

importance not only for its presentation and discussion of factual and research material, but also for the interesting and valuable conceptual-analytical materials which are presented. Moreover, because intergroup relations are at the nucleus of many of our most serious national and international problems, this volume should be of great value to educators and scientists alike.

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The Culturally Deprived Child by Frank Riessman. New York: Harper and Brothers, 1962. Pp. xi + 140. \$3.95.

Social scientists should find this short volume a substantial contribution toward the study of educational and testing problems related to lower socio-economic and "culturally deprived" groups. More specifically, *The Culturally Deprived Child* is concerned with the recently recognized problem of the educational neglect of these groups, which arises from explicit as well as implicit discrimination by current school, testing, and teaching practices, and curricula.

Why the lower class Johnny cannot read, cannot compete with his middleclass counterparts, and cannot become interested in school, are problems dealt with by the author from a cultural conflict approach. Particular cultural characteristics of these large urban groups are brought to light and examined in terms of the resulting attitudes and behavior toward education, toward the school, and toward the learning process itself. Although much of the author's cultural information is apparently derived from his own resources, it is pointed out that the strict traditionalism, anti-intellectualism, pragmatism, and external projection characteristic of these groups, lead to educational goals and motives quite apart from those shared by middleclass educators. Discrimination in the forms of highly verbal tests, curricula predominantly concerned with symbolic and abstract learning, and the intolerant or patronizing attitudes of teachers, occur because of the wide differences in values and goals between the deprived child, the teacher, and the system. In addition to the more obvious effects of this conflict, it is pointed out that children possessing what the author terms "one-track creativity"—that is, children gifted in only one direction or area—are seldom discovered and mainly ignored.

Of particular interest is the attention given to the problems involved in the testing of deprived children for educational purposes. Current aptitude, achievement, and IQ tests are oriented toward highly verbal, "convergently creative" children with somewhat sophisticated test-taking skills. While the author's criticisms of the various tests available for use by the educator (including the so-called culture-free tests) are, for the most part, quite justified, the suggestion that educational testing be suspended in favor of teacher

evaluation of ability and talent appears to be impractical, particularly in view of the author's own comments regarding teacher bias.

The concluding chapter incorporates suggestions for action and remedial techniques, which are thought provoking and well thought out ideas on problems in which much careful research is desperately needed.

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Negro and White Youth: A Psychological Study in a Border-State Community by Albert J. Lott and Bernice E. Lott. New York: Holt, Rinehart and Winston, Inc., 1963. Pp. 236.

The major aim of this study was to investigate the values and goals of Negro and white youth as well as their educational and vocational preferences. Two objectives were planned: a) to test the senior classes of four high schools and b) to interview some of the leaders from each school. Two of the schools were in the county of Fayette, part of the Commonwealth of Kentucky, and two were city schools in Lexington, Kentucky.

The origin of the study came from the Kentucky Council on Human Relations which decided on a "merit employment" program intended to influence the community to hire people on the basis of their ability rather than on color. The Council wanted to know of the availability of senior high school Negroes who might merit the kind of employment the Council had in mind. When answers to a questionnaire had been received from three-fourths of the Negro seniors (44 girls and 47 boys) in a community, the information disclosed that many students intended to leave home in search of better opportunities. One of the major reasons they gave was job discrimination. Reasons related to financial aspects of a college education were also cited. Consequently a more intensive survey was planned for the purpose of finding comparable data on Negro and white youth to obtain some idea of motivations underlying their plans for the future.

A total of 116 Negro students was studied: in School A (county) there were 23; in School C (city) 93. Of the total of 185 white students studied, 79 were in School B (county), and 106 were in School D (city). Their ages ranged from 16.8 to 17.9 years; I.Q. scores ranged from 71 to 134 with a mean of 106.5 and a median of 109.

The following instruments were used: 1) Goal Preference Inventory, 2) Modified Form of the Study of Values, 3) Background and Outlook Questionnaire, 4) Leadership Poll, and 5) Test of Insight.

The Goal Preference Inventory measured three needs: 1) academic recognition, 2) social recognition, and 3) love and affection. Some modifications were made on this test since it was originally designed to be used with college students. A modified form of the Study of