean Cooper
Charles D. Hendricks, Jr.
Alice Lansing
Eldora Longworth
Dottie Milazzo
Barbara McGrath
Dorothy Riley
Virginia Sargent
Hazel Spitze
Ann Stice

DATES

May, 1965 - June, 1966

SUPPORT

University of Illinois appropriation,
Bureau of Educational Research.

OBJECTIVES

To investigate the effect of a program
of adult education on a group of dis-
advantaged families.

METHODS

Director (or chief investigator)
conducted interviews with a random
sample of 20 mothers and teenage
daughters in Aid to Dependent
Children families in Champaign-Urbana.
A random ten of these were contacted

continuously for nine months through
personal visits in their homes,
telephone calls and weekly classes.

The follow-up interviews comparing
the treatment and control groups did
not show significant changes in
observable behavior, such as diet,
consumer practices and satisfaction
with clothing. Comments during
class or visits did indicate some
learning, attitude changes and
increase in self-esteem.

EXHIBITS &
REFERENCES

10/9-3

PROJECT/
RESOURCE

Experimental Program to Prepare Vocational
Technical Teachers for Laboratory Classes
Designed for Dropout-prone Youth

DIRECTOR

Robert A. Campbell

ASSOCIATES &
ASSISTANTS

Robert A. Tinkham
Neil E. MacGregor
William Coffey
Paula Brighton

DATES

June 1966 - June 1967

SUPPORT

Research Coordinating Unit, Illinois
State Board of Vocational Education and
Rehabilitation

OBJECTIVES

1. To explore the dimensions of the dropout-prone youth problem.
2. To discover how the unique laboratory experiences of vocational-technical education meet or fail to meet the needs of these youths.
3. To prepare personnel: teachers, laboratory aids, and curriculum people.
4. To disseminate the findings.

METHODS

An advisory committee was set up and a publicity program developed to attract teachers, graduates and undergraduates. A Likert-type attitude scale was developed to measure dropout-prone students' attitude toward in-school industrial education. Transportation and lunches were provided for the experimental students.

Closed circuit television covered the experimental lab classes. Home visitations were scheduled to involve parents in the program. Champaign counselors assigned to the experimental students were encouraged to visit the experimental summer class and related classes.

A 16 mm movie concerning the entire project will be available for educational groups interested in work with dropout prone youth.

CONCLUSIONS &
RECOMMENDATIONS

10/9-4

PROJECT/
RESOURCE

Video-tape Presentation on Home and Family

DIRECTOR

Robert C. Boston
Assistant Manager of Television
Station WILL
Supervisor of Television Services
1110 W. Main, Urbana
333-1070

Eldora Longworth, Home Economist
On Camera Teacher
4 Florida Ct., Urbana

ASSOCIATES &
ASSISTANTS

Hazel T. Spitze
Consultant
Home Economics Education

DATES

April - August 1966

SUPPORT

Illinois Office of Adult Education;
U.S. Office of Economic Opportunity

OBJECTIVES

To teach home and family living to under-educated adults.

METHODS

Sixteen half-hour tapes were produced by the University of Illinois Television Services and programmed on WILL during the fall of 1966.

Subjects of the tapes are as follows:

1. Introduction to Series.
2. Buying Clothes to Fit.
3. Toys Can Help Children Learn.
4. How Much Food Will \$10 Buy?
5. Let's Talk About Our Children.
6. Why Read Labels?
7. Lighting in Our Homes.

CONCLUSIONS &
PUBLICATIONS

8. Saying "No" to door-to-door Salesmen.
9. New Home Economics for our Sons and Daughters.
10. Let's Keep Our Homes Safe.
11. Adults Have Fun While Learning.
12. Who Needs Insurance?
13. A Place for Everything.
14. Talking It Over Helps.
15. What Have We Learned About Food?
16. Making Housework Easier.

Video-tapes provide a medium through which many adults, singly or in groups, can be reached by one teacher. Tapes may be obtained from Robert Boston or the Superintendent of Public Instruction, Office of Adult Education, Springfield.

10/9-5

PROJECT/
RESOURCE

Development of a Curriculum Guide for
Functionally Illiterate Adults in
Consumer Education

DIRECTOR

Hazel T. Spitze
Division of Home Economics Education
Department of Vocational and Technical
Education
355 Education 333-3039 or 333-0807

ASSOCIATES &
ASSISTANTS

Ann Stice, graduate assistant
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Marge Laitinen
Shirley Cogdal
Doris Sublette
Mary Ann Stice
Elizabeth Easley

DATES

September 1, 1966 - June 30, 1967

SUPPORT

University appropriations and home economics
volunteers for education

OBJECTIVES

To develop a curriculum guide in consumer
education for functionally illiterate adults.
The study attempted to identify the under-
standings that under-educated adults need
to function as heads of households, indepen-
dent of public aid, and how these under-
standings can be communicated through adult
education programs.

METHODS

Phase I: In 1966-67, the staff continued
weekly classes for mothers on public aid
and developed a curriculum guide in con-
sumer education.

Future Phase II: Arrange for the
curriculum guide to be tested in
Illinois adult basic education
programs and plan an experimental
study to try out the guide in
Champaign-Urbana.

Future Phase III: Revise curricu-
lum guide materials and disseminate
findings.

CONCLUSIONS &
PUBLICATIONS

The guide would aid state and local
directors in planning adult basic
education programs and the teachers
in these programs. It would be
useful in teacher preparation and
in curriculum studies.

COLLEGE OF EDUCATION - CURRICULUM LABORATORY

10/12-1

PROJECT/
RESOURCE

Committee on School Mathematics

DIRECTOR

Max Beberman, Secondary and Continuing
Education
Director of Curriculum Laboratories
1210 W. Springfield, Urbana 333-0150

ASSOCIATES &
ASSISTANTS

William Golden, Education

DATES

1952-

SUPPORT

University of Illinois, Carnegie Corporation
and National Science Foundation

OBJECTIVES

1. To work on new ideas in school mathematics and to prepare textbooks for a new high school curriculum.
2. To fill the gap of two or three years of mathematics for the underachiever at the junior high school level in order to prepare him for high school.

METHODS

Publication of a text Geometry of the Plane by Russell Zwoyer, Walter Sanders, and Richard Dennis employs pictures, comics and drawings to facilitate comprehension and hold interest. A text on fractional numbers for seventh grade is in preparation by Peter Braunfeld and other members of the committee.

The NSF Summer Institute for high school teachers of mathematics consists of six weeks of concentrated effort on the proper presentation and use of high school texts. The sessions directly aid teacher training in mathematics.

John Gilpin's The Automated Flash Card used in the Plato lab aids students having difficulty with multiplication tables. Three-hundred-ninety cards are set up in sets of fifty. The isolated student proceeding at his own speed has maintained attention as long as one hour. Five consecutive "rights" eliminate a card. The student repeats "wrongs" until they are mastered.

CONCLUSIONS &
PUBLICATIONS

Research in mathematics has provided text books for a new high school curriculum designed to make mathematics more easily comprehensible to the student, especially the underachiever.

10/14-1

PROJECT/
RESOURCE

Institute for Research on Exceptional
Children

DIRECTOR

Samuel A. Kirk, Special Education and
Psychology
Director of Institute for Research on
Exceptional Children
210 Education Phone 333-0260

ASSOCIATES &
ASSISTANTS

Lloyd G. Humphreys, Psychology
Bernard Farber, Sociology
Daniel Glaser, Sociology
James J. Gallagher, Special Education
Stephen P. Quigley, Special Education
Van Miller, Special Education
William Sloan, Illinois Department of
Mental Health
Cyril H. Winking, Director of Illinois
Department of Children and Family
Services
John H. O'Neill, Assistant State
Superintendent of Public Instruction
Vernon F. Frazee, Director, Division
of Special Education, State Department
of Public Instruction

DATES

July 16, 1952 -

SUPPORT

University grants and appropriation and
Illinois Departments of Public Instruction,
Mental Health and Public Welfare and grants
from Joseph P. Kennedy Sr. Foundation; U.S.
Vocational Rehabilitation Administration
and the U.S. Office of Education.

OBJECTIVE

To advance knowledge about exceptional children
(handicapped and gifted) and to increase
the effectiveness of the work of public
and private agencies with such children.

Continued -

METHODS

Research projects carried on at the
Institute during 1965-1966 include:

Research on Exceptional Children (Kirk)

Efficacy of Special Class Training on
Development of mentally retarded
children (Kirk)

Acceleration of Intellectual Development
in Early Childhood (Bereiter)
(See Separate entry)

Parental Teaching of Educable Retarded
Child as Related to School Achievement
(Farber)

Kinship Systems and Socialization (Farber)

Development of Techniques to Analyze
Teacher's Strategy and Resulting
Student Performance (Gallagher)

Research on Preschool Disadvantaged
Children (Karnes) (See Separate Entry)

Behavioral Aspects of Deafness (Quigley)

CONCLUSIONS &
PUBLICATIONS

Institute research covers prevalence studies,
the development of diagnostic instruments,
characteristics of the mentally retarded,
school programs, effects of training, effects
of handicapped children on families, pro-
grammed instruction, gifted children and
children with sensory disabilities.

The Institute staff offers consultation to
the Adler Clinic, a residential center for
emotionally disturbed and mentally retarded
children, which will include residential
cottages, an outpatient clinic, a children's
service building, a treatment school building
and a research facilities building. Institute
staff members will also use clinic patients
in their research.

1. Kirk, Samuel A., & Karnes, Merle B. & Kirk, Winifred. You and Your Retarded Child, a manual for parents of retarded children. New York: Macmillan Co., 1955.
2. —, Public school provisions for severely retarded children. A Survey of practices in the United States. Albany, New York: New York State Interdepartmental Health Resources Board, 1957.
3. —, Early education of the mentally retarded--an experimental study on the relationship of deprivation to mental retardation. Urbana, Ill.: University of Illinois Press, 1958.
4. —, & McCarthy, J.J. The Illinois Test of Psycholinguistic Abilities. Urbana, Ill.: University of Illinois Press, 1961.
5. —, Educating Exceptional Children. Boston: Houghton Mifflin Co., 1962.
6. —, & Weiner, Bluma B. (Eds.) Behavioral research on exceptional children. Washington, D.C.: Council for Exceptional Children, 1963.
7. —, & Bateman, Barbara D. Ten years of research at the Institute for Research on Exceptional Children. Urbana, Ill.: University of Illinois Press, 1964.
8. —, The diagnosis and remediation of psycholinguistic disabilities. Urbana, Ill.: Institute for Research on Exceptional Children, University of Illinois Press, 1966.
9. Farber, Bernard, & Sheets, B. V. (Eds.) The handicapped child in the family. Proceedings of a conference held at the University of Illinois, September, 1962. New York: United Cerebral Palsy Research and Educational Foundation, n.d., 110 pp.
10. —, Family: organization and interaction. San Francisco: Chandler Publishing Co., 1964.
11. —, & Ryckman, D. B. Effects of severely mentally retarded children on family relationships. Mental Retardation Abstracts, 2, January-March, 1965, 1-17.
12. —, Social class and intelligence. Social Forces, 44, December, 1965, 215-225.
13. Gallagher, James J., Analysis of research on the education of gifted children. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1960.
14. Gallagher, James J., Teaching the gifted child. Boston, Mass.: Allyn & Bacon, 1964.

10/14-2

PROJECT/
RESOURCE

Remedial Language Teaching in a Residential School for Educationally Mentally Handicapped Children (Kennedy School Project)

DIRECTOR

Douglas E. Wiseman, Education Institute for Research on Exceptional Children and Children's Research Center
Room 184, 1007 W. Nevada
333-6280

DATES

1964-ca. 1969

SUPPORT

Institute for Exceptional Children and Children's Research Center grants

OBJECTIVES

1. To develop and determine the efficiency of remedial language theories, techniques and materials.
2. To demonstrate what is being done at Kennedy school to schools around the state and the country.

METHODS

The remedial language techniques taught to the teachers of 200 residential students at the Lt. Joseph P. Kennedy School for Exceptional Children at Palos Park, Illinois, will be based on a multisensory model which outlines how a person receives information from his environment, the ways he processes information and the ways he expresses himself.

CONCLUSIONS &
PUBLICATIONS

A book will describe a curriculum that can be duplicated in other Educable Mentally Retarded classrooms.

10/14-3

PROJECT/
RESOURCE

Evaluation of Retardation in Educationally Mentally Handicapped Children (CUDDLE Project)

DIRECTOR

Douglas E. Wiseman
Institute for Research on Exceptional Children and the Children's Research Center
South First Street Road
333-6280

DATES

1964 - ca. 1969

SUPPORT

Institute for Research on Exceptional Children and Children's Research Center grants

OBJECTIVES

- (1) To determine if educationally mentally handicapped Negro children have different patterns of language behavior than EMH white children.
- (2) To determine if language training within the EMH classroom will influence language ability, mental ability (Binet, Primary Mental Ability Text) and academic growth.

METHODS

CUDDLE stands for public schools in Champaign, Urbana, Danville (two), La Grange and Elk Grove. Teachers of retarded classes in Champaign and Urbana public elementary schools are being trained in methods of teaching language skills. The 180 students in the study (45 young Negroes, 45 older Negro children, 45 white young children, 45 white older children) were given the Binet I.Q. test, the Illinois Test of Psycholinguistic Abilities, Primary Mental Abilities Test and the Metropolitan

Achievement Test at the beginning of the study. At the end of the study the same tests were administered to see what the patterns of language and other cognitive behaviors were, whether Negro and white patterns differ, if the patterns change, and if they do, how.

The diagnosis of various language behavior and the remedial language training is based on a multisensory model which outlines the senses or combination of senses a person depends upon for information from his environment, the ways a person processes information, and the ways he expresses himself, i.e., by physical actions or vocally or by a combination of these.

The schools in Danville, La Grange, and Elk Grove act as controls.

The basic contribution of the study will be in identifying the characteristics of Negro and white educable mentally retarded children and analyzing their growth patterns over a two-year period. A monograph will be written.

If students improve their language abilities, it will mean a little special attention will yield large results. If the children do not improve significantly, it will not be possible to make generalizations as to why they did not because outside variables, such as new teachers taking charge of the experimental classes, or children being assigned by the school to different classes, disrupted the design of the study.

CONCLUSIONS & PUBLICATIONS

COLLEGE OF EDUCATION-INSTRUC. RES. & CURRICULUM EVALUATION

10/15-1

PROJECT/ RESOURCE

Conference on Curriculum Innovation for the Culturally Disadvantaged

DIRECTOR

J. Thomas Hastings, Educational Psychology Department
Center for Instructional Research and Curriculum Evaluation
270c Education Building
333-3770

ASSOCIATES & ASSISTANTS

Anne Trask, Sociology of Education
John Easley, Jr., Education

DATES

April 11-13, 1965

SUPPORT

Carnegie Foundation

OBJECTIVE

Educators and curriculum specialists had been sensitive to the criticism that present curriculum material was especially geared to urban children and college bound students. The conference sought to determine if special curricula were needed for the disadvantaged.

METHODS

Some curriculum projects reported on the development of special material aimed at youngsters not successful in the study of science and found that for the most part this included the inner-city child from disadvantaged areas who was having difficulty in all subjects.

It was believed that if curriculum innovation for the disadvantaged would alleviate the problem, then it would be of great advantage to bring together people in the schools and those who work with the disadvantaged

for a dialog between curriculum developers and people who work with the disadvantaged.

CONCLUSIONS & PUBLICATIONS

Those attending the conference were of the opinion basically that good material and methods will work for one group as well as for another. The results according to Dr. Hastings were that there is no known difference in structure, methods, and discipline that work for the ordinary student and those that work for the disadvantaged student.

Out of the conference will come a July, 1967, multilith publication containing a series of papers and reports of the sessions.

COLLEGE OF ENGINEERING - CIVIL ENGINEERING

11/5-1

PROJECT/
RESOURCE

Civil Engineering Cooperative Program
with Southern University in Baton Rouge,
Louisiana

DIRECTOR

Ross J. Martin, Director, Engineering
Experiment Station
101 Engineering Hall 333-2152

ASSOCIATES &
ASSISTANTS

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George E. Anner, Electrical Engineering
Milton H. Crothers, Electrical Engineering
Robert J. Mosborg, Civil Engineering
Edwin H. Gaylord, Civil Engineering
Helmuth H. Korst, Mechanical Engineering
Steven J. Fenvers, Civil Engineering
Carl S. Larson, Mechanical Engineering
Seichi Konzo, Mechanical Engineering
Paul G. Jones, Theoretical and Applied
Mechanics

DATES

Spring, 1967

SUPPORT

U.S. Department of Health, Education and
Welfare; American Society for Engineering
Education.

OBJECTIVES

The basic objective for the cooperating
school is to set up an accepted program
of engineering in the developing school
to enable students to continue studies
at the graduate level.

METHODS

The University of Illinois faculty works
directly with H. L. Thurman, dean of
engineering at Southern University, and
a graduate of the Department of Architec-
ture, University of Illinois. Of major
concern is the curriculum and the level
of attainment of undergraduate students.

Professors and students (of the sister institutions) have made exchange visits. The Department of Civil Engineering has proposed to send four visiting lecturers to Southern University during the spring term.

In late May, a curriculum conference consisting of twenty staff members and the entire engineering staff at Southern will meet to set up mechanisms whereby their top graduates could go to graduate school. These students will be supported to relieve family responsibilities. Special fellowships will be granted.

Future plans include student interchange involving semester exchanges as part of the graduate work. Samuel Davis, assistant dean of men, is in charge of this phase of the program. Faculty exchanges have also been considered.

The project in its developmental stage indicates that the interchange will be of educational value to both institutions.

11/5-2

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVE

METHODS

CONCLUSIONS &
PUBLICATIONS

Employment, Housing, Education and Recreation for the Disadvantaged

Robert Eubanks, Civil Engineering,
Theoretical and Applied Mechanics
323 Engineering Hall
333-2465

1965-

University appropriation

To suggest needs for continuing surveys of the employment situation, housing, education and recreational areas in the local community and that with the information at hand the University could provide more effective assistance to meeting the needs of the underprivileged.

Participation, as an interested faculty member, in university and community activities relating to equal opportunity and the disadvantaged.

Employment. An employment survey in the local area must take into consideration (1) the partial nature of the employment of the poor; (2) their unwillingness to work; (3) their capability for total employment; (4) their employment situation as distinguished from that of the middle class.

1) Negro laborers who work as hod carriers on construction jobs during the summer are unemployed for four months. Their skills are such that a twelve-month steady job would not pay them as well. Though unemployed for a part of

the year, these men identify themselves as not available for employment.

A woman receiving Aid to Dependent Children assistance who has children that could be put into nursery school so that she could get a job finds that ADC pays more than she can earn as a maid or in kitchen service during a nine-month period. The University usually lays off this type of help during the summer months.

2) The opportunities provided do not fit the talent and ability available. If an industry is brought in without first investigating what talent and ability is available, the Negro will remain unemployed.

3) A Negro male from Mississippi who has two years' experience could not apply as a carpenter here because his skills would not equal those of a local apprentice. Could a school be set up to train men who have the capacity?

4) If one man in the middle class set-up is employed, the wages are adequate to provide for the needs and more of the entire family. For the poor, not only does the man of the family have to be employed, but also the older sons or daughters if the needs of the entire family are to be satisfied.

Champaign-Urbana Negroes often find that what is printed about equal opportunity for employment is not a true situation.

Housing. A big local problem is that of housing construction regulations requiring the use of certain piping. An investigation of antiquated rules

should result in their replacement by new regulations to accommodate more modern ways of doing things.

It would be good to initiate a self-help type program on house repair for the poor.

Housing needs on a realistic basis must consider what people are used to and what they can afford.

Education. The Office of the Dean of Students has a program for academic cooperation between the University of Illinois and Southern University. This involves the interchange of students of all-Negro schools. Northern students would benefit from such courses as Negro history offered by southern schools, while Negroes would have a normal year on a non-segregated, northern campus.

Instead of busing children Prof. Eubanks suggests that any child be allowed to go to whatever school he wishes and provide his own transportation.

Recreation. There is a need to supplement local recreational facilities with tutorial programs and programs to encourage Negro youths to make the effort and to work toward goals they may achieve.

COLLEGE OF ENGINEERING - COORDINATED SCIENCE LABORATORY

11/13-1

PROJECT/
RESOURCE

The PLATO System (Programmed Logic
for Automatic Teaching Operations)

DIRECTOR

Donald Bitzer, Electrical Engineering
258 Engineering Research Lab 333-6210

ASSOCIATES &
ASSISTANTS

Eugene Slottow
Jack Stifle
Brian Voth
Scott Kreuger

The basic research and the engineering
research on PLATO components is done
in the Coordinated Science Laboratory
with personnel working part time in
both groups.

DATES

1960-

SUPPORT

U.S. Advanced Research Projects Agency;
Department of Defense

OBJECTIVE

To explore the possibilities of automation
in individual instruction.

METHODS

PLATO consists of a television screen and
an electric typewriter. The screen pro-
vides textbook pages, graphs, diagrams
and workbook pages on which the student
can insert answers with the typewriter.

With special keys he can call for a check
on his answers, erase and make changes,
request supplementary information and
help and go back to review his own work.

Each student progresses at his own speed.
Twenty stations are in use now, but a
system with a modern computer would be
capable of handling 5,000 students at

CONCLUSIONS &
PUBLICATIONS

one time. The students could be in
different rooms, buildings, or cities.

The system has been tried at levels
from pre-school through college, with
courses in mathematics, engineering,
social studies and nursing.

Tests show students learn subject
material as well with PLATO as in
regular classes, but the time spent
to master lessons often is less with
PLATO.

The efforts of the PLATO system have
not been geared toward a certain socio-
economic group. The facilities are open
to all levels of education. Special
efforts have been made to reach the under-
achiever in mathematics on the junior high
school level and in genetics for univer-
sity science courses.

Other projects include: a teaching
program for nurses at Mercy Hospital,
Urbana; a course in circuit analysis
offered to electrical engineering junior
and senior students; "How to Use the
Library"; "Fortran Programming for
Business and Commerce Students"; drill
sequences for remedial arithmetic studies,
psychological studies relating to mathe-
matical discovery and work in the area of
verbal learning and retention.

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Easley, John A., Jr., "The Uses of PLATO."
Audiovisual Instruction; January, 1966.

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"Description and Use of a Computer-
Controlled Teaching System." Proceedings
of the National Electronics Conference,
Vol. 18. Chicago: Rogers Printing Co.,
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3. Bitzer, D.; Chan, S.; Johnson, R; and Walker, M. "Lesson Preparation for the PLATO Tutorial Logic (Compiler Version)." CSL Report I-130. Urbana: Coordinated Science Laboratory, University of Illinois, 1965.

4. Bitzer, D.; Lichtenberger, W.; and Braunfeld, P. G. "PLATO: An Automatic Teaching Device." IRE Transactions on Education E-4: No. 4, pp. 157-161; December 1961.

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6. Bitzer, Maryann. "Self-Directed Inquiry in Clinical Nursing Instruction by Means of the PLATO Computer-Controlled Simulated Laboratory." SCL Report R-184. Urbana: Coordinated Science Laboratory, University of Illinois, 1963.

7. Braunfeld, P. G. "Problems and Prospects of Teaching with a Computer." Journal of Educational Psychology 55: 201-11; 1964.

8. Braunfeld, P. G., and Fosdick, L. D. "The Use of an Automatic Computer System in Teaching." CSL Report R-160. Urbana: Coordinated Science Laboratory, University of Illinois, 1962.

9. Easley, J. A., Jr.; Gelder, H; and Golden, W. "A PLATO Program for Instruction and Data Collection in Mathematical Problem Solving." CSL Report R-185. Urbana: Coordinated Science Laboratory, University of Illinois, 1964.

10. Lichtenberger, W.; Bitzer, D.; and Braunfeld, P. G. "PLATO II: A Multiple Student Computer-Controlled Teaching Machine." Programmed Learning and Computer-Based Instruction. (Edited by John E. Coulson.) New York: John Wiley and Sons, 1962. pp. 205-216.

11. Lyman, E. R. "A Descriptive List of PLATO Lesson Programs." CSL Report R-186. Urbana: Coordinated Science Laboratory, University of Illinois, 1965.

COLLEGE OF FINE & APPLIED ARTS - SMALL HOMES COUNCIL

12/6-1

PROJECT/
RESOURCE

Small Homes Council - Building Research
Council

DIRECTOR

Rudard A. Jones
Research Professor of Architecture
Mumford House
333-1800

ASSOCIATES &
ASSISTANTS

William H. Kapple
Research Associate Professor of Architecture
Small Homes Council Lab
333-1912

Donald H. Percival
Research Associate Professor of Wood
Technology and Utilization, Forestry
Small Homes Council Lab
333-1910

Donald E. Brotherson
Research Associate Professor of Archi-
tecture
31 E. Armory, Champaign
333-1913

Henry R. Spies
Editor and Assistant Professor
Mumford House
333-0358

DATES

1944-

SUPPORT

Funds granted to the University by
governmental agencies, trade associations
and individual companies supplemented
by funds from the University and the
sale of research publications.

OBJECTIVES

To coordinate the University resources
and focus research and other services
on small home and general building
problems.

METHODS

The Council conducts research projects
as an individual organization or joins
other departments such as architecture,
landscape architecture, home economics,
mechanical engineering, electrical
engineering, sociology and economics.

It conducts short courses at which
research developments and design and
construction techniques are presented.
Staff members participate in meetings
of trade associations, research groups
and building organizations.

The Council conducts a limited housing
advisory service. Staff members answer
by letter or office calls specific
questions relating to planning and
construction, which are not covered
in SHC-BRC publications. The SHC-BRC
does not draw up or review house plans
for individuals. Staff members are
also consulted concerning building
industry trends and housing.

As an organization and through parti-
cipation of staff members in advisory
committees and professional societies,
the Council serves public agencies,
professional groups and trade organ-
izations in their efforts to establish
rational standards, codes and practices
in the building industry.

CONCLUSIONS &
PUBLICATIONS

The Council is working on a "Fastening
of Surfacing Materials in Rehabilitation
Construction" project for the Federal
Housing Administration's 48 hour urban
renewal project in New York's lower
East Side. The study seeks ways of
putting on new surface materials with-
out cleaning away all of the old
plaster and types of wall surfaces low-
income people will accept.

The Council has loaned to the Mississippi
Delta Project a soil-cement machine
which they used in Colombia to make
low-cost housing materials.

The Council helped develop questionnaires in 1962 for Professor Bernard S. Phillips (Sociology), for his studies on the housing needs, health, activities and roles of the aged in a central Illinois community.

The Small Homes Council publishes circulars covering home financing, site selection, safety, materials, construction methods, planning, utilities and design; instruction sheets including plans and data for the construction of housing components; research reports including reports of studies by the Council in cooperation with foundations and concerning construction techniques and materials; and technical notes including reports of investigations of construction practices.

12/6-2

PROJECT/
RESOURCE

Consultant on Housing

DIRECTOR

Rudard A. Jones, Director
Small Homes Council - Building Research
Council
Mumford House
333-1800

DATES

1965-

SUPPORT

Small Homes Council-Building Research
Council

OBJECTIVES

To act as a consultant on housing.

METHODS

Speaks at meetings; serves on committees;
individual consultation.

CONCLUSIONS &
PUBLICATIONS

He is working with the Champaign Human
Relations Commission's Committee on a
low-cost demonstration project in
Champaign-Urbana.

He serves on the Technical Studies Advisory
Committee of the Building Research Advisory
Board of the National Academy of Science-
National Research Council, which advises
FHA on a wide spectrum of problems, in-
cluding low-cost housing.

He has consulted with members of the
Mississippi Delta Project on low-cost
housing.

He and Prof. Brotherson co-sponsored a
meeting on low-cost rental housing.

He is one of several resource persons advising private citizens, builders and village officials interested in building a model town or neighborhood in the Chicago Heights-Park Forest area to form an integrated community with a wide range of income levels.

COLLEGE OF FINE & APPLIED ARTS - COMMUNITY PLANNING

12/8-1

PROJECT/
RESOURCE

Bureau of Community Planning

DIRECTOR

Joseph M. Heikoff, Urban Planning
1202 West California, Urbana
333-3020

ASSOCIATES &
ASSISTANTS

Scott Keyes, Editor of Research Digest
Eric C. Freund, General Planning
Information

DATES

1934-

SUPPORT

University appropriations

OBJECTIVE

To apply advances in social science, design fields and systematic methodology to the professional practice of planning for the development of urban and rural areas.

METHODS

Provides information and offers educational services concerning urban planning. Staff members teach in the Department of Urban Planning, respond to community inquiries, and cooperate with the Division of University Extension and the Cooperative Extension Service.

CONCLUSIONS &
PUBLICATIONS

The Bureau provides information about community planning to meet environmental needs of citizens, including the disadvantaged.

Newsletter
Research Digest
Research reports and manuals

COLLEGE OF FINE AND APPLIED ARTS

12/10-1

PROJECT/
RESOURCE

Urban Planning

DIRECTOR

William I. Goodman, chairman
Department of Urban Planning
208 Mumford Hall
333-3890

DATES

1953-

SUPPORT

University appropriation

OBJECTIVES

To provide a broad liberal education and the knowledge of particular skills, procedures and theories for a professional career in urban planning.

To provide the basic professional education which equips a qualified student for advanced standing and the choice of an area for specialization in depth within the master's degree program.

METHODS

The Department offers a basic graduate program in Urban Planning and encourages and directs graduate students in areas of specialization in public administration, transportation, quantitative techniques, urban design and human ecology.

In the development of the social sciences, a number of research units have been created on campus, and existing ones have been strengthened. In each instance, faculty members from Urban Planning have contributed to these research programs. A number of new and significant research opportunities now exist or are being developed for students of Urban Planning, such as: the state-wide Survey Research Laboratory, which

will maintain a master sample of information about the population and communities of Illinois and will train students in the art of social science research and analysis; and the Center for Human Ecology, which will study in an interdisciplinary way, the interactions of man and his environment in a number of locations throughout the world, and the Bureau of Community Planning which focuses on urban and metropolitan problems.

Such research directions offer a rich variety of educational experiences. Together they constitute an important long-term commitment by the University of Illinois to a study of man and his relations with the urban environment.

CONGESTIONS &
EMERGENCATIONS

12/10-2

PROJECT/
RESOURCE

An Experimental Method for Analyzing
Perception of the Urban Environment

DIRECTOR

Jerrold R. Voss, Urban Planning
1203 W. California

ASSOCIATES &
ASSISTANTS

Gary A. Hack, graduate student in
Urban Planning
1201 W. California
333-0295

DATES

June 1966 - March 1967

SUPPORT

University of Illinois Appropriation

OBJECTIVES

To study differences in perception of
the urban environment.

METHODS

The instrument was developed and then
used in a series of pre-tests. The pre-
tests were run to analyze which parts of
an environmental scene were most critical
to each person in either recognizing a
scene, discriminating between two scenes,
or identifying identical scenes and the
ease with which these tasks were done,
i.e. the quantity of environmental infor-
mation needed to complete the tasks.

Each person was shown a series of photo-
graphs, each of which revealed more of a
particular environmental scene and less
of the grid pattern which had been super-
imposed on the scene.

Three variables were noted for their
possible effect on the results: the
person's social and environmental back-
ground, the person's motive in each task

CONCLUSIONS &
PUBLICATIONS

(what he was asked to do), and the
environmental scene he was asked to
deal with.

Because of different environmental
experiences, people use different
objects in the same environmental
scene to perform tasks of identifica-
tion, recognition or discrimination.

An Experimental Method for Analyzing
Perception of the Urban Environment,
Urbana, April 1967 (Unpublished
Master's thesis).

2/10-3

PROJECT/
SOURCE

The Role of Urban Planning in the Residential Integration of Middle Class Negro and Whites (Master's Thesis)

DIRECTORS

Albert Z. Guttenberg, Thesis Adviser
Bureau of Community Planning and
Department of Urban Planning
1202 W. California
333-3020

ASSOCIATES &
ASSISTANTS

Lewis Bolan, graduate student in
Urban Planning

DATES

September 1966 - May 1, 1967

SUPPORT

University of Illinois appropriation

OBJECTIVES

To determine (1) the factors which allow and encourage middle class Negroes living in ghettos and wanting to move out to achieve better housing, schools, and recreational facilities to move into built-up areas with older housing or into new housing developments such as urban renewal projects, sub-divisions, and private projects; (2) the factors which prevent integrated neighborhoods from becoming all Negro areas; (3) the role of urban planning in these factors.

METHODS

The study was based on published literature.

CONCLUSIONS &
PUBLICATIONS

Urban planning has little effect on social interaction, but can affect physical proximity which creates greater chances for social interaction.

Urban planning can do little to affect the factors that encourage or allow

Negroes to move into built-up areas. These factors are:

The proximity of the neighborhood to Negro neighborhoods.

The socio-economic status of the Negroes wishing to move. Negroes with a high economic status have a greater chance of being accepted.

Growing undesirability of the neighborhood to white people because of unsuitability of the housing, changed accessibility, crime rates, tax rates and assessments, quality of schools as perceived by the parents, quality of city maintenance, quality and quantity of community facilities, zoning and subdivision changes, real estate activity, mortgage availability, liberalism of the residents and presence of Fair Housing legislation.

Urban planning can affect several of the factors that encourage or allow Negroes to move into new housing areas. These factors are:

Location. Negroes will more likely move into and be accepted in a new, isolated community; in an existing interracial area; or in a fringe area between an all-white and an all-Negro area. Urban Planning can affect the location of new housing developments.

Size of the development. The larger the development the more likely Negroes will move into and be accepted in a new community. Urban planning can affect the size of new developments.

The kind of promotion given the new development. Negroes and whites have to be appealed to separately and on different bases.

Design and price of housing. White people will buy a house in an integrated neighborhood regardless of their racial attitudes if the house is much cheaper and much nicer relative to other houses on the market. Urban planning can affect the design and price of the housing in a new development.

Racial quotas. White people will buy houses in a community if they are given assurance in the form of a quota system that the area will not become all Negro.

Community action. Especially government action to encourage or discourage integrated housing projects. Urban planning can recommend actions.

Urban planning can recommend Fair Housing legislation.

Spacial distribution of Negroes. If Negroes are clustered within the community, the white people tend to accept them more readily.

Availability of financing. Urban planning can advise private investors, the Federal Housing Association and the Veteran's Administration.

Urban planning can affect some of the factors that can keep an integrated area from becoming all Negro. The factors are:

Distance from an existing Negro neighborhood.

The Negro housing market in the whole metropolitan area.

Attitudes and practices of real estate brokers, mortgage lenders and property appraisers.

Mortgage availability.

Amount of rental property available in the area. The greater the amount the less likely white people will move out because they are less involved financially.

Length of residence of the white people. The longer they have lived in an area the more reluctant they are to move.

Spacial distribution of Negroes.

Presence of major institutions. Urban planning can have some effect by encouraging institutions to stay in certain areas.

Attractiveness of the area and the housing relative to other housing possibilities is a factor which urban planning can affect.

Benign quotas. Urban planning can only advise that these be set up and that local organizations be formed to attract whites.

Fair Housing legislation.

The tipping point in the ratio of Negroes and whites which when reached will cause white people to move. Urban planning can try to convince property holders that the area will not be allowed to become all Negro.

The Role of Urban Planning in the Residential Integration of Middle Class Negroes and Whites, Urbana, 1967
(unpublished Master's thesis).

In The Decision Making Process in Urban Renewal: A Case Study of Champaign, Illinois, an Urban Planning seminar paper, May 25, 1966, Mr. Bolan analyzed the

decision-making process connected with the planning of the urban renewal project in Champaign, made suggestions as to how planning might have been improved, and discussed the relationship of urban renewal to comprehensive city planning suggesting possible ways of strengthening the relationship.

COLLEGE OF JOURNALISM AND COMMUNICATIONS - ADVERTISING

13/2-1

PROJECT/
RESOURCE

Literature Survey of Racial Differences in Consumption Patterns

DIRECTOR

Arnold M. Barban, Advertising
College of Journalism and Communications
115 Gregory Hall
333-2587

ASSOCIATES &
ASSISTANTS

Kiyoshi Nagata, research assistant

DATES

September 1966 - May 1967

SUPPORT

University appropriation

OBJECTIVE

It has been determined that Negro and white consumption patterns differ. This study seeks to determine whether there are behavioral and personality differences between Negroes and whites which would account for these differing patterns. If the literature shows there are such behavioral differences, it is hoped that it will also suggest reasons for similarities and differences between Negro and white personalities.

METHOD

Searching the literature.

CONCLUSIONS &
PUBLICATIONS

An article may be written.

PROJECT/
RESOURCE

Negro and White Response to Advertising Stimuli (Doctoral Dissertation)

DIRECTOR

Arnold M. Barban, Advertising
College of Journalism and Communications
115 Gregory Hall
333-2587

DATES

1964

SUPPORT

Financed by project director

OBJECTIVES

To investigate the responses of Negroes and whites to advertising stimuli to determine whether a common advertising program could be effective with both races.

METHODS

The experiment was conducted with 181 students in randomly selected sections of freshman English classes from two universities in Houston, Texas--one a predominantly "white" institution, the other, a predominantly "Negro" institution. There were 93 white and 88 Negro subjects.

They were exposed to one stimuli with the word "advertising" presented in bold black letters and nine pictorial stimuli. Four of the latter related to media aimed primarily at Negroes and four related to the typical print advertisements, the models, if any, being either all white or all Negro.

The responses of the subjects were measured by twenty-two bipolar scales. The respondent would choose one of seven points along each scale, thus indicating the direction and intensity of his feeling.

CONCLUSIONS &
PUBLICATIONS

Marketers have traditionally directed their advertising to white groups under the unexpressed assumption that Negro groups would be reached at the same time. More recently, large numbers of marketing strategists have come to believe that they should treat the Negro and portions of the population as separate markets. This segregation has not been based on results of research.

This project investigated the responses of Negroes and whites to advertising stimuli and concluded that a common advertising program could be directed to both races, for the overriding observation from the study points to the general similarity of Negro-white responses. Admittedly, because the two groups consisted of students, conclusions should not be made about Negro-white reactions in the total population. Considering the present advertising strategy of a number of leading advertisers, one would "expect" a rather large number of sizable differences to prevail even among so homogenous a pair as students, but such differences did not occur. There was a high correlation between Negro and white reactions to ADVERTISING, a concept which typifies a general verbal stimulus. Typical print advertisements tended to yield a like response; that is, whites and Negroes responded similarly to a sample of typical cigarette advertisements. This was true regardless of whether the advertisement contained Negro models or white models. But when a single advertisement contained both Negro and white models, reactions diffused. It was not a matter of Negroes "liking" such an advertisement and whites not; rather it was a situation in which Negroes judged the stimulus as favorable, whereas whites were more neutral. There was also a noticeable differences in response to representative types of "Negro" media. They were viewed as slightly favorable by Negroes but as "neutral" by whites.

"Negro and White Response to Advertising Stimuli," Journal of Marketing Research, November, 1964, 53-56.

"On the Question of Racial Integration in Advertising," University of Houston Business Review, vol. 12, Winter, 1965-66, 1-31.

"A Factor Analytic Study of Negro and White Responses to Advertising Stimuli," Journal of Applied Psychology, vol. 49, no. 4, August, 1965, 274-279.

65/2-3

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

Measurement of Negro-White Response to "Integrated" Advertising Stimuli

Arnold M. Barban, Advertising
115 Gregory Hall 333-2587

September, 1966 - September, 1967

University Research Board

To observe and measure the responses of groups of Negroes and whites, from a major metropolitan area (Chicago) to a set of common advertising stimuli, namely stimuli which include both Negro and white models in the pictorial presentation. The study will also permit an analysis of white reactions to the "integrated" advertisements. Since the advertisements will include varying types of "integration," comparisons can be made between advertisements.

The purpose of this study is not primarily one of finding out how the Negro market can best be tapped. Rather its purpose is to investigate the differences between Negro and white responses to one form of communication. These differences will then be most likely relevant to other areas of communication processes that touch both Negroes and whites.

SAMPLE. One hundred and twenty-five middle income Negroes and one hundred twenty-one middle income whites were selected from the Chicago area. Each group was randomly sub-divided into three cells.

STIMULI. One cell of Negroes and one cell of whites view four ads using white models. The four ads were advertising a service organization, a bourbon producer, a cigarette manufacturer and a soft drink manufacturer. A second cell of Negroes and a second cell of whites view two integrated ads, one of a service organization and one of a bourbon producer.

These ads are identical in format to those of the same companies which were shown to the first cells. The only essential difference being that the ads are integrated. The third cells of each race view the same four ads as the first cells but the models used are now all Negro.

MEASURING INSTRUMENT. Each participant would record his response to each ad on a form with ten bipolar scales. By choosing one of seven points along each scale, the respondent would thus indicate the direction and the intensity of his evaluations of the ads.

CONCLUSIONS

It is anticipated that the greatest degree of Negro-white divergence in response will be for those advertisements that picture the more "intimate" type of integration.

COLLEGE OF JOURNALISM & COMMUNICATIONS - COMM. RESEARCH

13/5-1

PROJECT/
RESOURCE

Racial Differences in Television Preferences

DIRECTOR

James W. Carey, Journalism
Institute of Communications Research
38 Gregory Hall 333-0128

SUPPORT

University appropriation

DATES

1965-1966

OBJECTIVES

To determine if whites and Negroes have different patterns of television viewing, if these different patterns are explicable in terms of historical factors associated with race, if in time there would be changes in racial patterns of television viewing, and if these changes could be explained in terms of changes in the structure of the Negro group life.

Data gathered by the Data Division of Standard Rate and Data Inc. in October 1963, was used. The data was not gathered specifically to see differences in Negro-white communications behavior, but race was among 16 demographic dimensions of the sample recorded. The sample was 5092 families drawn on an area probability basis. 506 or 9.9% of the sample families were Negro. Negroes represent 10.8% of the total population.

Rank order preferences were compared and analyzed.

CONCLUSIONS &
PUBLICATIONS

Negroes prefer programs which are self-centered rather than family-centered.

Negroes prefer programs in which conflict--particularly individual conflict--is the central theme. The cliches which dominate

most television are those of the optimistic American middle class. Negro cliches of conflict and bitterness are under-represented on television and it is their rarity which leads television critics to praise drama and for Negroes to be proportionately heavy in the audience.

In the realm of comedy Negroes prefer aggressive, particularly physically aggressive, visual comedy.

In musical programs Negroes avoid country and western, and the romantic music of the American lower-middle class.

"Ethnic Variation in Television Viewing" presented at the Association for Education in Journalism, Syracuse, N.Y., August 24, 1965.

"Variations in Negro/White Television Preferences," Research in Broadcasting, vol. 10, no. 3, 1966.

13/5-2

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

CONCLUSIONS &
PUBLICATIONS

Racial Factors in Television Preferences
of Children

James W. Carey, Journalism
Institute of Communications Research
38 Gregory Hall
333-0128

1966 - 1968

University appropriation

To test the hypothesis that Negro and white children have different patterns of television viewing.

To find the meaning television images have for children.

Data is collected by interviewing thirty orphans and reviewing their case histories. Orphans in an institutional environment were selected on the assumption that television viewing would have more effect on their lives since they have less contact with the environment outside the institution.

A tentative conclusion is that differences in tastes between Negro and white children are disappearing.

13/5-3

PROJECT/
RESOURCE

Racial Prejudice Among Catholic Ethnic
Groups in the 1964 Presidential Election

DIRECTOR

James W. Carey, Journalism
Institute of Communications Research
38 Gregory Hall
333-0128

DATES

1964

SUPPORT

Institute of Communications Research

OBJECTIVE

To investigate whether white, Catholic
ethnic groups, who usually vote Demo-
cratic, would vote Republican in the
1964 presidential election because of
their racial prejudice.

METHODS

More than 200 interviews with repre-
sentatives of Catholic ethnic groups
in New England industrial cities.

CONCLUSIONS &
PUBLICATIONS

After talking with Irish, Polish, and
Italian Catholics, Professor Carey
described their attitudes toward
Negroes as follows: "The prejudice
is real, the bitterness intense, the
attitudes intractable." The reason
for this feeling among working-class
Catholics, he believed, was their fear
"That the Negro either seeks, or will
in the nature of the case receive,
preferential treatment in the economic
system." They fear Negro competition
for jobs. A reason for prejudice
among urban Italian and Polish groups
who invest in property, he felt, was
their "fear that the civil rights bill
will lead to a diffusion of the colored
population throughout the cities,
prompting a deterioration in property

values." Ethnic groups, he wrote,
"cannot quite understand why the
Negro should want to move into alien
neighborhoods, why the Negro should
not prefer, in spite of housing
conditions, to stay within the ghetto."

But this prejudice would not, he
predicted, cause ethnic groups to vote
for Goldwater over Johnson because of
the "traditional loyalty of ethnic
groups to the Democratic party," their
"perception of Goldwater as a militarist,
a jingoist likely to lead the nation
into a limited war if not an ultimate
nuclear confrontation," and their
unwillingness to "undo the welfare
state."

"An Ethnic Backlash?," The Commonwealth,
vol. 81, no. 4, October 16, 1964, 91-3.

COLLEGE OF LAW

14/2-1

PROJECT/
RESOURCE

Fellowships for Equal Opportunity in
Legal Education

DIRECTOR

Sheldon J. Plager, Law
239 Law Building 333-3098

Chairman of the College of Law's
Committee on Equal Education
Opportunity.

ASSOCIATES &
ASSISTANTS

Committee Members:

Stephen B. Goldberg
Rubin G. Cohn
Peter B. Maggs
George T. Frampton

DATES

June 1966-

SUPPORT

President scholarship funds in the College of Law are limited and earmarked for students of demonstrated high achievement. Assistance for this program, therefore, is sought from law firms, corporations, foundations, and individuals.

OBJECTIVES

To find qualified individuals from culturally disadvantaged backgrounds who are capable of becoming lawyer-leaders and motivating them to attend law school.

To provide these people with every opportunity to complete a legal education including both practical and academic preparation.

METHODS

Economic, educational and cultural deprivation have excluded a large number of Americans from the benefits of our prosperous and highly trained society. In Illinois, at present, the principle

group affected is the Negro, although the Illinois Equal Opportunity Law Fellowship program is available to members of all culturally disadvantaged groups.

In the years to come the civil rights revolution will have far reaching effects on our society. The direction and results of this drive for equality will be determined in large measure by the coming generation of leaders and primarily those from within the culturally disadvantaged groups themselves. It is important therefore that they have a fair share of individuals trained in law.

Many individuals from culturally disadvantaged backgrounds are unable to continue education at the graduate level for financial reasons. Some do not have the impressive academic records which bring scholarships, and others are predisposed against a legal education for deep-rooted historical and sociological reasons. Yet many have the potential for becoming good lawyers. They must be motivated, guided and assisted in this direction to overcome cultural handicaps.

The function of finding and motivating qualified individuals will be a direct concern of the College of Law. Faculty personnel will conduct an extensive recruiting campaign among college seniors and younger undergraduates whose career plans have not yet crystalized.

Interested and qualified students will then be offered an opportunity to participate in the Illinois Equal Opportunity Law Fellowship program.

Once a student has been chosen a leading law firm will be asked to sponsor him in the program. The sponsoring law firm will agree to pay an appropriate sum each year toward defraying the student's

school expenses. The firm will also be encouraged to employ the student as a law clerk during the summer vacation period to provide him with practical experience. There will be no pre-established employment obligation on the part of the student or firm.

Each Fellow will be provided with sufficient financial assistance to enable him to complete his three-year legal education without the distraction of term-time employment. The Fellows' needs have been estimated at \$2500 per academic year, which includes living expenses, tuition, fees and funds for tutoring to the extent necessary.

It is planned to award up to five fellowships in September 1967; there-after five fellowships will be awarded in each entering class. Each Fellowship would continue for the three years the Fellow is in law school.

CONCLUSIONS &
PUBLICATIONS

5/2-2

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

Legal Services Agency

Chairman of the Governing Body

Herbert Semmel, Law
145 Law Building
333-4205

Governing Body--Board of Directors

The governing body consists of nine persons. Three were appointed by the Dean of the College of Law: Herbert Semmel and Clive Follmer and Hagin Harper, practicing lawyers in Champaign County. The Champaign County Bar Association appointed Harold Baker, Donald Tennant and Hurshal Tummelson, attorneys. The Economic Opportunity Council of Champaign County appointed Chamer Haney, Walter Jackson, and Roy Williams as representatives of the poor. Each year, the terms of one-third of the directors expire.

Attorneys

Stuart S. Nagel, Political Science
325 Lincoln Hall
333-2427
Robert T. Trimpe, attorney

Summer Interns

Three students who have completed two years of law school are employed for 10 weeks during the summer at a salary of \$70 per week. They receive special training in legal problems relating to the poor. Their presence allows the office to function closer to normal during vacation periods for regular employees.

Volunteer Law Students

During the academic year, September-June, 10 to 20 law students devote 5 to 10 hours a week to the legal services program on a volunteer basis. The students assist staff attorneys in legal research, investigation and interviewing clients.

DATES

December 15, 1966 -

SUPPORT

Office of Economic Opportunity, cash contributions and volunteer services.

OBJECTIVES

The legal service agency provides all legal services not presently available on a regular basis to persons unable to pay fees. All services performed by the Public Defender (pre-trial proceedings and trials in all criminal cases, felony or misdemeanor, involving a possible jail sentence for persons unable to hire a lawyer) and Attorney-General (criminal non-support actions) and all cases where services of private attorneys are available on a contingent fee basis will be excluded.

METHODS

The scope of services includes advice, drafting of documents, settlement of disputes and litigation, including appeals where appropriate. Staff attorneys may decline to handle cases which are frivolous or motivated by personal revenge or hatred, subject to the right of the applicant to appeal such refusal to the Board of Directors. The Board of Directors may establish rules providing that the legal service agency may decline to handle certain classes of cases where persons with means to engage lawyers do not customarily do so (e.g., minor traffic violations, claim of under \$100).

With the assistance of the Community Advisory Committee, a plan will be developed to provide for the referral of persons with legal problems by social service agencies to the legal services agency and the referral of clients, or applicants for assistance by the legal service agency to social service agencies for assistance with non-legal aspects of problems.

Law student volunteers, supervised by faculty members of the College of Law, will engage in research projects to examine existing statutes, regulations and practices relevant to the causes and problems of poverty and will prepare proposals for changes.

The Legal Services Agency is open Monday through Friday, 8:30 - 12:00; 1:00 - 5:00.

CONCLUSIONS & PUBLICATIONS

From December 15, 1966 to April 30, 1967, 281 clients were served. 70 clients were referred to lawyers; 26 were referred to social welfare agencies. The Legal Services Agency aided the remaining 185 clients.

14/2-3

PROJECT/
RESOURCE

Legal Equality for the Illegitimate

DIRECTOR

Harry D. Krause
139 Law Building
333-4196

DATES

1966-1967

SUPPORT

University appropriation

OBJECTIVE

To point out the need for change and standardization of legislation for the illegitimate.

METHODS

One in sixteen children is illegitimate. In some urban areas, the incidence of illegitimacy rises to nearly forty per cent of live births. Illegitimacy is a second-class way of life, imposed not only by the fact of birth outside a family, but by law as well. Legislation within the categories of support; inheritance; custody; visitation and adoption; father's name; and state and federal welfare laws generally disfavor the illegitimate child--even when his father has been ascertained.

Prof. Krause wants to change and standardize these laws in order to achieve legal equality for these children. "This," he writes, "is part of the 'War on Poverty,' for if one third of the poor are illegitimate and thereby subject to discrimination under state and federal law, then improving their social position depends at least in part upon a change in these laws."

CONCLUSIONS &
REFERENCES

"Equal Protection for the Illegitimate,"
Michigan Law Review, January, 1967,
vol. 65:477.

"Bringing the Bastard Into the Great
Society--A Proposed Uniform Act on
Legitimacy," Texas Law Review,
April, 1966, vol. 44:829.

14/2-4

PROJECT/
RESOURCE

Comparative Analysis of European Law
on the Illegitimate

DIRECTOR

Harry D. Krause, Law
139 Law Building
333-4196

ASSOCIATES &
ASSISTANTS

European graduate assistants

DATES

1967

SUPPORT

Center of International and Comparative
Studies

OBJECTIVE

To improve legislation relating to the
illegitimate.

METHODS

European law has emphasized broad
involvement by public welfare agencies
in supporting and bringing up illegiti-
mate children. The laws of Norway,
West Germany and Switzerland will be
studied to see what aspects of their
laws could be adapted for use in
American legislation.

CONCLUSIONS &
PUBLICATIONS

An article will be written.

COLLEGE OF LIBERAL ARTS & SCIENCES - ANTHROPOLOGY

15/2-1

PROJECT/
RESOURCE

Social Networks among Urban and
Reservation Indians in Chicago

DIRECTOR

Edward H. Bruner, Anthropology
109e Davenport Hall 333-2767

ASSOCIATES &
ASSISTANTS

Graduate students:

Niels Braroe
Kenneth Moore
Kay Calavan
Mike Calavan
Paige Stevens
Don Christie

DATES

June, 1966-

SUPPORT

University appropriations; Doris Duke
Foundation

OBJECTIVES

A comparative study of the community
patterns and social networks among
American Indians in urban and reserva-
tion contexts.

METHODS

About 4,500 Indians are located on the
north side of Chicago, scattered in a
strip pattern, i.e. one block entirely
Indian, the next Puerto Rican. Most
Indians come from reservations in
Wisconsin, Minnesota and the Dakotas,
but tribal groups come from widely
separated areas.

Two or three "field stations" in rooming
houses or apartments located on blocks
containing a high proportion of Indians
enable the group to establish contacts
and observe many aspects of social life.
Other points of contact are the American
Indian Center, St. Augustines Indian

Center, and the Indian Bureau. The agencies provide social and welfare services.

In addition to the general observations and participation in Indian life, each investigator will concentrate on one or two persons in an attempt to "see" and experience Chicago from the perspective of those persons.

The conceptual framework to be utilized is a modification of network analyses as developed by British anthropologists - Batt, Barnes, Epstein, et al. The investigator begins by taking an egocentric position and studying the social network of particular persons in the city. This will involve an analysis of an individual's contacts with others, including information on the nature, duration and frequency of relationships, subjective meanings to the participant, the role strategies adopted by each, the decisions made and their consequences and all relevant aspects of the interaction.

An analysis of contacts will provide data relevant to many theoretical issues in urbanization research. Network information will define the social universe of those Indians within this sample study. It is a way of letting participants define the units of their behavior including their verbal behavior, rather than assuming the significance of ethnicity, class or religious affiliations, occupation or the family.

"Observations on Urban Ethnography."
Paper presented at annual meeting, American Anthropological Association, 1965.

Discussion, The Navaho Urban Relocation Research Project, Research Report 17, Institute of Behavioral Science, University of Colorado, pp. 73-83.

"Some Problems in American Indian Urbanization." Paper presented at annual meeting, American Anthropological Association, 1966.

CONCLUSIONS & PUBLICATIONS

15/2-2

PROJECT/
RESOURCE

The Culture of Poverty in Mexico City,
based on the study of the residents of
two slum necindades.

DIRECTOR

Oscar Lewis, Anthropology Department
209j Davenport Hall 333-0328

ASSOCIATES &
ASSISTANTS

Mark Letson, Mexico City
Caroline Lujan, Mexico City
Ruth M. Lewis

DATES

October, 1956 - 1959

SUPPORT

Guggenheim Foundation, 1956
Wenner-Gren Foundation for Anthropological
Research, 1958
Social Science Research Council, 1958
National Science Foundation, 1959
University Research Board

OBJECTIVE

To draw attention to the fact that
poverty in modern nations is a way of
life, remarkably stable and persistent,
passed down from generation to generation
along family lines, that it has its own
modalities and distinctive social and
psychological consequences for its mem-
bers, and that it is a dynamic factor
which affects participation in the larger
national culture and becomes a subculture
of its own.

METHODS

In this study a new technique was used
whereby each member of the Sanchez Family
tells his own life story in his own words.
The independent versions of the same in-
cidents given by the various family mem-
bers provide a built-in check upon the
reliability and validity of much of the
data and thereby partially offset the

subjectivity inherent in a single
autobiography. At the same time, it
reveals the discrepancies in the way
events are recalled by each member of
the family and tends to reduce the
element of investigator bias because
the accounts are not put through the
sieve of a middle-class North American
mind.

With the aid of the tape recorder,
unskilled, uneducated, and even illiterate
persons can talk about themselves and
relate their observations and experiences
in an uninhibited, spontaneous, and
natural manner. While the directive
approach was used in the interviews, free
association was encouraged by good lis-
tening, covering a wide range of subjects
which might otherwise never have been
thought of or volunteered.

CONCLUSIONS &
PUBLICATIONS

This study highlights the social, economic
and psychological complexities which have
to be faced in any effort to transform
and eliminate the culture of poverty from
the world. It suggests that basic changes
in the attitudes and value systems of the
poor must go hand in hand with improve-
ments in the material conditions of living.

Five Families: Mexican Case Studies in
the Culture of Poverty. Basic Books,
New York, 1959, 311 pp.

The Children of Sanchez. Random House,
New York, 1961: xxxi, 499 pp.

"The Culture of Poverty," in John J.
Tepaske and Sydney Nettleton Fisher (eds.)
Explosive Forces in Latin America.
(Publications of the Graduate Institute
for World Affairs of the Ohio State
University, No. 2), Ohio State University
Press, 1964, pp. 149-173.

PROJECT/
RESOURCE

Puerto Rican Family Life in San Juan and New York Slums, based on a study of 100 low-income families from four slums in Greater San Juan and their relatives (62 families) in New York

DIRECTOR

Oscar Lewis, Anthropology
209j Davenport Hall
333-0328

ASSOCIATES &
ASSISTANTS

Douglas S. Butterworth, student
Francisca Muriente
Anadel Snyder, field work
Aida Torres de Estepan, field work
Caroline Lujan
Muna Munoz Lee, translator
Asa Zatz, translator
Agnes Colon
Helen Tooker
Ruth M. Lewis

DATES

1963-

SUPPORT

Guggenheim Memorial Foundation
Research Institute for the Study of Man
Wenner-Gren Foundation for Anthropological
Research
Social Security Administration and
Welfare Administration Research
Grants Program
University of Illinois Research Board
U.S. Department of Health, Education
and Welfare, Public Health Service

OBJECTIVES

One of the major objectives of this study is to bridge the communication gap between the very poor and middle class personnel who bear major responsibilities for carrying out the anti-poverty programs, e.g. teachers, social workers, doctors, priests and others.

Other objectives include contributing to the understanding of urban slum life in San Juan; examining the problems of adjustment and the changes in the family life of migrants to New York; developing comparative literature on intensive family case studies; devising new field methods and new ways of organizing and presenting family data and testing and refining the concept of a culture of poverty by a comparison of Mexican and Puerto Rican data.

METHODS

The principal criteria in the selection of the one hundred families from four slums in Puerto Rico were low income, relatives in New York and a willingness to cooperate in the study.

The methods used are a combination of traditional techniques used in sociology, anthropology and psychology, and include questionnaires, interviews, participant-observation, biographies, a limited number of intensive whole-family case studies and the application of selected psychological tests, such as Thematic Apperception, Rorschach and Sentence Completion. A novel aspect of the project was the use as research assistants of two lower-class Mexicans who provided a Mexican view of Puerto Rican slum culture and helped point up the similarities and differences between Mexican and Puerto Rican subcultures.

Four basic schedules dealing with household composition, an inventory of major household items, a summary of the residence and employment history of each adult and information concerning migration to New York were applied to each sample family. Fifteen other schedules containing over five hundred questions were also used. The tape recordings of the life histories were begun only after the research team knew the families well. A special research assistant prepared

genealogies on the most important families. A detailed analysis of the material possessions of the families was also made.

In summary, the major steps involved in producing a well-rounded family study are as follows:

1. census-type data are gathered on a large number of families selected on the basis of the major variables of interest to the study;
2. from this sample, a smaller group of families are selected for more intensive study;
3. interviews are conducted with each family member to record their life stories and question them on a wide range of topics;
4. a week or more of consecutive days are reconstructed on the basis of intensive interrogation;
5. complete days in the life of the family are observed and recorded;
6. recorded interviews are transcribed from the tapes;
7. typed data are translated, edited and organized;
8. reinterviewing is done to fill in gaps in the data; significant new data are translated and inserted;
9. the final versions of the autobiographies and days are edited for publication.

A better understanding of the nature of the culture of poverty will lead to a more sympathetic view of the poor and their problems and will provide a more rational basis for constructive social action.

La Vida: A Puerto Rican Family in the Culture of Poverty--San Juan and New York. Random House, New York, 1966; iv, 669 pp.

Low-income Families in San Juan and New York. Random House, The College Department, New York, 1967. In press.

CONCLUSIONS & PUBLICATIONS

15/2-4

PROJECT/
RESOURCE

Urban and Rural Negro Life-Ways

DIRECTOR

Oscar Lewis, Anthropology Department
209j Davenport Hall 333-0328

ASSOCIATES &
ASSISTANTS

Carol Stack

DATES

1967-

SUPPORT

Illinois Department of Mental Health

OBJECTIVES

To better understand the nature of Negro family life, to test the hypotheses of the culture of poverty with American Negro families, and to better understand the changes in family life style and inter-personal relations which follow upon migration from the South to a small Midwestern town (Urbana) and to a large metropolis such as Chicago.

METHODS

On a pilot basis preliminary surveys of kinship networks and behavior patterns in a few families have been undertaken. Southern and Chicago relatives of these families will be interviewed later. Personal reconnaissances will also be undertaken by Prof. Lewis so that a basic definition of the project can be made.

CONCLUSIONS

The study will contribute to the understanding of the culture of poverty in the life of the American Negro.

COLLEGE OF LIBERAL ARTS & SCIENCES - ENGLISH DEPARTMENT

15/7-1

PROJECT/
RESOURCE

Teaching English to the Disadvantaged

DIRECTOR

Co-chairmen: Richard Corbin and
Muriel Crosby

ASSOCIATES &
ASSISTANTS

Robert J. Lacampagne, Director of
Special Projects
National Council of Teachers of
English
508 South Sixth Street, Champaign
352-0523

DATES

Spring to Fall, 1965

SUPPORT

National Council of Teachers of
English

OBJECTIVES

To observe and report in detail 190
programs for the disadvantaged on
all grade levels and in all sections
of the United States.

METHODS

Twenty-two members of the Task Force
visited projects to observe programs
and interview students, teachers and
administrators. The reports of the
Task Force members were then included
in Language Programs for the Disad-
vantaged.

CONCLUSIONS &
PUBLICATIONS

The NCTE Task Force recommends that:

1. every reasonable measure be taken to establish, especially at the local level, lines of communication and bonds of cooperation among persons, organizations and institutions working with the disadvantaged;

2. children be permitted to operate in the dialect of their community at the lower levels of elementary school education, and that direct instruction in the use of standard informal English be begun no earlier than the intermediate elementary grades;
3. oral language receive greater stress in language instruction for the disadvantaged at all levels of education, from preschool through adult;
4. at all levels of instruction the English curriculum for disadvantaged students include appropriate imaginative literature chosen and presented with these students in mind;
5. policies of teacher placement be revised where necessary to enable school principals and project directors to play a direct role in recruiting teachers for positions in schools for the disadvantaged;
6. greater financial support be given to school programs for the provision of ample materials and personnel;
7. administrators and project directors develop deliberate programs to make reports on new research and experimentation available to teachers;
8. both preservice and inservice teacher education programs develop courses dealing with the application of current educational theory to classroom teaching, especially in the study of language;
9. the problem of developing adequate structure and continuity throughout

all levels of school, from preschool through twelfth grade, be the responsibility of the school district;

10. teachers of the disadvantaged possess at least a working knowledge of developments in structural and transformational grammar, in social dialectology, in psycholinguistics, and in language and native development.

The National Council of Teachers of English provides consultants, conventions and conferences that include sessions on the disadvantaged, publications, library facilities, i.e. curriculum guides and textbooks for the disadvantaged.

Available from the National Council of Teachers of English are Language Programs for the Disadvantaged, Nonstandard Speech and the Teaching of English, Reading Ladders for Human Relations, Dimensions in Dialect, Problems in Oral English, Dialects, U.S.A., Improving Patterns of Language Usage, Social Dialects and Learning, and numerous other books on reading, literature, language, and composition useful to teachers working with disadvantaged children.

COLLEGE OF LIBERAL ARTS AND SCIENCES - PSYCHOLOGY DEPARTMENT

15/19-1

PROJECT/
RESOURCE

Psychological Clinic

DIRECTOR

Donald R. Peterson, Psychology
158 Children's Research Center
333-0040

ASSOCIATES &
ASSISTANTS

Donald T. Shannon, Assistant Director
Wesley C. Becker, Psychology
Nathaniel H. Eisen, "
Arnold Miller, "
Gordon L. Paul, "
K. Edward Renner, "
Richard J. Rose, "
Harold A. Shuman, "
Leonard P. Ullmann, "
Pauline A. Trelease, Psychiatric Social
Worker
T. A. Kiersch, Consulting Psychiatrist
Harry Little, Consulting Psychiatrist
Charles R. Young, Consulting Psychiatrist

DATES

1948-

SUPPORT

University of Illinois Department of
Psychology and training grants from
the National Institute of Mental Health
and the Illinois Psychiatric Training
and Research Fund

OBJECTIVES

To offer psychological counseling to
people of all ages who have adjustment
problems.

To train students in clinical psych-
ology.

To carry on research and serve as
consultants for research projects at
the Children's Research Center.

METHODS

During their second year, students
in clinical psychology take courses
which include staff-supervised work
in the Clinic.

The students as well as the Clinic
staff are encouraged to be innovative
in their methods so that treatment
methods may vary from case to case.

Because of the Champaign County
Mental Health Clinic and the two
other outpatient services connected
with the University, the Clinic is
in a position to select, within some
limits, the numbers and kinds of
clientele needed for training and
research. When the number of
applicants gets too large, cases are
referred to the County Mental Health
Clinic. When the number gets too
small, appropriate notice is sent to
some key physicians and school
administrators.

CONCLUSIONS &
PUBLICATIONS

The Clinic serves about 200 cases per
year, including all ages and all types
of problems. About 75% of the clients
are between 6 and 18 and about half
are children between 6 and 12. Boys
outnumber girls nearly three to one.
Problems of children include conduct
and personality problems, intellectual
retardation, brain damage autistic
children and parental difficulties
with "problem" children. Adult
problems of many kinds are also treated
at the Clinic, with special emphasis
on anxiety and its alleviation.

Prof. Becker has done research,
published and offered consultation
on learning processes important in
the development and modification of
problem behavior.

Prof. Paul's research, publications
and consulting activities have focused

on innovation and evaluation treatment techniques and developing programs for emotional and behavioral disorders.

After publishing from 1952 to 1962 on personality factors in disordered behavior, Prof. Peterson has since been working on the development of clinical assessment procedures and serving as a consultant on this area.

Prof. Renner's research, publications and consultation have centered on his animal studies on the process of conflict resolution and temporal integration. His human research has focused on the ideographic approach to personality research and theory.

The experimental study of mental disorders from the psychological point of view approached with techniques of the study of the relations between mental and physical processes has been Prof. Rose's area of research, publication and consultation.

Prof. Shannon has published and consulted on the development of measures of defensive behavior in pre-school age children and group desensitization treatment procedure.

Prof. Ullmann has done research, published and consulted on clinical behavior from the view of a learning model.

13/A9-2

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

Child Behavior Laboratory

Sidney W. Bijou, Psychology
Child Behavior Laboratory
402-204 East Healey, Champaign
333-1369.

1965-

U.S. Office of Education

An experimental analysis of behavior of individual young children, normal and deviant, including an experimental analysis of child rearing practices, nursery school guidance, elementary instructional processes and child therapy.

The research includes experimental analysis of complex discriminations and perceptual and conceptual processes. The research usually involves easily recordable manual responses to programmed stimulus displays. Many investigations employ an automated match-to-sample apparatus for analysis of behavior in relation to problems on color, forms, symbols and verbal and pictorial materials.

Other research studies deal with unusual behavior in individual children referred from the community. These studies are undertaken because of their potential for increasing both theoretical and applied knowledge in child behavior.

CONCLUSIONS &
PUBLICATIONS

Undergraduates receive research training as observers of children's behavior in natural settings. Graduate students undertake individual projects and conduct thesis projects. Post-doctoral scholars participate in on-going projects, pursue research in their areas of interest and instruct in child behavior and development.

5/19-3

PROJECT/
RESOURCE

DIRECTOR

Remedial Guidance of Children with Behavior Problems which Interfere with Academic Learning and Adjustment

Sidney W. Bijou, Psychology
Child Behavior Laboratory
402-204 East Healey, Champaign
333-1369

ASSOCIATES &
ASSISTANTS

Robert Peterson, Research Assistant
Professor
Roy Ford
Sophia Brown, head nursery teacher
Page Downe, head nursery teacher

DATES

1965-

SUPPORT

Office of Education

OBJECTIVES

1. To experiment with different techniques to modify socially unacceptable behavior.
2. To refine techniques for teaching speech to non-verbal children.
3. To develop programs for teaching nursery school skills.
4. To devise and evaluate programs for teaching pre-academic and academic skills.

METHODS

Within the general area of nursery school skills and pre-academic skills it was decided to include the perceptual area of shape and color discrimination and to work with number recognition, counting, letter recognition and writing skills.

The children selected for the program were referred by a number of agencies. They all exhibited socially undesirable behavior or deficits in behavior. They attended school for approximately two and a half hours a day, five days a week. The group was staffed with a head teacher and four assistants for six children and an observer for each child. This arrangement allowed them to obtain detailed objective records of behavior changes.

The first three months were devoted to training teachers in behavior techniques based on empirical learning theory, training observers and assembling equipment necessary for nursery school operation. Nursery school routines were checked out and a stable nursery school environment created. When these objectives were achieved, specific research programs of behavior modification were instituted.

During the summer a nursery school group will be conducted to continue the research. Some children in this group will be from the present class. One child in the home will be studied to obtain information on his mother's child-rearing practices and the extent to which they may be modified.

The results of the research will be reported when the project is completed.

CONCLUSIONS & PUBLICATIONS

5/19-4

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVES

METHODS

Programmed Instruction as an Approach to Teaching Reading, Writing and Arithmetic to Retarded Children

Sidney W. Bijou, Psychology
Child Behavior Laboratory
402-204 East Healey, Champaign
333-1369

Jay S. Birnbrauer, University of North Carolina
John D. Kidder
Cecilia Tazue, Rainier School and White River School District, Washington

1966

National Institute of Mental Health;
U.S. Public Health Service

To develop:

1. a motivational system that would be effective for each child,
2. programmed procedures for the establishment of effective study behavior,
3. programmed instructional materials.

The core group consisted of 27 boys and girls ranging in age from 8 years, 7 months, to 14 years, 9 months. The average child was 11 years old and had a Peabody Picture Vocabulary mental age of 7 and an IQ of 63. The children had a variety of clinical diagnoses, were low in academic achievement and were poorly motivated for academic achievement.

Initial efforts were devoted to developing a motivational system, the final form of which consisted of tokens exchangeable for candy, toys and social outings. Tokens were paired with teacher's comments to strengthen social reinforcers. Study behavior was made progressively more effective by reinforcing classroom behavior that would approximate the ultimate kind of supporting behaviors necessary for efficient academic learning. The main effort during the second two years of the project was devoted to the construction of instructional programs in reading, writing, arithmetic and correlated practical subjects. Programs began with pre-academic materials and became gradually more complex. Revisions were based on findings from the repeated performances of the children.

CONCLUSIONS & PUBLICATIONS

Training in:

1. making discriminative responses should precede training in making constructed responses in sequencing programmed instruction material;
2. the acquisition of knowledge should follow fading procedures or the gradual reducing of stimuli;
3. motor skills should follow shaping procedures such as reinforcing the child for holding a pencil with the right amount of firmness;
4. the use of self-prompting techniques should play a central role in tasks involving serial learning.

Opportunities to use learned responses should be made available in increasingly complex situations; supplementary short sequences designed to recall the child's past learning experiences

should be a part of programmed instruction; the concept of stimulus response chaining should play a central role in tasks involving serial learning.

15/19-5

PROJECT/
RESOURCE

Classroom Use of Contingent Praise and Rewards for Trainable Retardates

DIRECTOR

Charles Madsen, Psychology, Special Education
316 Gregory Hall
333-2843

ASSOCIATES &
ASSISTANTS

Connie Curry, Director, Happy Day School
Robert Hardin, Adler Clinic, a state residential center for emotionally disturbed and mentally retarded children in Champaign
Robert Simmons, Adler Clinic

DATES

1967

SUPPORT

Adler Clinic, Happy Day School, University of Illinois

OBJECTIVES

To indicate that contingent use of praise and rewards will control the social behavior of trainable retardates.

METHODS

Five members of the extramural staff of the Adler Clinic helped supervise teachers of mentally retarded children at Happy Day School and observed the classroom. Charts compiled from data showed teacher's behavior and the amount of inappropriate behavior of the children.

Using a stop watch, observers went from child to child, watching each for one minute intervals, and recorded behavioral symbols each ten seconds. Their findings were computed on a graph each day, and it was affected by a teacher's reward and praise or by her negative response.

CONCLUSIONS &
PUBLICATIONS

Teachers learned to recognize desirable behavior and the ways to reward it.

A teacher's favorable response, ignoring minor deviations, praising good behavior and periodically backing up the praise with sugar coated cereals, candy and juice decreased inappropriate behavior and made more learning possible.

The program was primarily a service project with a goal of increasing community cooperation. The clinic is tentatively planning in-service training with the Happy Day staff for the fall of 1967 to acquaint the school's teachers with new developments in the field of mental health. The school director intends to continue, extend and improve the program.

15/19-6

PROJECT/
RESOURCE

Psychological Basis for Using Pre-school
Enrichment as an Antidote for Cultural
Deprivation

DIRECTOR

J. McVicker Hunt
Psychological Development Lab
1003 West Nevada
333-3545

DATES

1962-

SUPPORT

U. S. Public Health Service, Carnegie
Foundation, Commonwealth Fund, and
Russel Sage Foundation

OBJECTIVE

To show the psychological basis for
using pre-school enrichment as an
antidote for cultural deprivation

METHODS

On the basis of psychological theory
and in the evidence from psychological
research, Dr. Hunt shows that:

1. the belief in fixed intelligence
is no longer tenable;
2. development is far from completely
pre-determined;
3. brain function is not fixed and
static;
4. preverbal experience is important;
5. an opportunity to see and hear a
variety of things appears to be more
important than the fate of instinctual
needs and impulses;
6. learning need not be motivated by
painful stimulation, homeostatic need

or the acquired drives based upon these,
for there is an intrinsic motivation
which is inherent in information
processing and action.

Applying these lines of evidence and
changes in conception, the effects of
cultural deprivation are analogous to
the effects of experiential deprivation
in infancy. This study suggests that
the Montessori method be considered
as a procedure for enriching the
experience of culturally deprived
pre-school children especially if the
Montessori program is supplemented with
specific teaching of language skills
such as that of Carl Bereiter and
Siegfried Englemann (See entry for
"Teaching Advanced Concepts to Young
Children" under 10/8) or the "talking
typewriter" of Omar K. Moore (See Lassar
Gotkin and Joseph McSweeney, "Learning
from Teaching Machines," Chapter 9,
Page 263, in Programmed Instruction,
Part II of the 66th Yearbook of National
Society for the Study of Education
[Chicago, 1962]).

CONCLUSIONS &
PUBLICATIONS

15/19-7

PROJECT/
RESOURCE

Coordination Center, National Laboratory
in Early Childhood Education

DIRECTOR

J. McVicker Hunt, Psychology
1003 West Nevada, Urbana 333-3545

ASSOCIATES &
ASSISTANTS

Celia B. Lavatelli, Elementary Education
Associate Director
Brian W. Carss, Secondary and Continued
Education, Director of ERIC Clearing
House on Early Childhood Education
Gordon Hoke, Center Administrator

DATES

April, 1967

SUPPORT

U.S. Office of Education

OBJECTIVE

To develop collaborative efforts in research
in early learning.

METHODS

Research and development activities of the
laboratory will operate under a national
coordination center at Urbana and will in-
clude as participating institutions:
University of Arizona, Cornell University,
George Peabody College, University of Chicago,
Syracuse University and New York University.

The University of Illinois will establish
an Educational Research Information Center
for early childhood education and as part
of a national network, will serve as the
research information storage and retrieval
center for early childhood education for
the entire United States.

Projects already underway or planned for
the early childhood education center are
analysis of the educational assets and

deficits of Mexican-American children;
development of special training programs
to enable mothers of deprived children
to assist in the education of their off-
spring; studies of two and three-year-olds
focused on language skills, concept forma-
tion and physical coordination; development
of curriculum for preschool and early
primary school programs for disadvantaged
Negro children; analysis of home environ-
ments and their effect on learning from
middle and lower economic groups; and
examination of the extent to which social
segregation exists in nominally integrated
classrooms.

CONCLUSIONS &
PUBLICATIONS

The Center will work toward providing an
adequate picture of development during
early childhood years (infancy to eight
years) and describing the kind of educa-
tional programs that would produce optimal
education, socially and emotionally as
well as intellectually.

15/19-8

PROJECT/
RESOURCE

Behavioral and Attitudinal Changes
Resulting from an Intergroup Youth
Project

DIRECTOR

Frank Costin
Department of Psychology
334 Gregory Hall 333-2679

DATES

September 1, 1961 - October 31, 1965

SUPPORT

City of Champaign Human Relations
Commission and National Institute
of Mental Health, Community Services
Branch.

OBJECTIVES

Under the leadership of a social group worker a "Youth Council Program" was organized in Champaign to provide channels for communication among teenagers of tenth, eleventh and twelfth grades with different racial and religious backgrounds; to develop leadership ability in youth; to help teenagers become more aware of current social issues and learn more about them.

The study was designed to test the following hypotheses:

1. As they meet during the program year, representatives of program clubs will (a) increase their freedom of interaction; (b) reveal gains in mutual acceptance; (c) increase their effectiveness in discussing problems; (d) increase their discussion of social problems and community issues.
2. Representatives and program clubs will reduce their expressed social

distance toward persons who differ from them in race or religion; this reduction will be greater than that expressed by members of similar kinds of clubs not participating in the Youth Council Program.

3. Other members of program clubs will reduce the social distance of their expressed attitudes; this reduction will be greater than that expressed by members of non-program clubs.

4. Reduction in social distance attitudes expressed by program club members will be related to the kinds of reports representatives bring back to clubs.

METHODS

Information relevant to Hypothesis 1 was obtained by (a) observing Youth Council representatives during committee meetings; (b) tape recording these sessions and transcribing their content; and (c) administering sociometric questionnaires during committee meetings and Youth Council sessions.

To test Hypothesis 2, an instrument to assess social distance toward the following stimulus persons was used: Baptist, Negro; Negro, Jewish; Roman Catholic, Negro; Presbyterian, Negro; white, Baptist; white, Presbyterian. For each of the eight stimulus persons, the respondent was asked to indicate whether he agreed or disagreed with statements ranging from "I would exclude this person from my country" (scale value 95) to "I would accept this person as an intimate friend" (scale value 11). The higher a respondent's score, the greater was the social distance he expressed. Respondents did not put their names

on the scales. Biographical data, including sex, religion, race and birthdate, were requested.

The social distance scales and information questionnaires were administered at the beginning and end of each program year to all Youth Council representatives and to members of clubs not participating in the program. The latter procedure was carried out as a control measure. The non-program clubs were in communities within approximately 50 miles of Champaign and were similar in type to the Champaign clubs.

To test Hypothesis 3, the social distance scales and the biographical information questionnaire were administered to the members of the clubs who were not representatives to the Council at the beginning and end of each program year. Their social distance reduction was compared with that of members belonging to non-program clubs.

To test Hypothesis 4, the adult leader of a Youth Council club completed a questionnaire each time its representative was supposed to report to the club concerning the Council's activities. The purpose of the questionnaire was to discover the quality of the representatives' report and its effect on club members; e.g., Did the report stimulate members to develop new ideas and programs? Since the correlation between "quality and "effect" of reports was very high, the two kinds of judgments were combined into a single "quality-effect" rating. Social distance reduction of club members whose representatives earned quality-effect ratings above the median of all clubs was compared with

that of club members whose representatives earned scores below the median to see if high groups would reduce their social distance attitudes to a greater extent than low groups.

CONCLUSIONS &
PUBLICATIONS

(1) Youth Council representatives increased their freedom of interaction, showed gains in mutual acceptance and increased their discussion of social issues and problems. The data presented conflicting results on whether the representatives discussed problems with increased effectiveness.

(2) White Protestant male representatives did not reduce their expressed social distance toward persons who differed from them in race or religion more than did members of the control clubs. There were too few Jewish and Negro representatives for statistical comparisons of attitudes. White Protestant female representatives reduced their expressed social distance more than did girls in control clubs to varying degrees, with reduction being most frequent during the second year.


(3) Other male members of the program clubs reduced their social distance attitudes during the first and third years and during periods of two consecutive years more than did members of the non-program clubs. When compared with their control group, program girls reduced social distance to a significantly greater extent for only one stimulus person (Jewish, white). Jewish and Negro boys and girls did not reduce their social distance attitudes more than their control group, but there was a consistent tendency for the Jewish

boys and the Negro boys in program clubs to have lower mean social distance scores at the beginning of the year than did white Protestant boys in program clubs. During the first year Negro program girls reduced their social distance scores to a significantly greater extent than non-program girls for three stimulus persons: Roman Catholic, Negro; Roman Catholic, white; and Jewish, white. At the end of the first year, the program girls reduced their social distance scores more than non-program girls for two stimulus persons: Roman Catholic, Negro; and Jewish, white. By the end of the second year they had continued to reduce their scores for the Jewish stimulus person, and also showed a greater reduction for two more persons: white, Presbyterian; and Roman Catholic, white.

(4) White Protestant boys in clubs whose representatives brought back the best reports of Youth Council meetings reduced their social distance to a significantly greater extent than did the white Protestant boys in clubs receiving relatively poor reports; this reduction occurred for all four Negro stimulus persons during the second year; however, no differences in reduction of social distance occurred during the first and third years. The white Protestant girls in the group with the best reports reduced their social distance during the first year for two stimulus persons--Baptist, Negro and Presbyterian, Negro--more than did the group receiving poor reports. During the third year the girls in the group receiving good reports reduced their social distance significantly more than girls in the group receiving poor reports. This difference in

reduction was for only one person: Negro, Jewish. Negro girls in groups receiving good reports did not reduce their social distance more than those in groups receiving poor reports. There were too few Jewish boys and girls and Negro boys to permit statistical comparisons.

"Behavioral and Attitudinal Changes Resulting from an Intergroup Youth Project," The Journal of Intergroup Relations, vol. 5, no. 1, Autumn, 1966, 53-64.



15/19-9

PROJECT/
RESOURCE

Articulation of Culturally Disadvantaged
Students

DIRECTOR

Frank Costin
Department of Psychology
334 Gregory Hall
333-2679

DATES

Summer, 1965-

SUPPORT

University appropriation

OBJECTIVES

The College of Liberal Arts and Sciences Summer Study Program was designed for students who had been admitted to the University for September 1965, but who came from high schools located in or near culturally disadvantaged neighborhoods. In the past, these students had severe academic and adjustment problems as they pursued their college careers. Their poor progress has occurred even though their high school records met University admission standards, which would ordinarily predict satisfactory college achievement. The overall objective was to examine the difficulties encountered by the students and to determine to what extent their progress could be improved through a special 8-week orientation program that combined course work, jobs, counseling and social-recreational activities.

METHODS

Twenty students accepted an invitation to participate in the Program, with the University paying all tuition and housing expenses. These students represented practically all of those who came from high schools judged to be "culturally disadvantaged." All were in the upper quarter of their high school class. The

group consisted of 17 Negroes (12 female and 5 male) and three whites (male).

All twenty students were enrolled in the regular eight-week course in Verbal Communication, DGS 111. In addition to regular course work, special tutoring was given by graduate assistants in the Division of General Studies. In previous years, college work in verbal communication had been very difficult for students from the same high school as those of the Program participants.

Two counseling interviews were conducted with each student during the second week and seventh week:

- 1) to help the student assess his educational interests, his academic abilities, and those personal problems which might interfere with his academic progress.
- 2) to orient the student toward University resources which could help him solve his academic and personal problems.
- 3) to gather information to evaluate the student's perception of the program and its effectiveness. Tests which measured educational interests and psychological needs were administered.

Students were also assigned to 15 hour a week jobs in laboratories, offices and libraries, so that they could understand this aspect of academic life and earn some money. If possible, jobs were allocated which were consistent with the students' educational and vocational interests.

Students were encouraged to participate in scheduled informal discussion sessions, social gatherings and other cultural and recreational activities. Many activities were all-campus, University-sponsored. Among those planned for program students were "brainstorming" sessions in which students were encouraged to discuss aspects of their campus life.

The information gathered and analyzed to assess the effects of the Summer Study Program and to make recommendations for

future programs included:

- a. Performance on standardized tests of academic aptitude and achievement,
- b. Final grades in the verbal communication course,
- c. Performance on an achievement test based on course content,
- d. Overall University grade point average at mid-semester,
- e. Responses to questions asked during initial and terminal counseling interviews,
- f. Instructors' and tutors' reports,
- g. Self-report inventories of students' study and reading habits, educational and vocational interests, psychological needs and personal problems relevant to academic progress.

At the end of the first semester after the program, the grades of the program students were compared with those attained the previous year by students who came from the same high schools as the program students.

CONCLUSIONS & PUBLICATIONS

The first semester academic achievement of program students compared with that of all 94 University students who had come from the same high schools as did the program students, and who had completed their first semester at the University in 1964-65 showed that non-program students attained a significantly higher grade point average (2.83 vs. 2.39). The mean ACT composite score for non-program students was significantly higher than that of the program students (22.5 vs. 19.2).

To control factors which might be significantly related to differences in course grade achievement, program and non-program students were matched on the basis of composite ACT score, sex, high school attended and college enrollment. The grade point

average of the non-program students was higher than that of program students (2.78 vs. 2.39), although the difference was not statistically significant.

2. There was some slight evidence of short-term gains in academic achievement. Most promising was a significant gain on the English mechanics test administered in the verbal communications course.

3. The chief knowledge to be gained from this project relates to the kinds of problems these students face.

a. Their high school preparation in verbal skills and their developed aptitudes are so deficient that it is unrealistic to expect a summer's work just before college to effect a marked improvement in academic performance. Remedial work needs to start much earlier.

b. Compared to the average freshman entering the University, the program students appeared to have many more personal problems; particularly those kinds which are likely to interfere with academic progress. Help in this area needs to start earlier, although the fact that the summer study program helped them recognize problems should be of some assistance.

c. Students maintained a positive attitude toward coming to the University. Much of their expressed disappointment with the program had some basis in the unrealistic orientation they had toward their own abilities. Some of them with quite low ability gained the impression that they were invited to the University because they had very high ability. Graduation from the upper-fourth of their high school class reinforced this opinion. They needed to gain a more realistic notion of their aptitudes in a way that would minimize damage to their self-esteem. What they learned about their deficiencies may have

been a hard lesson; but it can be beneficial if balanced with opportunities to learn about their assets. The program students need a great deal of counseling, before college and while they are here.

d. The summer program students learned how they can seek help and the kinds of problems they need help with.

The Program Director submitted the LAS Summer Study Program Evaluation Report to Dean Robert W. Rogers, College of Liberal Arts and Sciences, December 14, 1965.

5/19-10

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

CONCLUSIONS &
PUBLICATIONS

Attitudes of Culturally Heterogeneous Groups

Harry C. Triandis, Psychology
Institute of Labor and Industrial
Relations
300c Gregory Hall
333-1894

1959-

Advanced Research Projects Agency, the Office of Naval Research, National Science Foundation and the National Institute of Mental Health

To investigate the determinants of interpersonal attitudes between white and Negro subjects; Americans, Germans, and Japanese; Americans, Indians, and Japanese and Americans and Greeks.

Subjects were asked to respond to stimulus persons who represented combinations of characteristics such as race, nationality, age, occupation, sex and belief system. One scale recorded the subjects' responses to different suggested behaviors which indicated the subjects' willingness to respect the stimulus person, to accept the person as a friend, to marry him and to obey the stimulus person. The subjects also responded to other attitude and personality measures.

(1) While race, philosophy, occupation and religion all produce significant differences in social distance, race is by far the most important determinant for white Americans.

"A Note on Rockeach's Theory of Prejudice," Journal of Abnormal and Social Psychology, 1961, vol. 62, no. 1, 184-186.

(2) The relative importance of race and belief as determinants of behavioral intentions of whites towards other whites and Negroes varies according to the intimacy of the suggested behavior. The more intimate the behavior, the larger is the weight given to the race component.

"Race and Belief as Determinants of Behavior Intentions," Journal of Personality and Social Psychology, vol. 2, no. 5, November 1965, 715-725.

(3) Individuals in different cultures employ different weights for the characteristics of race, religion, occupation and nationality in determining the social distance that they experience toward other persons. In Greece, the major emphasis was placed on the religion of the stimulus person, followed by his race and occupation. In Germany, the major weight was on the occupation, followed by decreasing weight given to religion, race and nationality. In Japan, the emphasis was again on occupation, but it was much less than in Germany; and the next important factor, race, was much more important than in Germany. Nationality was also important in Japan. To Americans race was the most important factor, followed by occupation, religion and nationality.

The norms of behavior that are appropriate toward members of different outgroups also differ from culture to culture.

"Some Determinants of Social Distance Among American, German, and Japanese Students," Journal of Personality and Social Psychology, 1965, vol. 2, no. 4, 540-551.

(4) While race is an extremely important determinant of social distance it is quite unimportant as a determinant of admiration.

Race was a more important factor in the determination of the social distance of prejudiced than in the determination of the social distance judgments of unprejudiced subjects. In the case of admiration, the quality of spoken English was the primary determinant for all subjects, but the weight given to it differed between the subgroups. Prejudiced subjects gave some weight to race and belief. In the case of friendship the tolerant subjects gave no weight to race and the prejudiced gave a substantial weight to that characteristic.

"Race, Status, Quality of Spoken English, and Opinions about Civil Rights as Determinants of Interpersonal Attitudes," Journal of Personality and Social Psychology, 1966, vol. 3, no. 4, 468-472.

Other Works

"Cognitive Interactions in Person Perception," Journal of Abnormal and Social Psychology, 1963, vol. 67, 446-453.

"A Cross-Cultural Study of Social Distance," Psychological Monographs, 1962, vol. 76, no. 21.

"Exploratory factor analyses of the Behavioral Component of Social Attitudes," Journal of Abnormal and Social Psychology, 1964, vol. 68, 420-430.

"Race, Social Class, Religion and Nationality as Determinants of Social Distance," Journal of Abnormal and Social Psychology, 1960, vol. 61, 110-118.

"Interpersonal Attitudes among American, Indian, and Japanese Students," International Journal of Psychology, 1966, vol. 1, 177-206.

15/19-11

PROJECT/
RESOURCE

Employee Selection

DIRECTOR

Harry C. Triandis, Psychology
Institute of Labor and Industrial Relations
300c Gregory Hall
333-1894

SUPPORT

Institute of Labor and Industrial Relations,
United States Public Health Service and
Social Science Research Council

DATES

1963-

OBJECTIVES

- (1) To determine the relative weights Greek and Illinois employers give competence, age, sex, race, religion, sociability, and wealth in hiring employees for jobs in the accounting and finance department of a company.
- (2) To measure prejudice toward disabled applicants for employment as a third grade teacher or as an accountant.

METHOD

The subjects rated stimulus persons who represented different combinations of the factors tested.

- (1) Competence and sex increased in importance as Greek and Illinois personnel directors considered higher jobs. This was at the expense of race, sociability, and age.

The Illinois respondents were much more concerned with competence and race than were the Greeks. Greek personnel directors were less concerned with the sex of the

applicant for the jobs that were below the top of the managerial hierarchy than were American personnel directors. The Greek personnel directors were much more concerned than American directors with the age of the applicant. They were unanimous about not hiring the 55-year-old applicants.

"Factors Affecting Employee Selection in Two Cultures," Journal of Applied Psychology, 1963, vol. 47, no. 2, 89-96.

(2) Disabled applicants were rejected more strongly than nondisabled applicants. The strength of the prejudice varied among the disabilities. Employers were more prejudiced toward the epileptic and persons discharged from prison than toward the person discharged from a tuberculosis sanatorium. Persons discharged from a mental hospital, the deaf and persons confined to wheelchairs fell in between.

The hypothesis that there would be differences between the prejudice expressed toward the disabled person being considered for the position of accountant and the person being considered for the position of third grade teacher was supported because of apparent relevance of the disability to the job.

Sex was not an important factor in qualifying for an accounting position for ex-tuberculars, persons confined to wheelchairs, the deaf and epileptics while it was for persons who were prison parolless or ex-mental patients. In the latter cases females were at a disadvantage.

Sociability appeared to be about as important as disability. In every case, competence exerted the greatest influence in the hiring decision. A person with a disability can compensate for this characteristic by being unusually competent.

"Indices of Employer Prejudice Toward Disabled Applicants," Journal of Applied Psychology, 1963, vol. 47, no. 1, 52-55.

15/21-1

PROJECT/
RESOURCE

The Effect of Mental Patient Entry
Patterns on Staff Prediction of
their Behavior

DIRECTOR

Norman K. Denzin, Sociology
1204-104 West Oregon
333-4912

ASSOCIATES &
ASSISTANTS

Stephan P. Spitzer, Sociology
University of Iowa
Iowa City, Iowa

DATES

1966

SUPPORT

National Institute of Mental Health,
University of Iowa appropriation,
and State Psychopathic Hospital
appropriation.

OBJECTIVES

To test the hypothesis that the route taken by a psychiatric patient to the hospital would influence staff members' predictions of the patient's behavior. Two aspects of the patient's entry into the hospital were studied: (1) whether the patient had been legally committed by the state or whether he entered with a "voluntary" status and (2) whether the recommendation to enter the hospital came from a decision reached within the family or with outside influence.

To see the extent to which the referral source and the legal status accorded a patient influenced staff perceptions in three different kinds of hospitals: a university-affiliated psychiatric installation, a Veterans Administration general hospital with a short-stay psychiatric service and a traditional state hospital.

METHODS

Psychiatric nurses from the three hospitals were presented with the case of a hypothetical, 35-year-old, first admission male who had been tentatively diagnosed as a paranoid schizophrenia. Each nurse was randomly assigned the case with one of the four possible combinations of the patient's legal and motivational decisions preceding his hospital entry. The nurses indicated the probability of eighteen adjectives' or their antonyms' describing the hypothetical patient on a seven-point bipolar scale. The nurses also indicated the probability of the patient's having good table manners, dressing neatly, offering unsolicited advice to other patients, making unreasonable demands on staff members, taking or borrowing property belonging to other patients without permission and obeying staff members on a seven-point bipolar scale.

CONCLUSIONS &
PUBLICATIONS

Staff members anticipated that the patients who entered the hospital voluntarily would be more attractive and conforming than those who entered involuntarily. Staff members also showed a tendency to anticipate that patients who entered because of a family decision would be better patients than those who entered as a result of interference by an outside agency. This effect was most apparent when the patient had gained voluntary admission to the hospital.

The following hypothesis also emerged: the more "therapeutic" the hospital, the greater the influence of the patient's legal status; the more "custodial" the hospital, the greater the influence of his source of referral.

"Patient Entry Patterns in Varied Psychiatric Settings," Mental Hygiene, vol. 50, no. 2, April, 1966, 257-261.

"Paths to the Mental Hospital and Staff Predictions of Patient Role Behavior," Journal of Health and Human Behavior, vol. 7, no. 4, Winter, 1966, 265-271.

15/21-2

PROJECT/
RESOURCE

Organization and Development of a
Community Health Center

DIRECTOR

Norman K. Denzin, Sociology Department
1204-104 West Oregon
Urbana
333-4912

ASSOCIATES &
ASSISTANTS

George J. McCall, Sociology Department
Bernard Farber, Sociology Department
and Institute for Research on
Exceptional Children
Bruce Johnson, research assistant

DATES

April, 1966 - October, 1968

SUPPORT

National Institute of Mental Health
grant to the Children's Research Center.

OBJECTIVES

To discover the organizational develop-
ment of a community health center from
its conception on paper through its
operational stages to its shaping into
the final structure.

METHOD

A part of Bernard Farber's larger
Interaction Project, this study involves
the project staff in participation in
and observation of the development of
the Adler Zone Center in Champaign.

CONCLUSIONS &
PUBLICATIONS

Conclusions will be reached when the
Adler Zone Center is completed in
August or September, 1967. Findings
will be presented in journal articles.

15/21-3

PROJECT/
RESOURCE

A Group-Oriented Work Therapy Program
for Mental Patients

DIRECTOR

William R. DeVries, Sociology
1204 W. Oregon
333-2491

DATES

1963-1965

SUPPORT

Veteran's Administration. Mr. DeVries
was a social psychologist intern at
the Veteran's Administration Hospital
in Downey, Illinois.

OBJECTIVE

To explore the therapeutic impact of
a group-oriented work therapy program
that included a vicarious inter-personal
conflict experience to determine
whether there were different psychological
and behavioral changes produced by the
group-oriented work program including
a vicarious interpersonal conflict than
by any "specialized" group-oriented
work program or by any opportunity
for group activity. It was hypothesized
that a therapy program oriented to
groups and with an extra-hospital
focus would result in changes in the
patients' self-concepts and ward
behavior and how they interacted with
a group when interpersonal conflict
was introduced.

The study design also permitted a
comparison of the psychological and
behavioral changes produced by a
vicarious interpersonal conflict
experience with changes produced by
a "real life" experience with inter-
personal conflict.

METHODS

A two-week pre-experimental testing program measured the self-concept of eighteen randomly selected patients, their concept of what they should be like in order to be released and their concept of normal people. The patients were then paired and asked to resolve differences of opinion which were revealed in questionnaires they had filled out. Their processes of problem solving were then analyzed by the investigator.

The eighteen patients were then divided into groups of six. One group met on a regular daily work schedule for eight weeks to transcribe tape recordings of actual family groups resolving interpersonal conflicts. The purpose of this work was to reveal how normal people solve differences and the fact that ordinary people have problems and differences. The second group met on a regular daily work schedule for eight weeks to transcribe tape recordings of mental health lectures including the usual normal-sick emphasis of hospitals.

Each of the two groups met as a whole semi-weekly for group discussions with Mr. DeVries, and the two groups plus a control group met together in ten weekly unstructured "social hours."

A one week post-experimental testing period followed which repeated the measures and analysis of the pre-experimental situations.

CONCLUSIONS & PUBLICATIONS

The patients who transcribed and discussed the tapes of family groups resolving interpersonal conflicts improved their self-concepts significantly, and brought their concepts of ordinary people, themselves and their ideal-selves closer together and these concepts became less idealistic.

Their behavior in the wards improved in that the patients became more involved in activities and with friends. Their patterns of interaction in a group where interpersonal conflict was introduced did not change. Mr. DeVries thought this was due to the brevity of the experiment and to the fact that the type of problem solving he was encouraging was not encouraged in the rest of the hospital.

The patients of this group were also more depressed at the post-experimental testing than at the pre-experimental testing. Mr DeVries thought that this was because the optimistic, futuristic, extra-hospital orientation of the experiment was something the patients were sorry to see end.

The other two groups did not show the progress in self-concept or ward behavior that the first group did.

15/21-4

PROJECT/
RESOURCE

Competence in the American Racial
Dichotomy, A Study in the Dynamics
of Victimization

DIRECTOR

Michael Lewis, Sociology
230b Education Building
333-1850

DATES

1962-1966

SUPPORT

Roger Strauss Council on Human Relations,
Princeton University and the Social
Security Interdevelopmental Neighbor-
hood Service Center in Harlem.

OBJECTIVES

To evaluate the personal impact of
racial victimization in terms of the
development or lack of development of
competence in the roles of father,
husband, breadwinner or mother, wife,
homemaker and to evaluate the response
of welfare agencies to problems arising
out of incompetence in these roles.

METHODS

Used case records of the Interdevelop-
mental Neighborhood Service Center and
the New York Department of Welfare,
interviewed and observed. Using
secondary sources he set social welfare
institutions and the problem of role-
competence of Negroes in historical
perspective.

CONCLUSIONS &
PUBLICATIONS

Negroes have been systematically
excluded from participation in
American society and have been deprived
of opportunities to learn the necessary
skills for such participation.

Historically Negroes have received
less welfare service than they needed
and the services they have received
have been inappropriate.

Dr. Lewis is submitting his Princeton
doctoral dissertation, Competence in
the American Racial Dichotomy, A Study
in the Dynamics of Victimization, for
publication.

15/21-5

PROJECT/
RESOURCE

Negro Competence Development in a
Middle Sized City

DIRECTOR

Michael Lewis, Department of Sociology
230b Education Building
333-1850

ASSOCIATES &
ASSISTANTS

Audrey McNattin, field supervisor
Aaron Dorsky, graduate assistant
Gary Freedman, graduate assistant

DATES

September, 1965 - June, 1968

SUPPORT

U.S. Office of Education

OBJECTIVES

To provide a case study of a small city ghetto as a context of poverty in order that people in remedial programs in educational and social welfare will understand the social context of the problems they are dealing with rather than being limited in their services by professional predispositions. It is hoped that existing services will be modified to meet actual needs.

METHODS

The study is divided into three sections:

1. An intensive description of life in the ghetto was made from information gathered from informal, unstructured interviews and observation in 1965.
2. Data was gathered on the problems of developing competence in social roles in a ghetto by semi-structured, group and family interviews in 1966.

3. An investigation of the social welfare agencies, educational institutions and police working in the ghetto through interviews, participation and observation in 1967 will determine what types of policy decisions are made and how they are put into effect. This will reflect how the people who have the most contact with the ghetto view its people and their problems.

CONCLUSIONS &
PUBLICATIONS

The study will juxtapose an ethnographic, socialization study of thirty families against the assumptions about the environment and lives of the disadvantaged in the ghetto with which professionals operate to determine the extent to which ignorance and prejudice set the directions for their intervention programs. A report will be submitted to the U.S. Office of Education and results will be published in a monograph.

15/21-6

PROJECT/
RESOURCES

Social Organization of Psychiatric
Foster Homes

DIRECTOR

George J. McCall, Sociology
1204-302 W. Oregon
333-4933

ASSOCIATES &
ASSISTANTS

Norman K. Denzin, Sociology
Frank McGough, Head of Social Work,
Danville Veterans Administration
Hospital
Lauren Seiler, research assistant

DATES

February 1967 - September 1967

SUPPORT

University appropriation

OBJECTIVES

To discover the social organization
of psychiatric foster homes in
Danville including patients' relation-
ship with the other patients in the
home, the family, and the community.

METHODS

Visiting homes in order to observe the
patient-family relationship.

CONCLUSIONS &
PUBLICATIONS

Journal articles and a monograph are
planned.

15/21-7

PROJECT/
RESOURCE

Hoodoo and the Numbers Racket

DIRECTOR

George J. McCall, Sociology
1204-302 W. Oregon
333-4933

He made the study while he was a
doctoral candidate at Harvard University.

DATES

Fall 1961-1963

SUPPORT

Harvard University, Department of Social
Relations

OBJECTIVES

To discover the working relationship
between two underworld institutions,
central to life in Harlem.

METHODS

Participant-observation in Harlem.

CONCLUSIONS &
PUBLICATIONS

The relationship between the numbers
racket and hoodoo is one of symbiosis;
the institutions are distinct in
organization, but mutually beneficial
in that the clientele of one is usually
drawn to the other institution.

"Symbiosis: Case of Hoodoo and the
Numbers Racket," Social Problems, vol.
10, no. 4, Spring 1963, 361-371.

5/21-8

PROJECT/
RESOURCE

Vocational Rehabilitation of Federal
Offenders Project (Master's Thesis)

DIRECTOR

Daniel Glaser
Head, Sociology Department
342 Lincoln Hall
333-1950

ASSOCIATES &
ASSISTANTS

Robert J. Kapture, graduate student in
sociology

DATES

January 1967-August 1967

SUPPORT

The Rehabilitation Project in Spring-
field is part of a larger project
entitled "Federal Offenders Rehabilitation
Program" which is financed mainly by
the U.S. Office of Vocational Rehabili-
tation and partially by the Illinois
Division of Vocational Rehabilitation.

OBJECTIVES

To determine the effectiveness of a
vocational rehabilitation program in
Springfield which finances any services
a counselor believes might help his
client, including a college education
if that is recommended.

METHODS

The Office of Vocational Rehabilitation
is concentrating in this project on
the culturally disadvantaged. It
takes as its sample federal probationers
and parolees. There are three plans
whose results will be compared for
effectiveness. Under Plan A the
probationers and parolees' names go
to a counselor's caseload immediately
on their release. Under Plan B their
names are given to counselors sixty
days after release. Under Plan C their

names are given to counselors while
they still are in prison.

Springfield is one of four cities
(Peoria, East St. Louis, Danville)
involved in Plan B. Both the probation
officers and the counselors make a
judgment as to whether each man on
their caseloads will be rehabilitated
or not on the basis of their personal
history. These judgments are then sent
to Seattle, the headquarters for the
entire project. These judgments will
later be compared with the actual
results of the program.

Mr. Kapture has been hired as a Project
Observer in Springfield to give impartial
assessment of the counselors' services,
the research design, and any other
suggestions and comments in order that
nothing will impede providing the men
with the best possible services.
Drawing on this participation and
observation, Mr. Kapture plans to
determine the effectiveness of the
project by looking at certain indicators
of adjustment such as employment,
marital relationships and further
offenses, noted in the counselors'
and parole officers' files.

CONCLUSIONS &
PUBLICATIONS

This is a proposed master's thesis in
Sociology.

15/21-9

PROJECT/
RESOURCE

DIRECTOR

Resident-Staff Interaction at the
Federal Pre-release Guidance Center

George J. McCall, Research Advisor
Department of Sociology
1204-302 West Oregon
Urbana 333-4933

ASSOCIATES &
ASSISTANTS

Robert J. Kapture, graduate student
in sociology.

DATES

September, 1969 - September, 1970

SUPPORT

University appropriations and Federal
Bureau of Prisons.

OBJECTIVE

To see how social groupings among the
residents at the Detroit Federal Pre-
release Guidance Center affect their
relations with the staff and the im-
plementation of Center goals. There
are now six such half-way houses
operated by the Federal Bureau of
Prisons. In 1972, there will be
thirty. If the program is expanded,
this relationship must be determined
in order to benefit the residents.

This is a proposed doctoral dissertation
to be written on the basis of a completed
seminar paper entitled, "Resident-Staff
Interaction at the Federal Pre-Release
Guidance Center in Detroit."

CONCLUSIONS &
PUBLICATIONS

15/21-10

PROJECT/
RESOURCES

DIRECTOR

Negro Employment

Walter Phillips
Department of Sociology; Institute of
Labor and Industrial Relations
107 L.I.R. Building
333-1483

DATES

Prof. Phillips began doing preliminary
work in September, 1965 but found that
he needs the U.S. Census Bureau to
retrieve comparable data on occupational
and residential distribution of Negroes
and whites. In 1968, he will apply
for a grant for this purpose.

SUPPORT

University Appropriation

OBJECTIVES

To determine if (1) residential
segregation is a function of industrial-
ization, in that the more competitive
Negroes and whites become in the
employment market, the more the white
people compensate by enforcing segregated
housing, i.e., job equality leads to
housing inequality; (2) there are more
job opportunities for Negro professionals,
especially those in jobs involving
personal service, in segregated areas;
(3) therefore open housing may hurt
the job opportunities of Negro
professionals who may therefore have
a stake in segregation.

METHODS

He will use census statistics for cities
of 50,000 and larger to correlate occupa-
tional distribution of Negroes and
segregated housing patterns.

CONCLUSIONS &
PUBLICATIONS

None.

15/21-11

PROJECT/
RESOURCE

Comparative Evaluation of the University
by Negro and White Undergraduates

DIRECTOR

Rita J. Simon, Sociology
Institute of Communications Research
14h Gregory Hall
333-2790

George J. McCall, Sociology
1204-302 W. Oregon
333-4933

ASSOCIATES &
ASSISTANTS

Evelyn Rosenthal, graduate student in
Sociology

DATES

1967-

SUPPORT

University appropriation

OBJECTIVES

A 1966 report of the University of Illinois chapter of the American Association of University Professors committee on race relations, an unpublished 1965 doctoral dissertation by Aaron Bindman entitled "Participation of Negro Students in an Integrated University" and an unpublished 1965 term paper by Walter W. Stafford entitled "Activity Patterns of Negro Students at a Midwestern University" agreed that Negro students at the University, potential Negro students and other Illinois Negroes do not perceive the University as a congenial place for Negro students.

This study was stimulated by a desire to investigate the accuracy of this conclusion and to understand why the University is not a congenial place for Negroes. The study was directed toward answering the question: Do

Negro students have a poorer opinion of the University of Illinois than do white students on matters that are not race related?

The attitudes of 214 Negro undergraduates and 428 white students selected randomly were solicited through a mail questionnaire. Thirty items on the questionnaire probed attitudes concerning the response of the University to their needs; academic policy, including recruitment of students of different ethnic, racial, and social backgrounds; the handling of routine administrative and procedural matters; and the student's choice of a university if he could choose again.

CONCLUSIONS &
PUBLICATIONS

Negro students do not feel that the University cares about them. They believe that the University does not exert any special effort to attract Negro students other than athletes to the campus and that the University is not interested in creating an environment where Negro students can feel comfortable. When Negro students were asked to compare institutions, no other Big Ten or Illinois institution competed with the University of Illinois. The serious competitors were predominantly Negro universities. The better students were more likely to select a predominantly Negro campus.

On most items, there were no significant differences between the responses of Negro and white students. Negro students perceive the University as an institution primarily concerned with attracting and serving the white middle-class tax payers of the state much more than did the white students.

It is the Negro students with the higher grade point averages who are most critical of University policies. The authors believe they are more critical

because they are more likely to perceive the importance of receiving a good education that will enable them to follow a professional career or a more secure middle-class status.

Professors Simon and McCall have copies of their unpublished paper, "A Selective Evaluation of their University by Negro and White Undergraduates," University of Illinois, 1967.

In a 1966 study of alleged racial discrimination against Negroes in University athletics, Prof. Simon and Prof. James W. Carey reviewed incidents relating to a 1964 controversy between the campus NAACP chapter, Negro athletes, the Athletic Association Administration and the University. On the basis of responses to interviews, they concluded that the allegations were primarily an expression of general alienation rather than a specific complaint. They further concluded that the Negro athletes did not fully share the same sense of alienation and that the university did not understand the general problem. See "The Phantom Racist" in Transaction, November, 1966.

2-12

SUBJECT
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

Study-Action Involvement Project in Appalachia

Gene F. Summers, Sociology
1204-305 W. Oregon
333-2528

Rev. Joseph N. Peacock, Associate
Director of Wesley Foundation
344-1120

1963 -

Students pay their own way.

To give students an intimate understanding of the way of life in the Southern highlands.

Seminars led by Rev. Peacock and Prof. Summers are held at the Wesley Foundation before the field trip is taken. Each person reads at least two books on Appalachia in addition to related articles in sociology, anthropology and political science journals.

In the field trip each car of students goes into a different hollow for about ten days. There they work in the schools doing repair work and helping in the classroom. In this way the students get acquainted with the children who then often ask them to their homes. The students also attend church and generally encourage the friendliness of the people they meet in all situations. The people of these communities do not know what a stranger is and therefore do not fear the students. Rather, they have an active curiosity about them.

After the field trip, more seminars are held to share experiences.

CONCLUSIONS & PUBLICATIONS

Students are better prepared to engage in study and research on regional poverty programs.

2-13

PROJECT/ RESOURCE

DIRECTOR

ASSOCIATES & ASSISTANTS

SUPPORT

DATES

OBJECTIVES

An Ecological Analysis of the 1964 Negro Slum Riots (Master's thesis)

Joseph R. Gusfield, Sociology Thesis Advisor
Institute of Labor and Industrial Relations

Michal M. McCall, graduate student
Department of Sociology
342 Lincoln Hall

A predoctoral fellowship from the National Institute of Mental Health provided partial financial support.

1965-66

To determine if there were any differences between the patterns of pre-World War II race riots and the 1964 race riots in Philadelphia, Rochester and New York City.

Allen Grimshaw in his "A Study in Social Violence: Urban Race Riots in the United States," found that Northern urban race riots were characterized by conflict between white and Negro civilians concentrated at contested border points and resulted in little damage to property. The 1943 Harlem riot deviated from this pattern. It was characterized by the lack of civilian white violence directed against Negroes and the conflict between Negroes and police within the Negro slum section. There was little physical assault and a large amount of looting and property damage.

To determine if differences in the slum ghettos of the three cities were related to differences in frequency of riot behavior.

METHODS

For the first objective, she used the New York Times; the Rochester Times Union and Democrat-Chronicle; Race Riots by Fred C. Shapiro and James A. Sullivan; wire service accounts from several other newspapers; and the official report to the City Council by the Office of the City Manager of Rochester, April, 1965.

For the second objective she chose independent variables to measure the degree to which each tract was a slum. She defined a slum as an area of high population density, where buildings are old and deteriorated and whose residents are undereducated, poor, unemployed and mobile non-home owners. Thus the independent variables were as follows: percentage of the population in each tract which was Negro; percentage of the population which lived elsewhere in 1950; percentage of males who were unemployed; percentage of housing units with more than one person for each room; percentage of housing units which were deteriorating or dilapidated; percentage of housing units with nonowner occupancy; and number of businesses in each tract.

The dependent variable was the percentage of businesses affected by rioting in each tract. The names and addresses of affected businesses were obtained from the Rochester papers. In order to locate these in tracts and to establish the number of all businesses in each riot-affected tract, a City Directory of Rochester and the official census map were used. The names of streets in each tract were determined by referring to the map, and the names of all businesses on each street were determined by referring to the city directory.

She computed different correlations between the dependent and independent variables.

The 1964 race riots were not race riots as were the pre-World War II riots; they did not involve attacks or racial sub-groups. Rather they were "ghetto" riots or Negro slum riots in that they did not involve

battles between civilian members of two races but rather Negro civilians and white (and Negro) policemen. The areas involved were not those characterized by integrated housing or areas of Negro "invasions." Rather they were Negro slums. Thus Grimshaw's atypical Harlem riots of 1943 were the forerunners of more recent slum riots.

The Census tracts of the 1964 slum riots which were the most deteriorated, crowded, and with the most unemployed residents and the lowest incomes and years of education were the tracts in which the most rioting, looting, and vandalism occurred.

The 1965 Los Angeles riot is briefly discussed in how it differed and how it was similar to eastern slum riots.

An Ecological Analysis of Recent Negro Slum Riots, Urbana, 1966 (unpublished master's thesis).

CONCLUSIONS & IMPLICATIONS

15/21 -14

PROJECT/
RESOURCE

The Poor of Harlem: Social Functioning
in the Underclass

DIRECTOR

Joan Gordon, New York (City) Inter-
departmental Neighborhood Service

ASSOCIATES &
ASSISTANTS

Carolyn Atkinson
Frank Castro
Sarah Jane Heidt
Michael Lewis, Sociology
230 Education Building
333-1850

DATES

1962-1966

SUPPORT

Social Security Administration

OBJECTIVE

To attempt to understand the difficulties
members of multi-problem families (those
families that have one or more contacts
with at least two social agencies) had
in functioning in their social roles.

METHODS

The study tended to focus on the mothers'
difficulties. The staff held three
interviews with each parent, each
adolescent, and each child between
eight and ten years old of several
families. The staff used case record
material from social welfare agencies.

CONCLUSIONS &
PUBLICATIONS

Women functioned in their roles as
wives and mothers quite well considering
the families' many problems.

Social welfare agencies' categories
did not fit the problems of the families.
Therefore their evaluations of the
families were not accurate and they
tended to overlook the women's
relative success.

New York (City) Interdepartmental
Neighborhood Service, The Poor of
Harlem: Social Functioning in the
Underclass, a report to the Welfare
Administration, New York, 1965.

15/21-15

PROJECT/
RESOURCE

"Variations in Juvenile Release
Ratios Among Police Departments"
(Master's Thesis)

DIRECTOR

David J. Bordua, Research advisor
Sociology
1204 W. Oregon, Urbana
333-1979

ASSOCIATES &
ASSISTANTS

Robert E. Ford, graduate student in
Sociology
Master's thesis

DATES

July 1966 - June 1967

SUPPORT

University appropriation

OBJECTIVES

To assess effects of amount of indus-
trialization, deprivation index,
level of education, unemployment rate,
housing variables and mobility of the
population on police discretionary
decision making.

METHODS

Using a computer he will see what
correlations emerge when 1960 census
information on cities of population
over 25,000 is compared with research
data from the FBI Uniform Crime Reports
Section which lists juvenile release
rates for the same cities.

CONCLUSIONS &
PUBLICATIONS

This is one of a series of papers
that Prof. Bordua may include in a
book on law and law enforcement.

15-21

PROJECT/
RESOURCE

Smoking and Health Education Study

DIRECTOR

William H. Creswell, Health Education
118 Huff Gym. 333-0432

ASSOCIATES &
ASSISTANTS

Warren Huffman
Donald B. Stone
Ian Newman
Donald Merki

DATES

September, 1966-

SUPPORT

U.S. Public Health Service

OBJECTIVES

1. To determine whether Horn's
Portland, Oregon study findings
(1958) are still true in light of
recent changes such as Surgeon
General's 1964 Report on Smoking
and Health, new legislation on
the labeling of cigarette packages
and reports of additional studies
linking smoking and disease.
2. To identify psycho-social
dynamics of the junior high school
age smoker.
3. To identify psycho-social
rural youth smoker.
4. To test findings of the Horn
Portland study regarding the
efficacy of different health
messages in relation to the rate of
taking up the habit of smoking by
high school youth.
5. To assess the effect of different
types of health messages on
attitudes of junior high school
youth and the rate at which they
begin smoking.

Continued -

6. To determine the effect of a more personalized approach such as the teacher-student relationship and a student-directed approach on the rate of beginning smoking.

7. To analyze and interpret the findings from these studies to ascertain the effects of other factors that may contribute to the prevention of smoking or a change of smoking habits.

8. To develop and test hypotheses based on Horn's Portland study findings, other research, and the modified replication study.

9. To develop prototype educational materials for classroom use that have a basis in research on smoking.

METHODS

1. Establish appropriate functional relationships with the official state education and health agencies, the local school districts and develop necessary consultative services from other campus departments and professional or voluntary groups interested and active in smoking and health education programs.

2. The replication of the Horn study is designed to test further the effectiveness of different educational message themes. Based on the findings of this research, the University of Illinois study proposes to develop prototype educational materials for use in the classroom. It is planned that these curriculum materials will be developed in accordance with selected theoretical models of smoking behavior change. Once the materials have been developed, they will be evaluated under exploratory study conditions in a number of classrooms at different

Continued -

grade levels. In addition to the experimental research, other parallel studies will be conducted during the period of 1967-69. Included among these will be an in-depth study of a selected junior high high in order to determine the social context of youth smoking, including factors that inhibit or encourage behavior.

A part of this total research effort will entail the development of research instruments to measure the effects of an educational program. Examples of such instruments include achievement tests, attitude scales, and semantic differential scales.

3. Development of hypotheses to be tested during the contemplated second and third years of the project and delineate possible corollary or follow-up studies to pursue in depth.

CONCLUSIONS & PUBLICATIONS

The findings from the survey of youth smoking conducted in the first year of the University of Illinois Study appear to support the following conclusions:

1. Girls are starting to smoke at a younger age and in addition, a higher percentage of girls are smoking. The increased rate of smoking is particularly evident among ninth grade girls.

2. The Surgeon General's Report on Smoking and Health, released in 1964, is unknown to approximately 50 per cent of both the junior and senior high school group and is not having a direct impact on their smoking behavior.

3. The warning label on cigarette packages is more widely known than the Surgeon General's Report and students say that it has been more influential in changing smoking behavior.

4. There appears to be no difference between the smoking habits of Catholic and public school children, which is contrary to earlier study findings.

5. The relationship between parental smoking habits and the child's smoking habits does not appear to be as strong as indicated in earlier studies.

6. There is a significant relationship between the smoking habits of the individual child and his friends, suggesting a strong influence of the peer group.

DEGREE OF PHYSICAL EDUCATION

1

SUBJECT / SOURCE

DIRECTOR

ASSISTANTS & ASSOCIATES

DATES

SUPPORT

OBJECTIVES

METHODS

Department of Recreation and Municipal Park Administration

Allen U. Sapora, Head of the Recreation Department
104 Huff Gym
333-2945 or 333-0105

Departmental faculty

1951-

University appropriations

1. To train leaders who will help shape and protect the environment, influence and motivate the individual toward acquiring values, interests and appreciations and developing skills which will enable him to use his leisure time in ways which will contribute to his personality development.

2. To establish and multiply leisure opportunities for the free expression of the interests, skills and objectives mentioned above.

Procedures involve: administering the basic plans for programs, services and facilities in the community; motivating and using widespread human and physical resources, not limited by ownership, indispensability of recreation in their lives.

The Recreation and Parks Field Service under the direction of Joseph Bannon has furnished advisory service to communities by investigating problems,

suggesting remedies and procedures, by conducting community studies and working directly with leaders for the betterment of community recreation.

Research on an interdisciplinary basis is carried on with the Departments of Psychology, Educational Psychology, Speech-Audio Therapy and Social Welfare Administration. For example: supplementing leadership in recreation during the noon hour in collaboration with Dr. Quay's Lincoln School Project concerning behavioral modification; a study in effective competition among children which shows that the Hays School children respond to competitive sports more than do children of a higher socio-economic level; a four to five year project concerning speech patterns of Mongoloid children at Adler Center.

Social integration at the recreational level provides a positive, satisfying experience which the underprivileged individual can engage in. He finds goals he can achieve. Tension and anxiety are relieved. Research in progress should determine what types of recreation heighten or lessen tension.

CONCLUSIONS

The program offered to undergraduates and graduates provides training for leaders of community projects reaching all levels of society--the middle class, the mentally retarded and the underprivileged.

68/5-2

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVE

METHODS

Therapeutic Recreation

Virginia M. Frye, Recreation
104 Huff Gym
333-4410

Martha Peters, Recreation

1963

Vocational Rehabilitation Administration provides scholarships for graduate students interested in therapeutic recreation.

To train therapeutic specialists for community projects and for hospitals and other institutions.

Students receive additional course work in psychology, philosophy and training in methods, treatment approach and principles of work with the physically and mentally handicapped.

Field work within the local community includes a recreation program for the blind at Westview school and for the mentally retarded at Marquette school. During 1965-66 in cooperation with Washington school and social workers, students selected groups of youngsters with behavioral problems to form clubs and join activities at Douglass Center. Since 1965 a Saturday morning recreation program for the physically and mentally handicapped children at Chanute Air Force base has been in effect.

Advanced students must complete a summer of work in a well-organized or supervised program either in a hospital or a mental institution.

CONCLUSIONS & PUBLICATIONS

The staff of the therapeutic option trains specialists to assist in setting up successful recreation programs on the community level.

A survey will point out gaps between the needs of the local community and the program in operation.

GRADUATE SCHOOL OF LIBRARY SCIENCE

18/1-1

PROJECT/
RESOURCE

Graduate School of Library Science

DIRECTOR

Herbert Goldhor, Director
329 Library
333-3280

ASSOCIATES &
ASSISTANTS

Harold Goldstein
Winifred C. Ladley
M. Alice Lohrer

DATES

1897-

SUPPORT

University appropriation

OBJECTIVE

To prepare men and women for careers as professional librarians in all types of libraries.

METHODS

Class instruction and individual research by professors of library science and graduate students.

CONCLUSIONS &
PUBLICATIONS

Prof. Ladley and Prof. Lohrer teach courses in "Studies in Reading" (Library Science 402) which gives special attention to reading interests and habits of children, youth and adults with class discussions devoted to analysis of current research and its implications for library service and classroom teaching and in "Library Service to Children and Young Adults" (Library Science 406) which concentrates on the role, problems and needs of library service in the elementary and secondary school fields, and of library work with children and young adults in the public library.

Prof. Ladley prepared a bibliography "Current Books and Articles on the Culturally Deprived in the U.S." for the course in "Studies in Reading."

Prof. Goldstein teaches "Adult Education and Libraries" (Library Science 410) in which the literature, history and problems of adult education in the United States are presented in relation to the role of the library as an educational agency.

The Library Research Center conducts research on the extension of library services by state libraries and regional library systems.

Graduate student research has included John McCrossan's "The Reading of the Culturally Disadvantaged," Occasional Papers, University of Illinois Graduate School of Library Science, No. 80, October, 1966.

JANE ADDAMS GRADUATE SCHOOL OF SOCIAL WORK

SS/2-1

PROJECT/
RESOURCE

DIRECTOR

Data for Health and Welfare Program Planning

Merlin Taber
Jane Addams Graduate School of Social Work
1207 W. Oregon
333-2262

ASSOCIATES &
ASSISTANTS

James Dudley, research assistant

DATES

September, 1965

SUPPORT

University appropriation

OBJECTIVE

To provide current, comparable social data on Illinois urban areas to help social work students plan research projects and analyze communities in which they do field work.

METHOD

Data organized in booklet form are intended to provide a factual base for evaluating community populations, needs and problems. The sources of the statistics used include U.S. Census, Vital Statistics of Illinois, and Uniform Crime Reports. Most of the statistics came from the 1960 U.S. Census. Whenever possible, more recent sources were used to gain currency at some cost in comparability. All Illinois counties (except Cook) containing cities of 50,000 are included.

The first section of the paper is "County Data" and includes health and welfare indicators in Champaign County. The second section is a "Comparison by County" and consists of selected data

from the first section, by county, for all the twelve counties of Illinois and for the total state. Most of the data in the "Comparison" section are in the form of percentages or rates to reveal differences between counties. A third section, "Comparison by the Largest City for the Counties When the County Data is Unavailable," includes housing and crime indicators that were not available by county for all of the twelve counties.

CONCLUSIONS &
PUBLICATIONS

Social Data for Twelve Downstate Counties in Illinois: Summary Statistics Selected for Relevance to Health and Welfare Program Planning is available to those interested in health and welfare program planning in the cities of downstate Illinois.

95/2-2

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVES

The Community Impact of a Zone Center Program

Merlin Taber
Jane Addams Graduate School of
Social Work
1207 West Oregon
333-2262

Co-Director:

Herbert C. Quay, Psychology
Director, Children's Research
Center
1007 West Nevada
333-4123

Research Associates:

Harold Mark, Sociology
Vicki Nealey, Psychology

1965-1971

National Institute of Mental
Health

To determine the total community response to a new decentralized mental health "zone" program in Illinois, which involves building prototype facilities in eight zones and implementation of the "community mental health" approach. Total community response means change in the system by which the community identifies, processes and cares for or treats mental patients. The specific aims of the study are (1) to describe in objective analytic terms the community's

system for dealing with persons thought to be mentally or emotionally disordered, (2) to test hypotheses about changes in the treatment system following establishment of the Zone Center, and (3) to interpret changes which occur by reference to complete information about the Zone Center's development.

METHODS

The focus on "community response" and the desire for basic or "grass roots" information about how the system works requires several types of data. Two Illinois counties are being studied, each having a different planning "input". Structured interviews are held with samples drawn from the general public, community professionals and mental patients. Extensive, unstructured interviews are conducted with agency executives and community leaders. Members of the study staff attend and observe community planning meetings and mental health agency staff meetings. Data about patients is collected from hospital and local mental health clinic records and selected data is gathered from related community agencies.

The study is organized in sub-studies which provide comprehensive data on the community system in Macon and Madison counties, yield objective change measures, and provide a study design which will permit inferences concerning attribution of change to the new program.

Sub-studies are the following:

1. Sample survey to reflect changes in the orientation of the community members to the mental health treatment system.

2. Sample survey of front line community professionals including physicians, attorneys, clergymen, public aid workers and the police and sheriff deputies, who (1) are usually the first persons outside the family to be consulted about a mental or emotional problem, (2) have the least ability to restrict and manage demands for their services by the general public, and (3) are not part of the "inner core" of community health and welfare agencies but pass cases on to these agencies.
3. Extensive study of Mental Patient Careers from hospital and clinic records and interviews with incoming and discharged patients.
4. Study of the "Inner Core" Community Professionals through semi-structured interviews with professional staff in community health and welfare agencies closely related to mental health facilities.
5. Study of Organizational Development and Inter-Agency Relations among the mental health services.

CONCLUSIONS & PUBLICATIONS

Monographs, journal articles, and perhaps a book will be written.

19/2-3

PROJECT/
RESOURCE

Planned Change in Social Provi-
sions for the Aging

DIRECTOR

Co-Directors:

Merlin Taber
Jane Addams Graduate School of
Social Work
1207-325 West Oregon
333-2261

Donald E. Lathrope
Jane Addams Graduate School of
Social Work
1207-332 West Oregon
333-2261

ASSOCIATES &
ASSISTANTS

Consultants:

Frank Itzin, Social Work
Jerrold Voss, Urban Planning
Jack Coyle, Director, United
Community Council

Associate:

Naomi Walter, Social Work

DATES

March 1, 1967-March 1, 1970

SUPPORT

U. S. Department of Health,
Education and Welfare

OBJECTIVES

In a small, standard metropol-
itan statistical area with rela-
tively little development of
community health and welfare
services for older people, but
with an active citizens group,
a model of research-planning
activities will be established
and studied. The model empha-

sizes (1) quantitative, compre-
hensive analysis of the system
of social provision for the aged;
(2) evaluation and selection of
goals for planned change in
social provisions for the aged;
(3) development of concepts and
methods to analyze change resour-
ces and goal possibility; (4)
assessment of beginning attempts
at planned change.

METHODS

The model under study will be
an operating agency under the
United Community Council of Cham-
paign County which coordinates
health services.

CONCLUSIONS &
PUBLICATIONS

This study should lead to the
development of more effective
community planning of provisions
for the aged and better use of
relevant research data.

19/2-4

PROJECT/
RESOURCE

Survey of the Aged Population in
Champaign County

DIRECTOR

Ernest N. Gullerud, research advisor
Jane Addams Graduate School of Social Work
1207-329 W. Oregon
333-2261

ASSOCIATES &
ASSISTANTS

Sociology graduate students
Dorothy Evans
Troy Simpson
Verlyn Wenndt
Fred Stein

DATES

September 1966 - May 2, 1967

SUPPORT

University appropriation

OBJECTIVES

To discover the living conditions and
social activities of the aged and their
attitudes toward living conditions, social
activities and being aged.

To tabulate census data on the aged in-
cluding distribution by township, urban
and rural areas, sex and race and select
a sample to whom a questionnaire was given.

METHODS

The interview schedule is based on the
question, "What kind of information is
needed for planning services for the aged?"
Questionnaires used in similar studies
and information gained in consultation
with the United Chest and Council
Committee on Aging will be used in its
construction.

After the interview schedule is constructed,
a pre-test will be conducted on a sample
of twenty to thirty aged people who live

in a home for the aged, live on public
aid or are financially independent to
determine if the schedule is administra-
tively manageable and relevant to the
aged in different environmental situations.

The project staff will use the interview-
schedule to obtain answers to specific
questions in the course of regular
conversation.

CONCLUSIONS &
PUBLICATIONS

The information collected by the interview-
schedule may be used by Prof. Merlin Taber
in his study on "Planned Change in Social
Provisions for the Aging."

The study will be reproduced. The School
of Social Work will keep a microfilm copy
and the United Chest and Council will keep
a copy. Prof. Gullerud will hold the
original.

19/2-5

PROJECT/
RESOURCES

Value of Social Work Services at a
Veterans Administration Hospital

DIRECTOR

Ernest N. Gullerud
Jane Addams School of Social Work
1207-329 West Oregon, Urbana
333-2261

ASSOCIATES &
ASSISTANTS

Dale Keith, graduate student
Social Work

DATES

September 1966 - May 2, 1967

SUPPORT

University Appropriation

OBJECTIVES

To study the attitude of the patients
at the Veterans Administration Hospital
in Danville as to the value and effective-
ness of social work services at the
hospital. Some of the patients have
been recipients and some have not.

METHODS

Questionnaire developed from the
questionnaires used for similar studies
as described in journals.

CONCLUSIONS &
PUBLICATIONS

One microfilm copy of the study will
be kept by the Graduate School of
Social Work. One multilithed copy
will be held by the Veterans Adminis-
tration Hospital in Danville.

19/2-6

PROJECT/
RESOURCE

Graduate Research in Social Work

DIRECTOR

Ernest Gullerud
Jane Addams Graduate School of
Social Work
1207-329 West Oregon
333-2261

DATES

1966

SUPPORT

University appropriation

OBJECTIVE

To complete research projects on social
work problems and social agencies.

METHODS

Data was collected from interviews,
questionnaires, case histories,
observation and social work journals.

CONCLUSIONS &
PUBLICATIONS

Student Research Projects 1966 includes
abstracts of studies on prenatal care
among Champaign-Urbana Negro mothers,
recidivism at the Hennepin County Home
School for Boys, the program and clientele
of two half-way houses, characteristics
and comparisons of fifteen Champaign-
Urbana social action groups, attitudes
of college-educated women toward foster
care, personality characteristics of
unmarried mothers, and the use and
training of nonprofessional social
workers in state foster care agencies.
One microfilm copy of each study is
kept at the Jane Addams Graduate School
of Social Work and the original copy
is held by Professor Gullerud.

19/2-7

PROJECT/
RESOURCE

Welfare Visitation Project

DIRECTOR

Ernest N. Gullerud
Research Advisor
Jane Addams School of Social
Work
1207-329 West Oregon
333-3261

ASSOCIATES &
ASSISTANTS

Graduate students in social work:
Dorothy Reiss
Naomi Walters
Faith Weybright

DATES

September, 1966-May 2, 1967

SUPPORT

University appropriations

OBJECTIVE

To test the hypothesis that when welfare services become highly organized and professionalized and have less contact with the public, the public tends to adversely stereotype public welfare clients.

METHODS

The head of the Department of Public Health, Champaign County, and the director of the Community Fund selected sixteen influential people from Champaign-Urbana who were given questionnaires to discover their attitudes toward public aid recipients and Department of Public Aid case workers. An orientation session follows which gives the sixteen statistics about public aid in Illinois and an opportunity to meet case workers. Then each of the sixteen people

accompanies a case worker as he interviews three or four clients in their homes. No attempt is made to select the best case workers or to select on any basis the clients interviewed. After a dinner, where the sixteen compare experiences, the original attitude questionnaire is again given to the sixteen.

CONCLUSIONS &
PUBLICATIONS

One microfilm copy will be kept by the Graduate School of Social Work. A multilithed copy will be held by the Champaign County Department of Public Aid and by the Community Fund office.

19/2-8

PROJECT/
RESOURCE

Evaluation of Rural Professional's
Referral Practices and Knowledge
of Social Welfare Resources

DIRECTOR

Ernest N. Gullerud
Research Advisor, Jane Addams
Graduate School of Social
Work
1207-329 West Oregon
333-2261

ASSOCIATES &
ASSISTANTS

Joseph Majors, graduate student
in social work

DATES

September, 1966-May 2, 1967

SUPPORT

University appropriation

OBJECTIVES

To assess the knowledge lawyers,
ministers, doctors and teachers
in a rural county have about
available resources and to assess
their referral practices and the
value of the services the clients
received as a result of the
referral.

ETHODS

The professional is asked to read
eight or nine brief case situ-
ations representing problems
people are apt to seek help
about.

He is then asked:
How often have you been asked
to deal with this type of pro-
blem?

What kind of resources would you
use to help solve it?

Who would you refer the client

to if you felt unqualified to
help?

What is your estimate of the
value of the services the clients
would receive as a result of your
referrals?

CONCLUSIONS &
PUBLICATIONS

One microfilm copy of the study
will be kept in the Graduate
School of Social Work.

19/2-9

PROJECT/
RESOURCE

Self Concepts of Institutionalized Adolescents: A Comparative Study of Differences in Perception of Problems as Indicated by Institutionalized and Non-Institutionalized Adolescents

DIRECTOR

Ernest N. Gullerud
Research Advisor
Jane Addams Graduate School of
Social Work
1207-329 West Oregon
333-2261

ASSOCIATES &
ASSISTANTS

Mary Tully Fitchorn, graduate
student in social work

DATES

September, 1966-May 2, 1967

SUPPORT

University appropriations

OBJECTIVE

To determine whether there is a difference in perception of personal problems between children living in their own homes and children living in a children's institution.

METHODS

A group of children from the Illinois Soldiers' and Sailors' Children's School in Normal, Illinois, and a group living in their own homes are given individual checklists of possible personal problems.

CONCLUSIONS &
PUBLICATIONS

Children from family situations believe they have more problems than those from an institutional setting. It is hypothesized that this is due to a greater

degree of identity realization in the former group of children.

One copy of the study will be available on microfilm at the School of Social Work. One copy will be given to the Illinois Soldiers' and Sailors' Children's School.

19/2-10

PROJECT/
RESOURCE

Analysis of School Social Work as
a Basis for Improved Staff Use

DIRECTOR

Lela Costin
Jane Addams School of Social Work
1207-338 West Oregon
333-2261

ASSOCIATES &
ASSISTANTS

Graduate students in the summers

DATES

June 1, 1966 - November 30, 1967

SUPPORT

U.S. Office of Education

OBJECTIVES

The demand for social work service in the schools must be viewed against a critical shortage of professional social workers. It has become increasingly urgent that the social work profession define its distinctive role in the schools and make a more effective utilization of its available manpower. There must be maximum utilization of already existing social work staff, as well as innovations in service. Either course needs to be based on a clear and valid definition of the tasks which the social worker can most appropriately perform in the school setting.

This study seeks to determine the function of school social work as defined by professional school workers and whether this function provides a basis for experimentation in assigning responsibilities to social work staff with different levels of training.

This study seeks to determine (1) the tasks which are important parts of the function of social work; (2) the relative importance assigned to these tasks by a panel of school social workers; (3) the groups of children with which social workers are involved; (4) whether school social workers hold different values about school social work practice; (5) the nature and extent of differences in such value patterns; (6) the tasks within school social work for which a rationale exists suggesting that they may be performed by manpower with less or different training than that contained in a graduate degree in social work education.

1. Identification of tasks contained in the activity of school social workers or implied by the professional goals and principles of the fields of education and of social work. This will be done by surveying the professional literature and through consultation with educators and practitioners.
2. Construction of a rating scale on which a respondent can indicate opinions as to (a) the relative importance of each of the identified tasks for the attainment of social work goals within a school system, and (b) whether each task can appropriately be assigned to persons with less education and professional preparation than a graduate degree in social work education.
3. Compilation of a roster of professional social workers who are either employed in school social work positions in the public schools of the various states or affiliated with the Council on Social Work in Schools, National Association of Social Workers.

4. Selection of a panel of social workers drawn at random from the comprehensive roster described above.

5. A factor analysis of the data obtained from rating scales completed and returned by the panel of social workers.

6. Interpretation of the findings with their implication for school social work practice today.

Journal articles will be written.

CONCLUSIONS &
PUBLICATIONS

89/2-11

PROJECT/
RESOURCE

DIRECTOR

DATES

SUPPORT

OBJECTIVES

METHODS

CONCLUSIONS &
PUBLICATIONS

Elementary Teachers' Attitudes Toward
School Social Workers

Ernest N. Gullerud
Jane Addams Graduate School of
Social Work
1207-329 West Oregon, Urbana
333-2261

September 1966 - May 2, 1967

University appropriation

To discover the regular elementary public school teacher's evaluation of the services and functions of the school social workers considering the effectiveness of the social workers, the kinds of problems social workers can be of help with, and problems the teacher has had in using social worker service.

Questionnaires were sent to all regular, elementary, public school teachers in the Champaign school system.

Because school personnel have been educated in schools of education and school social workers, in schools of social work without any educational experience, there is a lack of effective communication. This study should give the social worker an insight into the teachers' point of view and difficulties.

The information gathered may be useful to the school board in that it may show a need for more or less school social workers.

The information may also cause the social workers to see ways in which their skills may be used to better advantage.

A microfilm copy of the study is in the Graduate School of Social Work.

INSTITUTE OF GOVERNMENT AND PUBLIC AFFAIRS

21/1-1

PROJECT/
RESOURCE

Institute of Government and Public Affairs

DIRECTOR

Samuel K. Gove, Director
Institute of Government and Public Affairs
1201 West Nevada
333-3340

DATES

1947-

SUPPORT

University appropriations

OBJECTIVE

The Institute undertakes research on problems of state and urban government, contributes to the preparation of students for public service and arranges conferences for officials and others concerned with public affairs. It furnishes a consulting service to the elected officials of Illinois state and local governments.

METHODS

The Institute staff organized the Illinois Assembly on "The State and Its Cities" which found that Illinois has not given sufficient attention to the needs of urban areas and made recommendations for alleviating these needs. Staff members also directed research studies such as a paper on "Poverty in Champaign County" by David Parker.

CONCLUSIONS

The Institute provides advice on research methods for studies of state and local governments, sponsors studies and conferences of governmental problems such as the Illinois Assembly, distributes information and answers questions of individuals who are not familiar with

governmental processes and the services of public agencies. It does not implement programs or projects for the underprivileged.

OFFICE OF ADMISSIONS AND RECORDS

25/2-1

PROJECT/
RESOURCE

Admission of Disadvantaged Students to the University of Illinois

DIRECTOR

E. E. Oliver
Director of Admissions and Records
108 Administration Building
333-2033

ASSOCIATES &
ASSISTANTS

Joseph Smith, English Department,
Assistant to the Director
of Admissions and Records
James T. Hashbarger, Assistant
to the Director of Admissions
and Records

DATES

1964-

SUPPORT

University appropriations

OBJECTIVE

Articulation attempts to make relationships between high school and junior college and the University effective in the student's transition from the one to the other. Through Prof. Smith's efforts, which are an integral part of the admissions program, existing University services are extended and intensified throughout the state, especially for the underprivileged Negro.

METHODS

Under the direction of Mr. Hashbarger, representatives are sent to high schools and colleges to inform students about the University and to participate in special College Day programs. An attempt is made to keep constant contact with school counselors.

Prof. Smith contacts schools that are predominantly Negro. He concentrates on inner-city schools in Chicago and East St. Louis.

In the summer of 1966, twenty Negro students were involved in a Work-Study Program. Seven students now remain. To offer them the necessary tutorial help needed to remain in classes, various departments were polled for voluntary tutors. A number of professors and their wives responded to help in English, French, chemistry, physics, mathematics and history. Responsibility for tutorial assistance is now a part of the work of Jean Hill, Assistant Dean of Women, who works with colleges and departments in arranging the best possible study program for the students.

CONCLUSIONS & PUBLICATIONS

A recent inquiry into Harvard's success in retaining Negro students revealed that their emphasis is not entirely on test scores, but considers the student's drive, interests and character. The University Human Relations and Equal Opportunity Committee is encouraging a more personal approach to the admission of Negro students, and urging a continuing interest of professors and counselors in aiding students to overcome obstacles and remain in the University.

CIVIL SERVICE SYSTEM

29/1-1

PROJECT/RESOURCE

Practice Examination for Janitors

DIRECTOR

Arlyn Marks, Director
Civil Service System
1205 W. California
Urbana
333-3150

ASSOCIATES & ASSISTANTS

William J. Hylbert, Practice Examination
Instructor

DATES

Urbana - May 25, 1966

SUPPORT

University Civil Service Merit Board
(state budget)

OBJECTIVE

To give persons who are unfamiliar with examinations a chance to learn the various types of test format used in the janitor's examination.

METHODS

Simple instruction. Applicants are not given any part of the examination as this would defeat its purpose.

It was hoped that a control group of persons who did not take the examination could be set up; however, if it were effective, it would be unfair to those who did not take the practice exam. Taking the examination is entirely optional.

CONCLUSIONS & PUBLICATIONS

None available.

ECT/
URCE

University Library

CTOR

Robert B. Downs, Dean of Library
Administration

CIATES &
STANTS

Dorothy M. Black, Associate Reference
Librarian
200 Library, 333-2290
Maynard Brichford, University Archivist
19 Library, 333-0798
Ralph Stenstrom, Education and Social
Science Librarian
100 Library, 333-2305

1963-

RT

University Appropriation

TIVE

To care for documents preserved and used
to aid students and investigators.

DS

In supporting teaching and research at
the University of Illinois, the Library
is responsible for books, pamphlets,
periodicals, maps, music scores, photo-
graphs, prints, manuscripts, micro-
reproductions, sound recordings, films
and other material.

The central information point in the
Library is the Reference Desk. Reference
librarians can often find materials which
cannot be identified through the card
catalog or better known published biblio-
graphic works.

The Education and Social Science
Library serves anthropology,
education, linguistics, political
science, psychology, social work
and sociology. It contains about
37,000 volumes plus periodicals.
The Human Relations Area Files and
a file of educational and psycho-
logical tests are two of the more
important special types of materials
provided. The Instructional
Materials Center has a children's
literature collection, textbooks
for elementary and secondary grades,
courses of study, and sample collec-
tions of filmstrips, records and
other types of teaching materials.

The University Archives preserves
official University files, sound
recordings, motion pictures, and
photographs, as well as copies of
all University publications and
the private papers of faculty and
staff. Its holdings amount to
2,500 cubic feet. It serves as a
center for administrative and
historical research relating to
the development and activities of
the University and its staff.

CONCLUSIONS &
PUBLICATIONS

University of Illinois Library,
for Graduate Students and
Members of the Faculty,
32 pp. (Urbana, 1965).

Black, Dorothy M. "Recent Materials
(1960-) Useful for a
Community Study" in Illinois
Libraries, 49:4:272-284,
April, 1967.

ECT/
URCE

Inventory of University Projects and Resources for Research and Service in Mental Health, Social Deprivation and Allied Fields.

CTOR

Maynard Brichford, University Archivist
19 Library
333-0798

CIATES &
STANTS

Dominic Candeloro
Rose Johnign
Catherine Salemi
Catharine Wallace

3

1966-67

ORT

Illinois Department of Mental Health,
Center for Human Ecology

TIVE

To provide a source of current information on the availability, scope, methodology and results of University research and services useful and available for consultative purposes in the ecology of mental health.

DS

1. Systematic interviewing of heads of departments, faculty and staff members of the University.
2. Organization, standardization and indexing of data obtained from interviews and publications.
3. Publication of an inventory of projects and resources, listing personnel, dates, support, objectives, methods, conclusions and publications.

CONCLUSIONS &
PUBLICATIONS

A systematic inventory of personnel, facilities and activities relevant to research, training and service in mental health and related fields will be useful to persons in public and voluntary agencies working with the disadvantaged; federal, state and local government administrators and the university faculty and administration.

This publication is the result of the inventory. Additional information may be obtained from the project director.

OFFICE OF NONACADEMIC PERSONNEL

6/1-1

PROJECT/
RESOURCE

University Non-Academic Employees'
Placement Program

DIRECTORS

Carl W. Gates, Manager
Urbana Personnel Services
Nonacademic Personnel Office
112 Davenport House
333-3105

Vernon Barkstall, Director
Urban League of Champaign County
29½ Main Street
Champaign
356-1364

DATES

1966

SUPPORT

University appropriation

OBJECTIVE

To place persons in employment suitable
to their abilities.

METHOD

By means of a formal referral card, the
Urban League directs individuals or
groups to the Office of Nonacademic
Personnel for employment interviews and
testing. The Urban League receives
information on the outcome of the
interviews and tests so they may
effectively plan employment with the
individual.

The Urban League requests that counselors
at Champaign High School keep a file on
the achievements, interests and work
experience of Negro students for
counseling students regarding summer
employment opportunities at the University
of Illinois.

CONCLUSIONS &
PUBLICATIONS

Channeling high school students into
University job opportunities lessens
estrangement and encourages continued
involvement in the University community.

JECT/
URGE

Building Service Manpower Development
Committee

ECTORS

Carl W. Gates, Manager
Urbana Personnel Services
809 South Wright
Champaign
333-3105

Donald P. Beasley, Business Agent
Building Service Employees International
Union
Local 119
212 West Hill
Champaign
352-7721

ES

November 14, 1966

PORT

University appropriation

ECTIVE

To identify University jobs that
represent feasible ambitions for
employees who seek advancement outside
their present assignments.

ETHODS

When the University of Illinois and
Local 119 signed the agreement, the
committee was set up to review, or
have reviewed, the work experience,
training and vocational interests of
employees in classes represented by the
Union, namely: janitors, janitresses,
mail messengers, maids and linen maids.

The Committee is to obtain projections
of job openings and develop procedures
whereby a reasonable number of employees
will be offered the opportunity for
training or experience needed for advance-
ment at other jobs.

CONCLUSIONS &
PUBLICATIONS

A survey has been completed which
indicates that many persons have
already taken advantage of the
procedures normally offered by the
University for promotion.

36/1-3

PROJECT/
RESOURCE

Cooperative Testing Program

DIRECTOR

Madeline P. Ross, Superintendent
Champaign County Department of Public Aid
405 South State Street
Champaign
352-7981

ASSOCIATES &
ASSISTANTS

Carl W. Gates, Manager
Urbana Personnel Services

Kevin Wheeler, Assistant Manager
Illinois State Employment Service

DATES

January, 1967 -

SUPPORT

University appropriation

OBJECTIVE

To help the Public Aid caseworker to plan with recipients of public assistance for employment and training programs through adult education facilities.

METHODS

The testing program is set up between the Department of Public Aid, the Office of Nonacademic Personnel and the Illinois State Employment Service. According to the program, persons receiving public assistance can be referred to the Office of Nonacademic Personnel to take examinations until they pass one. This gives the Public Aid caseworker an idea of the achievement level of the person being tested. The person may then be referred to the Employment Service to take aptitude tests to determine the area in which his capacities lie.

CONCLUSIONS &
PUBLICATIONS

Many mothers interested in job placement are unable to work because of the lack of day-care for their children. Community facilities are lacking.

JECT/
OURCE Equal Employment Opportunity Conference

ECTOR Leonard Gordon, Personnel Officer
627½ South Wright Street
Champaign
333-4394

ES Summer, 1966 -

PORT University appropriation

ECTIVE This is a forum organized by the Director of Nonacademic Personnel and other interested agencies in the community to discuss the problems of the "underprivileged" and how they relate to employment practices at the University of Illinois.

ETHODS Discussion has covered:

- A. Lack of education.
- B. Lack of suitable child care.
- C. Lack of skills and training for jobs other than menial tasks.
- D. Employment practices of the University of Illinois.
- E. The inadequacies of the Civil Service System.

ONCLUSIONS &
BLICATIONS

The discussions clarified the problems of the underprivileged and stressed the need of cooperation among University and community leaders in solving them.

36/1-5

PROJECT/
RESOURCE

DIRECTOR

ASSOCIATES &
ASSISTANTS

DATES

SUPPORT

OBJECTIVE

METHODS

CONCLUSIONS &
PUBLICATIONS

Summer Work Program

Henry Bowman, Personnel Officer
Office of Nonacademic Personnel
809 South Wright Street
Champaign
333-2138

Edward Bellamy, Counselor
Champaign High School

Omer Williams
Champaign Youth Council

Spring, 1967

University appropriation

To refer high school students from Champaign for jobs at the University.

Mr. Bellamy, counselor at Champaign High School, has arranged to refer students to Mr. Bowman for irregular employment at the University such as catering at the Illini Union. The Office of Nonacademic Personnel will cooperate with the Champaign Youth Council in providing summer jobs for "underprivileged" youths from the Douglass Center area.

Referrals have been made. In the future, opportunities for more permanent positions will be made available.

PROJECT/
SOURCE

Work-Study Program

DIRECTOR

Henry Bowman, Personnel Officer
Office of Nonacademic Personnel
809 South Wright Street
Champaign
333-2138

ASSOCIATES &
ASSISTANTS

Marvin Romsland, Counselor
Urbana High School

DATES

January 4, 1967 -

REPORT

University appropriations

OBJECTIVE

To give slow learners and children headed toward being dropouts some occupational experience and guidance, thereby enabling them to relate their classroom subjects to what they learn on the job.

MOD

Students are given credit for the time spent on the job, a minimum of three hours a day.

Seventeen students of Urbana High School are now involved in this program.

CONCLUSIONS &
RECOMMENDATIONS

No evaluative report is as yet available.

OFFICE OF THE DEAN OF STUDENTS - DEAN OF WOMEN

41/3-1

PROJECT/
RESOURCE

University Freshmen Assistance

DIRECTOR

Jean Hill, Assistant Dean of Women
130 Student Services
333-0059

ASSOCIATES &
ASSISTANTS

Robert Purdy
Samuel Davis
Joseph Smith

DATES

September, 1966 -

SUPPORT

University appropriation

OBJECTIVE

To offer supportive services to culturally disadvantaged freshmen. Although a student's American College Test score is adequate for admission, he may not respond when submerged in University life. The program attempts to absorb the culture shock that some students feel when freshly released from "ghetto" society or a background of racially segregated education. This service is extended to freshman students who come from low income families or express great need.

METHODS

Students needing assistance are "discovered" through University scholarship and loan offices. Financial screening is the first test. ACT scores may also indicate problem areas.

When evaluation of admission criteria is completed, arrangements are made with college and departmental offices to secure a schedule that the student will be able to follow with the minimum

difficulty. Tutorial services are provided by:

1. Volunteer Faculty Tutor Service
2. Honorary Scholastic Societies--
Alpha Lamda Delta and Phi Beta Sigma
3. Graduate paid tutors

The most important thing is to know the student, gain his confidence and provide help for his needs. The object is not to prepare him for failure, but to build his self-confidence.

CLUSIONS & RECOMMENDATIONS

Though some students still fear approaching counselors and professors on a personal basis it is hoped that those who are helped will create a ripple effect on their peers.

STUDENT AFFAIRS - ORGANIZATIONS

41/6/13-1

PROJECT/RESOURCE

Volunteer Illini Projects

DIRECTOR

Kenny Allen, Chairman of Coordinating Council
Volunteer Illini Projects
110 Student Services Building
333-0480

ASSOCIATES & ASSISTANTS

Sandy Davis, Secretary
Gene Bernstein, Treasurer
Brent Gregory, Director of Public Relations
Mary Frech, Administrative Assistant
Howard Levy, Administrative Assistant
Howard Stanfield, Photographer
Gaylord Hatch, Adviser
Phylliss Schneider, Director of General Tutoring
Judy Holzman, Director of Mental Retardation and Rehabilitation
Peggy Sherman, Mental Health
Judy Osterback, Director of Nursing Homes and the Aged
Ronna Block, Director of Recreation
Sally VerSchave, Director of Educational and Training Service

Approximately 400 volunteers

DATES

1965-

SUPPORT

Student organizations: Student Senate, housing groups, fraternities and sororities and Wesley Foundation; University Dean of Men's office; Rotary Club and interested persons.

The students and staff members believe that a conscientious volunteer in a university community can and should serve the community of which he is an integral part and that the college years ought to lay a foundation of theoretical and practical experience in social responsibility.

General Tutoring: Tutoring is conducted in public schools and some private institutions: Cunningham Children's Home, Franklin Junior High School, Hayes, Prairie, Thomas Paine, Webber, Washington and Yankee Ridge schools. Individuals tutor reading, mathematics, science and geography among elementary school pupils. During evening hours, small groups of volunteers operate study centers where they are available to give assistance with homework in such fields as biology, chemistry, physics, mathematics and English

Mental Retardation and Rehabilitation: Volunteers supervise disabled and retarded persons in the Champaign-Urbana area (Lincoln State School, Happy Day, Kenwood, Southside, Centennial and others) in useful work and serve as friendly and interested advisers and counselors. They provide training for retarded youngsters not eligible for special classes in public schools and tutor children having difficulty in the regular classroom and potential dropouts participating in a Vocational Exploration Program.

Mental Health: As a therapy team, volunteers work with patients at state mental institutions and centers (Kankakee and Manteno) by communicating with them to break through barriers between themselves

and the outside world.

Nursing Homes and the Aged: Volunteers serve at private homes for the aged in Champaign (Greenbrier Manor) working in small groups six days a week. Emphasis is on personal communication and resident participation in an activities program of arts, crafts and recreation.

Recreation: Volunteers organize and sponsor recreational and athletic activities at Douglass Recreation Center and at Champaign-Urbana schools (Gregory, Marquette, Prairie, Thomas Paine and Washington).

Educational and Training Service: The Friendship Program aims to establish a "one to one" relationship between a college student and a deprived child in Champaign-Urbana schools. Social workers provide names and data.

CONCLUSIONS & PUBLICATIONS

The successful extent and growth of the project have made plans for independent headquarters necessary. Cooperating community agencies offer assistance and support indicating the need for such expansion.

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