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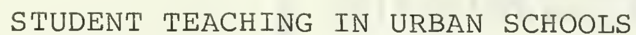
Frank Bannister, Jr. 1972



STUDENT TEACHING IN URBAN SCHOOLS

A Dissertation Presented

by

Frank T. Bannister, Jr.

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1972

Major Subject: Urban Education

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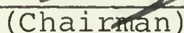
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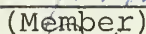
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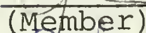
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May 1972

DEDICATION

To my wonderful wife, Virginia, for letting me be by myself to put in all the necessary time needed to complete my studies.

ACKNOWLEDGMENTS

Greatful appreciation is extended to the following individuals:

Dr. Dwight Allen, who opened the door that I always thought was closed to me and many brothers and sisters like me.

Dr. Atron Gentry, a man among all men, for his constant encouragement, guidance, and caring.

Dr. Langston Bannister, my brother, who paved the way for me and gave me a helping hand from grammar school all the way to my Doctorate Degree.

Dr. Byrd Jones, who told me how to reach higher educational levels, showed and guided me all the way.

Dr. Norma Jean Anderson, whose smile and pleasant words were always a comfort.

My parents, Mr. and Mrs. Frank T. Bannister, Sr., whose wisdom and foresight made such a dream come true.

My grammar school teacher, Mrs. L. Paige, who always told me in my one room school that anything is possible if you work hard, and success never comes without sacrifice.

Dr. Michael Gioia, Superintendent of Paterson Public Schools, Paterson, New Jersey, who allowed me my first opportunity to be a school administrator and encouraged me to continue to the highest educational level.

PREFACE

This dissertation represents the outgrowth of my work during the past fifteen years in the field of education as a teacher, Director of Summer Enrichment Program, Vice-Principal and a Dean in both Elementary and Secondary Public Schools. In all of these positions I saw the real need for better understanding on the part of teachers and administrations on how to operate schools and to get the most out of what you have to work with.

I was determined that my graduate work would serve as a guide to changing teachers' and administrators' attitudes toward making schools a viable place for children to learn. The very tasks which I have had to confront in my educational experience have convinced me that the function of personal attitudes is most critical to the educational process. Few institutions of higher education train prospective teachers to cope adequately with attitudinal influences and perspectives in achieving positive learning experiences for the student as well as the teacher. Successful education must start with attitudes and nowhere is this more important than in our nation's inner-city schools.

All this is to say that given the general failure of urban education, the challenge that we, as educators, face or must learn to face is finding the right combination of innovative techniques and hard realities of urban schools to make effective changes for the benefit of all involved. Making urban education successful is a task which requires massive institutional change as much as it demands the commitment of the educational profession in providing the trained practitioners to implement it.

The Center for Urban Education gave me the opportunity to participate in a new model for higher education, one which welds practical experiences and academic study. In demonstrating this new design, the crux of self-initiated learning processes, whether in the field or on the campus, is the learner's desire to improve his or her skills and his or her effectiveness in improving the quality of life. Students actively share the commitments to develop multi-urban involvements and change strategies, to undertake the working process of community development, and to create a new professionalism in education through a team approach to problem solving. Ultimately, those commitments lead to responsible action and self-initiated learning from reality-based research.

The Center also provided the opportunity to visit and work with other urban school systems in New York City;

Louisville, Kentucky; Jackson, Mississippi; Pasadena, California; Springfield and Boston, Massachusetts; Philadelphia, Pennsylvania; St. Paul, Minnesota, and Washington, D.C. Working with the board members and district leaders in these cities I was able to share many experiences both positive and negative which brought about some understanding of the urban sectional problems.

I feel now that I have a better perspective on where we are trying to go in education, especially for urban schools.

CHAPTER I

INTRODUCTION

Many people in the United States have grown up with the idea that every citizen must achieve the highest goals possible, but too few have grown up with the concept that each person has an obligation to leave this world a better place than he or she found it. At the same time that large numbers of people are committing themselves to the improvement of human welfare through VISTA, ecological action groups, the Peace Corps and similar organizations and movements, the problems of racism, poverty, pollution, crime and war seem to be becoming more pervasive.

Perhaps this seeming increase represents an actual rise in the quantity and quality of the world's problems, or perhaps it is only created by a newly awakened or exacerbated awareness. Whatever the case, much of the blame for the apparent failure of civilization to ameliorate and even prevent these pressing social problems is often placed on this country's educational system. Many young people are now choosing to enter the field of education in an effort to reverse the tide; they would like to change the state of the profession by taking an active role in the forging of a healthy society.

Much evidence indicates that schools of education have not prepared teachers for the types of schools which currently exist. Further, many educational innovations fail in the public schools because we do not have teachers to implement them adequately. Thus, if we expect the public schools to do a better job of preparing their students and if change is necessary to do the job, then we must provide the kind of teachers who will help them carry through any proposed innovations. Unfortunately most teacher training programs have not reorganized themselves with an eye toward enabling young students to accomplish their goals of easing social strife. While such programs recognize some of the problems in the schools and in society, they seem to have sought solutions to those problems by attempting to become more efficient at doing what they have always done. Yet it is distressingly obvious that what they have always done, regardless of how well they did it, is not the road to success. Even at its best, pre-service training in an institutional vacuum provides teachers with few skills to survive the first day of classes in the real world.

As Eleanor Leacock has pointed out, "while pre-service training gives teachers some idea of what classrooms can be like, the observation of an already formed group led by an experienced teacher does not prepare them for their

first day with a new and as yet unorganized class."[1] Classroom organization will always be a problem for the new teacher, yet this is one part of teaching for which theory has very little value. New teachers must work out their own particular style of rules, routines and expectations for the children in accord with their own goals for effective learning. Leacock also stated, "as a new teacher, she may attempt to apply the principles of child psychology she has been taught, but by and large, through trial and error and through learning from other teachers, she will adopt practices for managing her classroom which include only some of the methods she has learned."[2]

On the other side of the coin, however, and in contrast to the stagnation of existing programs, some educators are recognizing that what is needed are new approaches to solving our problems coupled with a better perspective on the future of education. In an interview for Saturday Review (March 4, 1972), Dean Dwight Allen discussed his hopes for the School of Education at the University of Massachusetts to undertake broad systematic

[1]Eleanor Burke Leacock, Teaching and Learning in City Schools (New York: Basic Books, Inc., 1969), p. 55.

[2]Ibid., p. 87.

change but not revolution: "I hope that this school will become a living example of how you can get traumatic change within the system."[3] Work towards reshaping the approach to teacher education was started at the University of Massachusetts in the fall, September 1970. This activity has aimed to give students in teacher preparation a choice of the type of school for which they wish to train - traditional, ultra innovative, inner-city or somewhere in between.

Recognizing that public schools now in existence range from very flexible to extremely traditional and that schools of education should no longer prepare teachers for only one type of public elementary or secondary school, a three-pronged approach has been developed in the Center for Urban Education (CUE) at the University of Massachusetts. The goal is to draw in a mass of information and ideas by the end of this term (May 1972) as a basis for reshaping teacher education programs. The triple team used in this enterprise consists of a Dean's Advisory Committee, the Director's (Center of Urban Education) Committee and the faculty as sources and sounding boards. Many students and public school systems across the nation are involved. After a two year phase-in period, all faculty now in the School

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[3] Saturday Review, March 4, 1972.

of Education program will have made the transition from the traditional programs to a variety of newly developed programs.

The main purpose of this effort is to provide educational alternatives to individuals preparing to teach. Some students will still want to teach in traditional schools, some will want to teach in the alternative schools, and some will want to prepare for the inner-city schools. The Center of Urban Education envisions that those going into teacher preparation will take a basic core of experiences and then branch into specialization areas focusing on the type of school that interests them most. Several different programs of teacher preparation in operation simultaneously would prepare teachers for many types of existing public schools, and probably for some schools which do not now exist but, hopefully, will exist someday.

Yet another component involved in the proposal for the Center of Urban Education design in teacher education, one which would exist permanently, involves the conducting of continuous studies in new methods, evaluation, and change within the educational arena. Looking ahead the Center would also be able to determine what kind of teachers the schools of the future might need. Only with this outlook can the Center of Urban Education maintain its position in the forefront of the teacher preparation business. However,

with the rapidity of change today, a concerted effort to keep in the forefront through the sharing of its experience will have to be made. The prospect still looms for the Center to achieve an even greater position of leadership in teacher preparation.

In evaluating the new student teacher program used by the Center of Urban Education this past year, it is felt that consideration should be given to several major areas of impact. The first is the Center itself. Is it fulfilling its aims in teacher preparation and succeeding in preparing informed, interested and capable citizens for the communities in which they will serve as teachers? The second impact area is the student. Is he seeing the effects his experiences in education have upon him as an individual and as a member of society? The program itself comprises a third area for consideration. Is the student being given the most beneficial experience possible, or is there more that can be done with the resources available? And is it possible to change the present program and course structure to take advantage of new approaches which have proven beneficial to the students in other programs? The fourth and final important impact areas are the communities which will be served by our future teachers. Have we, recognizing the reality that everyone is effected by what happens in the cities, been gearing our present courses to include urban problems as well as suburban ones?

The procedure used to seek answers to these questions included many weeks of seminars and interviews with those people who were involved in the new student teaching program, both at the Center and in the cities. Those interviewed in Paterson were the Superintendent of Schools, Board of Education members, cooperating teachers, school administrators, students, representatives of the city task force, the Neighborhood House, and student teachers from traditional student teaching programs. Research was done among the student teachers by use of an attitude inventory given in September 1971 and January 1972 and administration of a questionnaire based upon experiences recommended by the Center of Urban Education. An important impetus of this project was stated clearly in an interview with Dr. Michael Gioia, Superintendent of Schools in Paterson, New Jersey when he remarked, "I look forward to a marriage of the city of Paterson with the Urban Education Center at the University of Massachusetts, and there is a need for this union to produce master teachers. We must motivate faculty to want to work for the needs of the communities to be served by our future teachers."[4]

For a number of reasons, Paterson, New Jersey was chosen as the urban area to be studied in the dissertation.

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[4]Dr. Michael Gioia, Superintendent, Paterson Public Schools, Paterson, New Jersey, in an interview.

The willingness of all the educational personnel to cooperate with the study made procedures easy to follow. The author's involvement and familiarity with the community and schools enabled him to understand and interpret observations, opinions, and statistics with greater accuracy. Paterson is an urban area with the type of inner-city situation that is often referred as an "inner-city problem." (Often the reality of educational change is resisted by the misleading label "problem." Actually the "problem" is the unwillingness to accept the change and the inability to adjust to it. This is a charge that is frequently leveled against educational systems.)

Statistics in Paterson indicate significant changes in plant facilities, personnel, population sizes, ethnic and economic percentages. However, in spite of all these vast changes, the educational system has tended to resist any and all modifications to meet changing needs. Most typical of this reluctance to change is in the resistance to innovations in the student teaching programs. Certainly, student teaching programs for some school systems that have not changed significantly in the past twenty years may justifiably be the same today as they were twenty years ago. However, such communities as Paterson, which have undergone significant size and composition changes, must question the effectiveness today of student teaching programs that were presumably effective twenty years ago.

From its very beginning the Paterson school system, like those of most urban areas, has physically been a constantly changing one. The oldest school building, still in use, opened in 1887. The most recent addition to a school building now in use opened in 1969 (a factory building renovated into the Dale Avenue school). Appendix 2 indicates the changing plant facilities of the Paterson school system.

From 1950 to 1971 school enrollment in Paterson increased from 17,199 to 26,914, (See Appendix 3). From 1967 to 1970 the percentage of black students rose from 41.1 per cent to 48.7 per cent, the percentage of white students sank from 44.8 per cent to 28.8 per cent.

Can the same student teaching programs that were used in Paterson in 1887, 1950, and 1967 be effective in 1972? The aim of this dissertation is to compare the effectiveness of traditional, eight week practice teaching programs in urban schools to the effectiveness of a sixteen week student teaching program offered by the Center of Urban Education.

CHAPTER II

Historical, Sociological and Educational Factors of Paterson, New Jersey

The specific goal of this chapter is to define the processes and conditions which in the city of Paterson have created its public school system. Three major areas are examined: (1) a historical sketch of the city of Paterson, (2) the housing situation in the city of Paterson, (3) the history of the public school system, pointing out the many changes the system has gone through and the conditions the system is now in.

A major finding of the study is that there was always racial segregation in the city government, the public schools, and housing in the city of Paterson. Even when there were only 223 black people in the city they had their own "colored schools." Today very few positive changes have been made. Many efforts have been made in the school system to correct many of the wrongs, but the colleges and universities that supply the majority of the teachers and administrators have not changed their methods nor their curriculum to meet the needs of an urban city going through many changes such as Paterson.

1. Historical Sketch of Paterson

The city of Paterson, New Jersey, is 180 years old. Located in the northeastern part of New Jersey, it is approximately twelve miles from New York City. Alexander Hamilton was responsible for the city's organization on July 4, 1792. Hamilton, at that time Secretary of the United States Treasury, decided to construct an industrial city, a special place of industry to be developed in the country. Serving as George Washington's aide in 1778-79, Hamilton was encamped in Paterson, then referred to as Tottowa (now a city section within Paterson). Seeing the waterfalls, Hamilton realized such power could be harnessed for manufacturing. An additional positive factor was "Paterson's" proximity to New York City. Passaic Falls, a natural waterfall, was used to supply power to the many surrounding silk mills. Although developed for industrial purposes, Paterson, as did the bulk of American industry, depended upon European resources.

Thus the city commenced and the first mill for cotton spinning was established. Initially the mill work survived for about one year. In 1795 the first recorded strike in United States history took place in Paterson, New Jersey. The strike was "settled" by closing down the mills. Paterson became a ghost town. It was not until the War of 1812 that industry returned to Paterson and the mills reopened.

May Pierre Milan Ford, born of Black ancestory but labeled in history books as a white Frenchman, drew up the original plans for the city which were extremely modern and would have cost millions of dollars to develop. The City Fathers, who were of Dutch origin, displayed much frugality by eliminating Ford's design and the Black Frenchmen as well from the city planning. His replacement, Peter Colt, from Connecticut, hastened to his job to dig the first raceways and waterways to be used in the industrial sector of the city. Water wheels in the raceways caused financial problems resulting in bankruptcy.

This first period deemed a failure was revitalized in 1814 by Peter Colt returning to Paterson and reopening the cotton mills. Iron work also started, thus attracting more people to the city with its work opportunities. When the War of 1812 ended, an economic depression occurred putting work at almost a standstill position within the city. From 1839 to 1926, the locomotive industry was a vital one, and during that time over ten thousand engines were built. The year of 1839 also saw the making of Paterson's first repeating firearm. In 1840 a gun factory was built. During these years over 400 separate silk concerns existed in the city which attracted many prominent women to purchase their formal dress attire.

For the next one hundred years, Paterson's industries followed boom and bust cycles, characterized by many strikes and chronic unemployment. In 1913, a six month strike forced most of the silk mills to close down and relocate in the South where one could find cheap labor as well as a low tax rate. Paterson managed to survive as this move came about. By 1920, Wright Aviation had built one of its largest plants in the city. There was an influx of minorities to Paterson for work. In 1945 after World War II, Wright closed its largest plant located in Paterson. Once again people were unemployed.

The residents of Paterson have been blue collar workers who came during the times when industry was at its peak. From the beginning Paterson had many ethnic groups. The first homes in Paterson were built on River and Water Streets in the 1690's. Racial discrimination was in Paterson from the very start. The Dutch came first; the Hollanders dominated Paterson from around the 1750's to about 1830. During this time 1750-1830 the churches were Dutch, the schools were Dutch and in fact everything was controlled by the Dutch. Then came the Germans who moved in the area vacated by the Dutch. Following them were the Irish, Slavs, Poles, Russians, and the Ukrainians, then the Jews. It was a battle for all ethnic groups to survive in Paterson. To cite an example of discrimination

in Paterson, in 1890 a book with illustrations of mansions and mills, etc., was published (Paterson Illustrated). The major of the city at that time was Jewish. The publisher (a non-Jewish white man) only casually mentioned the mayor's name in the book. Paterson has the distinction of having had a Jewish mayor, a Catholic mayor, and a Protestant mayor in its history.

The Black population in Paterson grew very slowly for a long period of time. In 1839 less than 50 years after its founding there were only 223 Blacks in the community. During the Second World War many southern Blacks were lured to the North for work. Told of great employment opportunities Paterson could offer, more and more minorities moved in. Black people had no imminent reason to return to the South to face the existing open segregation. Remaining in the North they had chosen to survive its subtle forms of racism.

It was not until the years of the 1929 Depression and World War II that the city of Paterson recognized it had a sufficient number of Blacks to have the school system provide an education for them. A resulting plan was to put all Black students into one school (Public School #4). The problem still exists today. School #4 is almost 100 per cent Black, (See Appendix). Most Black residents of

Paterson had to live in the most dilapidated section of the city and attend Public School #4.

In recent years, many Spanish-speaking people moved to Paterson seeking housing and better jobs. In 1970 Fairleigh Dickinson surveyed the ethnic breakdown of the city of Paterson:

TABLE I

Ethnic Breakdown in the City of Paterson, N. J., 1970

Whites	93,410
Blacks	52,200
Spanish-Speaking	25,364
Total	170,974

These figures were a survey made by Fairleigh Dickinson University, June 1970.

2. Housing

The city of Paterson faces housing problems that are quite typical of most urban centers, specifically, a rise in absentee landlords, a low vacancy rate, and a high rate of deterioration in conjunction with an antiquated housing stock. A monumental strain is placed on the housing stock as Paterson strives to revitalize itself. Indeed, one of the keys to the city's viability rests on its ability to meet the challenge of improving the quality of housing and the surrounding environment.

The 1960 Census of Housing reports that 4,926 structures were constructed in 1939 or earlier; 210 structures were built between 1940 and 1949; and between 1950 and 1960, 314 structures were built. A predominance of these structures were frame construction. This type of information is not included in The 1970 Census of Housing. However, the fact that it is not included in the 1970 information is not particularly important. What is important is that the majority of housing structures in the city are at least 30 years old or older.

Another item not included in The 1970 Census of Housing but included in the 1960 information is the condition of dwelling units: forty-four per cent or 21,518 dwelling units in Paterson of a total 48,371 were found to be substandard. The true rate of deterioration of dwelling units is unknown; however, an estimate of 60 per cent is considered an accurate figure.

High Rents

Another problem, which presents interesting ramifications, because of the several factors involved, is that of high rents. A survey conducted by Methematica in 1969 estimated that of the 949 families surveyed, 51.4 per cent or 488, paid more than 25 per cent of their incomes for rent. The survey did not include welfare families or senior citizens. Every family surveyed had amale between the ages of 18 and 58 residing in the family.

Welfare families are often excluded from rental surveys because welfare has imposed no rent ceiling. To what extent welfare has contributed to high rents in Paterson is unknown. The effect of the new flat grant payment system to welfare recipients is most pronounced in public housing units. Nevertheless, the relationship between supply and demand in housing has never been so critical in terms of the rent a family can afford to pay within the context of an inelastic housing market.

Overcrowding and High Density

Overcrowding is, in many ways, a reflection of the limited supply of housing and of high rents, especially for large families. *The 1960 Census of Housing* cites 10.2 per cent as overcrowded of all city dwelling units, whereas the 1970 figure is 11.8 per cent. This figure differs considerably when the level of overcrowding is examined for different areas in the city.

Density is another factor which is important to assessing the housing and municipal services conditions. In the original Model Cities Neighborhood, there are about 220 persons per acre. Once again, this is a factor which varies from area to area within the city.

Vacancy Rate and the Lack of Vacant Land

The two most critical problems facing Paterson at the present time are an extremely low vacancy rate and the

low availability of suitable building sites. A 1969 F. H. A. survey revealed a vacancy rate of 1.8 per cent for the whole city. However, there is no indication of the bedroom size or the quality of any available unit. Without available relocation resources, which meet local, state, and federal requirements, little can be done to reduce the number of dilapidated and deteriorated units and to combat the progressive effects of blight. However, this says nothing about emergency situations, such as fire, which plague an already overburdened housing stock.

Many of the students in the Paterson Public Schools live in housing under these conditions, especially those black and Spanish-speaking. They pay $30 extra a month for junk furniture that landlords refuse to move. They live with gaping holes, cracks, and peeling paint. The holes provide refuge to rats that scar children; the paint provides lead poisoning which kills them. The plumbing creaks, groans and leaks. Fuses blow continually because of inadequate wiring. Naked light bulbs dangle from walls and ceilings on extension cords rather than electrical outlets, and every month people are burned and die in fires caused by overloaded circuits. Here women cook on coal and wood-burning iron stoves, relics of a past age, and families eat with a can of "No Roach" within reach. Where insects and rodents no longer flee the light, the battle against vermin goes on twenty-four hours a day. With garbage facilities inadequate or

nonexistent, piles of debris accumulate in basements, hallways and backyards. Slum landlords give their tenants the choice of chipping in to clean the building themselves, or moving out. Health inspectors peer, make notes and then disappear, never to be heard from again. A few of the newer landlords offer them bribes but the established ones know it isn't necessary.

Paterson has a battery of ordinances and codes designed to protect ghetto dwellers against substandard housing, each one less effective than the last. The latest effort came in 1966 when the City Council adopted an ordinance providing for rent controls as a weapon to force slum landlords and home owners to bring their shabby buildings up to decent living standards. In the first fifty cases referred to the responsible official, the city health officer, no rent controls were imposed. Owners were given thirty days to make necessary repairs and, in every instance, did. Since controls could only be imposed when the repairs weren't made, many of these landlords then raised their rents 75 to 100 per cent forcing tenants who had filed complaints out of the building.

The city's Housing Court can impose fines of $100 per day per violation against slum landlords who fail to correct code deficiencies. In practice, though, owners get one postponement after another and, three to five months

later, appear in court to pay ninety dollars for as many as ten separate violations. It is cheaper for them to pay the fines than to make repairs. Electrical wires are taped up, pipes are soldered instead of replaced, plywood replaces plaster. Broken tenants are as easily replaced.

The average slum landlord began buying up property during the Depression at bargain prices. He paid nothing down, received low-interest financing, and has done nothing to the building since. Now landlords are sitting on a gold mine. Their tenements have returned ten times the investment and have plenty of profit potential left -- as long as they are still standing. The average six-family tenement provides its owner with $6,062 net profit per year. As it deteriorates, the rents increase. The law of supply and demand works for the landlord. If the tenants don't like the rent gorging, there are always new families from the South ready to take their places.

Paterson, in the throes of a critical housing shortage for years, has a very high percentage of substandard housing. Within the past thirty years, 20,000 rural black families have migrated to Paterson. Since 1954 the black population has quadrupled. Poor and uneducated, scarred by discrimination in the racist South, they find more of the same here. They search for work as opportunities for unskilled labor dwindle. They seek health services and police protection as

the city's resources erode. For living accommodations they are offered tenements thirty to fifty years old which have never been maintained, much less modernized. More than 21,518 living units of the city total of 48,371, a percentage of 42.5 were substandard in 1960, and since then the situation has worsened considerably. In slum Paterson, 1,690 living units have no hot water, 1,197 have no flush toilets, and 8,795 have no built in heating. Few meet minimum health and safety standards.

Deterioration from age and neglect permitted by the Health and Public Welfare Department's tolerance and lack of code enforcement has passed the point of no return. These tenements cannot be repaired or rehabilitated now. It is far too late.

If never visited, these dwellings cannot be imagined. Once seen, they can't be forgotten. Only 8 per cent of whites questioned in a survey following the riot thought bad housing was the prime cause of the disturbance. But more than 50 per cent of blacks listed poor housing and living conditions as the major cause of violence. Unsurprisingly, the major areas of rioting were those with the worst living conditions.

One recent trend of Paterson's absentee landlords is to convert homes into furnished apartments and larger apartments into smaller ones to meet the housing demand

and make still more money. These practices result in overcrowding, hasten deterioration, and spread blight. Wealthy landlords in the suburbs never bother to visit their tenements, but employ rent collectors and professional management organizations to intercept the complaints of tenents.

Some buildings have reached such advanced decay that their owners have finally departed. Some sell to black owners who often treat their tenents worse than their Jewish predecessors. Others, unable to find a buyer, abandon the tenements, leaving them for the city to tear down. More than 110 deserted housing units line Paterson ghettos.

When one considers that the deterioration rate increases faster than the new housing rate, the city's future looks as unhappy as its past. If all the proposed twenty-seven urban renewal projects were completed on schedule -- an impossible feat -- and if all available federal aid were utilized, at most only half the housing needs could be met by 1979.

As it is, Paterson has 32,743 public housing units, more per capita than any other United States city. Three major causes of the present housing situation in the city of Paterson have been ascertained as (1) the decline in the quality of the housing stock; (2) the lack of

coordinated housing maintenance program goals; and (3) racial and economic segregation.

3. Education

Before Paterson was incorporated as a city in 1851 with its first mayor, it was a hamlet, a mill town, with commissioners and aldermen. The Board of Education was established around 1852. The original schools had been private; the children whose parents had money went to school, those whose parents did not have money did not go.

As soon as the Board of Education was established and public schools were opened to the pbulic, a segregated system was established. In 1839, although there were only 223 black people in the city, they had to be kept separate in schools as well as in housing. The "colored school," a small wooden school on Clinton Street, stood where School #4 is located today. Schools were segregated for all ethnic groups: the town fathers were Dutch, they had the best schools, churches, homes and also the power in the city. The city was made up of Hollanders, Germans, Blacks, Irish, Russians, Slavics and Jews. It was a real problem for the city trying to keep all these groups separated in different schools. The other groups had a chance to lose their accents and move wherever their money would let them, but the blacks could not hide or lose their identity. They remained in the

segregated schools, and even today there are schools that are nearly 100 per cent black.

The city government in Paterson is very much like that of a southern town, where the mayor is "everything." He appoints all commissioners of the Board of Education, and this in itself can create a real problem in a school system. Racial discrimination can always be present if the Board does not have members who are up-to-date on public schools. During the early fifties the Board had a way to keep their schools segregated -- student performance. If the children give the teachers a hard time or are not the kinds of students the teachers want them to be, they are sent to P. S. #22. There, they will learn how to behave. The school has the atmosphere of a reform school. As soon as the student can make the big adjustment to follow orders, rules and regulations of his teacher and the school, he is allowed to return to the regular school where usually he would fall behind in his grade level and would soon become a "drop-out."

The thinking a few years back was, if a child was black, he was bad. There were always a great number of black children in P. S. #22. When a child would return, the other children labeled him bad because he was from #22 and teachers labeled him bad and made him sit in the back of the classroom and do "busy work" all day in order to

help him make up his mind to hurry and drop out. Blacks got into the situation they are in today because they were isolated and neglected too long by public schools.

In 1959, a study was made on the Paterson School System by Columbia University to determine when and where more schools should be built to help take care of the increasing school enrollment. In 1959, twenty-three elementary schools served 13,056 students; two high schools served 3,514 enrolled full-time; and another 629 full-time trade and vocational students gave the Paterson Board of Education a responsibility of educating some 17,199 students. These figures do not include the Catholic and private schools in the city.

From 1950 to 1956, there was an increase in the school population of 3,227. That figure was enough to build two new elementary schools: P. S. #26 and P. S. #27. These two new schools were constructed in all white sections of the city leaving other schools with increased black population. By 1959, the school population had grown from 20,426 to 22,310. The population increase in the school system were black and Puerto Rican children. At that time it was unconstitutional to list students according to race on their records, but the city planners knew how to handle the housing in order to keep the schools segregated. In 1964, the government was greatly concerned about the ethnic

breakdown of schools in order to start federal programs. By 1964, the school pupil population had grown to 23,307, with a large percentage of black and Puerto Rican students, so much so that a new school (P. S. #28) had to be built only about 100 yards from P. S. #4. This was due to increased black population in the housing development of Columbus projects. In 1950 P. S. #4 had a school population of 924 students with a 92 per cent black population. There were 1,722 students in this community with one school to service them -- P. S. #4. Then the students and staff were divided to staff the new school, P. S. #28. This presented a real problem because the school #4 principal did not want to lose his best teachers. Therefore, he shifted some of his teachers, most of whom he no longer wanted because they had been rated low as teachers. P. S. #28 started with many problems, the main one being a weak staff. Since the school opened it is now ready for its fourth principal and has experienced a great turnover of teachers every year.

The turnover of teachers in the Paterson schools is not surprising to most people in the city. There are many reasons for the large turnover. Some white teachers felt they could no longer stay in the ghettos and teach. This is a universal problem for urban schools, it is also a myth that takes many of the good white teachers out of the city schools. There is definitely a place for good white teachers

as well as good black teachers in urban schools. There are some excellent schools, teachers and children in urban schools today. Since some teachers are deeply involved in teaching and regardless what color the students are they are going to stay and tackle the job with great determination and success for all students.

One of the problems of the city of Paterson was that there was never enough money to operate the schools properly. In 1965 the ESEA Act was passed and Paterson was one of the urban cities that was funded for the program. At this time, it was important to know the entire ethnic breakdown for the entire school system -- those schools with a large percentage of blacks, Puerto Ricans, and poor whites were the schools that received money. Families that had a total income less than $2,000 or were on Welfare were eligible for such a program. There were 13 such schools in the city of Paterson out of a total of 28. The impacted area schools run summer programs and year-round programs for pre-kindergarten, elementary, secondary and adult students. These programs were supposed to bring the students up to grade level and help expose them to many kinds of cultures and experiences their parents could not afford. It also provided jobs for many of the teachers who could not get jobs during the summer months. For many years black children were not wanted or even considered as first class students in public schools,

but in 1965, they became important because they provided federal money to school systems. In 1967 there were 24,449 students in the Paterson Public Schools.

TABLE II

Ethnic Breakdown of Students in City of Paterson, New Jersey

Composition	Students	Per Cent
White	10,957	44.8
Black	10,036	41.1
Puerto Rican and other minorities	3,456	14.1
Totals	24,449	100%

At this time, the school districts found it difficult to recruit administrators who were willing to work and dedicate themselves to the children, parents and community. Gradually, the board hired black administrators as principals, vice-principals, supervisors and other administrative jobs. That change was one of the bright spots in the Paterson School System during the 1960's.

With this move on the part of the school system, problems were created with the teachers about what school they wanted to work in. Many teachers wanted to transfer to schools with black administrators. This problem was studied by the Board of Education and one solution was used to help try to get more black administrators in the system.

In 1970 there were 26,361 students in the Paterson Public Schools.

TABLE III

Ethnic Breakdown of Students in Paterson Public Schools

Composition	Students	Per Cent
White	8,148	33.3
Black	12,668	48.6
Puerto Rican and other minorities	4,779	18.1
Totals	26,361	100%

At the same time, there were 1,242 teachers in the school system.

TABLE IV

Ethnic Breakdown of Teachers in Paterson Public Schools

Composition	Teachers	Per Cent
White	889	71.0
Black	315	25.0
Spanish-Speaking	32	3.7
Oriental	6	0.3
Totals	1,242	100%

There were 30 principals in the system, 6 black and 24 white.

In 1972 education is by far the largest enterprise in the city of Paterson, engaging approximately 27,000 elementary and secondary students in its public schools with a budget of $21,377,000.00.

Paterson's public education program has to involve adaptation to American culture as well as standard subject matter. In 1971-72 school year, there were over 1,000 immigrants from 49 countries who moved into the city of Paterson, most of whom were unfamiliar with the English language and American's customs. The Board of Education doubled the number of Americanization classes, bringing them into all neighborhoods, and using private as well as public buildings for classes. The real problem was not the immigrants but securing qualified staff to teach courses in bilingual and bi-cultural education. At last the Board hired teacher aides, many of whom were bilingual, but lacked regular academic degrees.

Paterson is now receiving national recognition for the Dale Avenue early childhood education center, serving children from pre-kindergarten to grade level three. The Paterson Board of Education sponsored this facility to develop and demonstrate more effective education programs for city children. It provides a laboratory for revision and extension of curricula. Individual instructions represents another strong point of the school.

> The target population for Dale Avenue is 65 per cent black, 20 per cent non-English-speaking, and 15 per cent white. Four hundred thirty children are enrolled in the center and 408 additional children will share in some of the activities. Ultimately, more than 10,000 urban disadvantaged children will be affected through the efforts of the school.[1]

This one school, alone, cannot serve the needs of 26,000 students. This kind of staffing, facilities, and equipment are needed throughout the entire Paterson system.

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[1] See "Educational Programs That Work - A Technical Brief," Office of Program Development, Division of Research and Evaluation, New Jersey State Department of Education, 1971.

CHAPTER III

Comparative Study of Existing Programs

After a look at the justification for, and a brief historical sketch of the accepted student teaching policies, this chapter will make some comparisons between various student teaching theories now in operation.

Universities and school systems have sought to improve the learning process by doing and trying many different things, but invariably they have returned to the main ingredient, the teacher. The most pressing problem in education is training. How should teachers be prepared to cope with the many pressures our society has placed on them and still create learning in the classroom that Philip Jackson called "learning how to create and maintain a humane environment in our school,"[1] is far more important to the process of learning than the procedures we prescribe in our teaching programs for teachers.

Charles Silberman stated the crux of the argument for a "thoroughgoing reform of teacher education." Teachers must be equipped with "a firm sense of direction and a commitment to the preservation and enlargement of human

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[1]Philip Wesley Jackson, Life in the Classroom (New York, 1968), p. 41.

values." But equally important is providing teachers with "the ability to transmit that commitment and sense of direction to their students." The teaching and learning process, he argued, "is too significant and dynamic an enterprise to be left to mere technicians."[2]

In most programs, student teachers have been placed in a classroom with a cooperating teacher who was selected by the school principal. All too often, the chosen classroom has a minimal number of problems, especially those of classroom management. That practice was often misleading to a prospective teacher. Often, a new teacher will get the "disruptive" students the older teachers have refused to take. As a result, student teachers have many problems making the adjustment from the student teaching role to that of a full fledged professional.

Herbert R. Kohl states:

> Institutions that train teachers often play the role of gatekeeper for the school system they service. They give credentials to young people who seem able to conform to the demands of the system and deny them potential trouble makers. The teachers who are picked to supervise student teachers are often the most confident and representative teachers in the school system. Usually they have things well under control in

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[2]Charles Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 36.

> their classes and have easy authoritarian manners. They are not particularly oppressive if students obey, and they know how to deal with defiant students. They have the curriculum down pat and know just what to expect from their class at every moment. Their students are quiet and industrious, their rooms are clean, and their routines work well. They are content with the way things are. Student teachers are welcome in such classrooms and are expected to follow the examples of these benevolent dictators. If the student teachers believe there ought to be another way of existing in the class, a freer and more student-centered way, their ideas will be received coldly and often hostilely. If the student teacher tries to loosen things in the classroom they will often find themselves dismissed from student teaching and may find it difficult to get their credentials. Conflicts between student teachers and their supervising teachers are backed up by the staff of the training institution and so the defiant student teacher stands alone, just as the defiant child in the school stands alone.[3]

And Silberman adds further,

> Our bias, it should be emphasized, was not that everything now being done is necessarily wrong; it was simply that everything now being done needs to be questioned. In an era of radical change such as the present, no approach is more impractical than one which takes the present arrangements and practices as given, asks only, "How can we do what we are now doing more effectively?" or "How can we bring the worse institutions up to the level of

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[3]Herbert Kohl, The Open Classroom (New York: Vintage Books, 1969), p. 102.

> the best?". . . To study American education, therefore, means in part, to study American society and culture. But only in part.[4]

Silberman goes on to say, "What educators must realize, moreover, is that how they teach and how they act may be more important than what they teach. The way we do things, that is to say, shapes values more directly and more effectively than the way we talk about them."[5]

According to Shiplin and Powell (1964) student teaching, sometimes called practice teaching, dates back to at least as early as 1895, when at Brown University a graduate level course which included practice teaching was offered after prerequisite undergraduate courses in professional education had already been studied. Persons participating in this course were sometimes able to be placed as paid half-time teachers in the Providence schools. Course work at Brown continued at the same time as the practice teaching while supervisory aid was given from both the public schools involved and Brown University. In 1919, the University of Cincinnati developed a program in cooperation with the Cincinnati public schools. After

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[4]Charles Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 6.

[5]Ibid., p. 8.

four years at the University during which some courses in Education were taken a fifth year was spent in the public schools as paid half-time teachers. A Bachelor of Arts degree was usually awarded after four years and a Bachelor of Education after the fifth.

By the 1920's similar programs had spread to many of the larger cities of the east and midwest.

> The programs vary greatly, of course according to local conditions. In some cases they were initiated by cities without the aid of a college or university but all shared the important element of increased supervision of beginning teachers.[6]

Commonly called internship programs, these fifth year on the job training positions came into hard times with the end of the depression and the start of World War II, a time that produced such a teacher shortage that the extra time and commitment of a fifth year in college was unworkable.

Later, teaching training programs became part of the University-wide academic realm; thus a major in education, just as a major in science or Spanish could be obtained. In some programs, student teaching was in the form of an internship involving all, half, or one quarter

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[6]J. T. Shiplin and A. G. Powell, "A Comparison of Internship Programs," Journal of Teacher Education, 1964, 15, 175-183.

of the academic year in the public school classrooms. The full or half year programs are usually called internships while the quarter year programs are referred to as practice or student teaching. The present day acceptance of the intern and practice teaching situations is evidenced by many state laws requiring such training prior to the granting of a teaching certificate.

E. Leacock states:

> On the basis of studying teachers and their training, Sarason, Davidson, and Blatt write, "The more we get into the problem, the more we become convinced (that) most teachers teach in a way reflecting the concept that education consists primarily of what we put into children rather than what we can get out of them." They go on to show how largely this concept of teaching derives from the style in which the teachers themselves were trained, and they document with interview material the frustration of teacher trainees who were not being given the understanding of how to translate general principles of child growth and learning into concrete and practical terms of teaching technique. As we observed in classrooms, we were witnessing the same phenomenon in teachers who might try to formulate a notion of teaching as "getting something out of a child" but had no understanding of what this means or how to act upon it.[7]

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[7]Eleanor B. Leacock, Teaching and Learning in City Schools (New York: Basic Books, 1969), p. 37.

The student teaching situation most closely surveyed for purposes of this dissertation were those at the University of Massachusetts and at the William Paterson College of Wayne, New Jersey. In addition, the student teaching bulletin of a third school, the Florida Memorial College of Miami, was studied to determine the characteristics of traditional student teaching programs.

William Paterson College is located in Wayne, New Jersey, about three miles from the city of Paterson, a fairly typical urban city. Strangely enough, the college does not relate to, or train its teachers to teach in the inner-city. There are about one thousand and sixty seniors who go out to student teach each year. They do their student teaching in the northeastern part of the state of New Jersey. Ninety-five per cent of the students have to live at home during this eight week period. They pay a sixty dollar student teaching fee, plus registration and other school fees. There are some basic course requirements the students must take in their senior year, and all seniors must have completed eighty-four credits with passing grades before they can go out to do student teaching. There is only one course, called "The Inner City Child," in the undergraduate curriculum that may be of some help to the student teacher interested in teaching in inner-city schools, but it is an elective course and not a requirement for any student. The college makes no commitments to any Board of

Education about their student teachers; it is all on a volunteer basis.

Students are not required to bring any feedback back after the eight weeks are over. The students are not required to declare a major until their junior year. Fewer than ten per cent of the students do their student teaching in an urban setting, although they are surrounded by such cities as Paterson (one mile away), Hackensack (six miles), Jersey City (twelve miles), and Newark (eighteen miles), and are only fourteen miles from New York City. John Holt describes in his book, The Under-Achieving School:

> We think. . .that almost any experience, insight, or understanding can be conveyed from one person to another by means of words. We are constantly talking and explaining, aloud or in print. But as classroom teachers know too well, our explanations confuse more than they explain, and classrooms full of children who have become so distrustful of words, and their own ability to get meaning from words, that they will not do anything until they are shown something they can imitate.[8]

Thus, urban school systems have long been accused of not educating their minority children, but part of this blame will have to be placed on the institutions that train our teachers, institutions practicing such pointed oversights

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[8]John Holt, The Under-Achieving School (New York: Dell Publishing Co., 1969), p. 11.

as those mentioned above. The author made many visits to the campus of William Paterson College and had conferences with the director of the student teaching program, as well as with many of the professors who attempt to prepare the students for teaching from their freshman year through their senior year. There seemed to be a great misunderstanding among the college faculty about how to train teachers for teaching jobs in the inner-city schools.

Occasionally a "program" is started by some faculty member which consists of taking his class three miles to the city of Paterson to see a nearly completely black school, and maybe perform some perfunctory "service." However, the resulting attitude of minimal involvement is comparable to the attitude of most teachers in an inner-city school, whose involvement is limited by his 8:30 A.M. arrival and his 3:00 P.M. departure. This haphazard inadequate method is as close as William Paterson College comes to preparing its students (and professors) for understanding the black student and teaching the inner-city child. Contrast this to the total involvement of the sixteen week program at the Center of Urban Education which, as we will see, places the student teacher in the inner-city to student teach and live for sixteen weeks.

This look at a traditional eight week program was not taken to say it is useless, but to see if it could be

improved. The author is by no means trying to say the traditional student teaching program should be thrown out completely, but that the people directing the programs should address themselves to the urban cities and work with the school systems around them. Most people in colleges and universities have divorced themselves from the cities and now find themselves unable to judge who should teach and who should not teach in the inner-city school. As noted in the Handbook of Research on Teaching:

> Insofar as judgments of training and of later performance are uncorrelated, there is no justification for assuming that selecting more effective trainees will have the effect of raising ultimate professional standards. At least the effect will not be the same as that of a concerted attempt to screen on the basis of predicted success in actual teaching.[9]

Perhaps a key to the relative ineffectiveness of most traditional eight week student teaching programs can be found by surveying some of the handbooks and bulletins issued by the college supervisors. For the most part these are lengthy publications and written in the most general terms. The interest for this, presumably, is to enable the guide to fit as many individuals and circumstances as possible.

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[9]N. L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally and Co., 1963), p. 22.

The actual result is to make it nearly useless in an actual situation or crisis which requires specific, not general, action or remedy.

All twelve pages of the 1971 student teaching handbook of the William Paterson College of New Jersey are characterized by the sub-statements such as "the student is expected to develop poise, confidence, effective oral expression and social awareness which characterize the teacher as a group leader.[10] But never in the handbook are even hints given as to how such goals may be achieved. Even such a lengthy and detailed student teaching bulletin as that of Florida Memorial College is filled with such generalization as, "the philosophy of the college is built upon Christian faith ethnics, and the principles of democracy. The college believes in its role as a community of Christian scholars for the free interchange of personal and professional experiences."[11] It states that "the period of apprenticeship should provide for the student teacher an opportunity to determine

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[10]"Student Teaching Handbook," William Paterson College, Office of Student Teaching, June, 1971, p. 1.

[11]"Student Teaching Bulletin," Florida Memorial College, 1968, p. 4.

his aptitude for teaching."[12] Only indirectly can one surmise from a careful study of the complete bulletin a partial definition of what is meant by "aptitude for learning" or the means by which the student may determine his own aptitude.

Similarly, the 1970 cooperating teacher handbook of the University of Massachusetts is devoted almost exclusively to such generalizations as, "the school of education insures that the student teacher or interns will have equal knowledge of human growth and development processes,"[13] and cooperating teachers should have demonstrated "personal-professional attitudes desirable for one in a leadership role in teacher education." Definitions and criteria are nowhere to be found in the dozen pages of the handbook's generalizations.

In attempting to embrace everything, such guides frequently miss everything. In attempting to be applicable to all conceivable situations, such guides are used in none. Perhaps this preoccupation with the general rather than the specific, with theory rather than practice, with traditional rather than the new, with the expected rather

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[12] Ibid., p. 6.

[13] "Cooperating Teacher's Handbook," University of Massachusetts, 1970, p. 4.

than the unforeseen gives voice to the shortcomings of most student teaching programs. Do the colleges which set up student teaching programs still view them more as courses than as vital practical experiences? Do the colleges still adhere to haphazard "sink or swim" philosophies?

Traditionally, student teachers were sent to the same elementary or high schools they themselves had attended just a few years before, or to carbon copies of those schools. They were preparing to teach in just such schools, schools which had practically not changed at all for decades and in which change was not at all imminent. The inadequacy and perhaps even harmfulness of such handbooks, philosophies, programs and procedures as described seldom cause much concern and hardly ever bring about action for change. Even now, in a time of constant crisis and change, although there is much concern and sometimes a great show of change (often as much motivated by the desire to take advantage of government or foundation grants as to improve deplorable situations) very little actual improvement of student teaching programs has taken place.

The guide for the sixteen week student teaching program at the Center of Urban Education at the University of Massachusetts does not entirely avoid the language of generalization, but nearly all its pages are devoted to the

practical day-by-day program of the student teacher. In contrast, neither the William Paterson College handbook nor the University of Massachusetts contains a clear cut statement of program, and only page nine of the twenty-eight pages of the Florida Memorial College Bulletin deals specifically with the student teaching program itself. By being specific, the guide allows for some flexibility. By definition the guide encompasses far greater scope. The purpose of the sixteen week program is to provide an adequate experience with an adequate framework for an adequate length of time. The preciseness of the guide suggests the seriousness of its purpose.

CHAPTER IV

Sixteen Week Student Teaching Program

What a practice teacher can do in a sixteen week intern program in the Urban Education Center at the University of Massachusetts.

A teacher going into an urban school must be different from one going into a traditional school. All teachers should treat their students with respect and love so that the students may learn to love and respect themselves. All teachers should adapt teaching techniques to students being taught and subjects being taught; urban school teachers must do so to survive. All teachers should provide students with the ability and knowledge to earn a living and to cope with the outside world; urban school teachers must provide them with this ability and knowledge because nowhere but in school will their students learn these things. Leacock states:

> There has been no real clarification of the fact that improving a "climate" for "learning" means more than nurturing a receptive classroom atmosphere. It means the full use of personal and social experiences as well as school-improved ones for building intellectual mastery and curiosity. The sheer heterogeneity of children's backgrounds means that personal experiences can be successfully incorporated into the curriculum only within the framework of a broadly humanistic attitude - they can

> never be meaningfully integrated into classroom discussions and projects within narrowly moralistic or judgmental confines.[1]

Far too many teachers seem to confer upon and perpetuate within the black, lower class inner-city learner the image of inferiority. Most observers will readily agree with Dr. Kenneth Clark's description of the student/teacher relationship in an inner-city school:

> . . . A class war, a socio-economic and racial warfare being waged on the battleground of our schools, with middle-class and middle-class aspiring teachers provided with a powerful arsenal of half-truths, prejudices and rationalizations, arrayed against hopelessly out-classed working class youngsters. This is an uneven balance, particularly since, like most battles, it comes under the guise of righteousness.[2]

It is important that individuals who are preparing themselves to guide children of school age in urban schools have opportunities to explore different methods and procedures in working with children and that they be encouraged in the development of open-mindedness and experimentation. Likewise, it is important that supervisors, administrators,

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[1]Eleanor B. Leacock, _Teaching and Learning in City Schools_ (New York: Basic Books, 1969), p. 26.

[2]Kenneth Clark, _Dark Ghetto: Dilemmas of Social Power_ (New York: Harper and Row, Harper Torchbooks, 1965), p. 129.

cooperating teachers and all others who work with student teachers have many opportunities to experiment and explore.

It is the purpose of this sixteen week program to inform student teachers, administrators, supervisors and cooperating teachers and others about the new and different procedures pertaining to student teaching, and to provide assistance in making the whole program more effective through a knowledge of procedures and understandings which have been developed by the Center of Urban Education in a cooperative endeavor. This program is intended to encourage and not limit the search for new and improved procedures for inner-city teachers.

<u>Student teaching is an integral part of the total program for the preparation of inner-city public school teachers</u>.

The student teacher and all who work with him during his college career should recognize the fact that although student teaching is a very significant part of the program for the preparation of inner-city teachers, it is not the only aspect of the student teacher's professional preparation. Both these individuals and the student teachers should strive constantly to see relationships between what has preceded student teaching programs and what is likely to follow so that student teaching will be viewed as a part of, and not something apart from, his total preparation. The theory courses he has taken, the

observations he has made of children in many situations, the community involvement he has had, the participating experiences in which he has taken part, and his work in connection with his general courses should all contribute towards his success as a student teacher.

The curriculum for inner-city student teachers.

It is important that those who work with student teachers know something of the courses that are required in the urban education curriculum at the School of Education, University of Massachusetts. It is for this reason that the requirements or suggested requirements for this curriculum are indicated in this study. This list of courses appears in Appendix 15. It should be noted that the requirements listed here are for the 1972-73 school year. Since changes are also required in education there is a constant changing process going on in course requirements. The reader is advised to obtain information at the Center of Urban Education which will keep its material up-to-date.

The nature and purpose of student teaching.

Student teaching provides many opportunities for the individual preparing to teach in the inner-city. The individual who is enrolled in a university for the purpose of becoming a teacher is, prior to student teaching,

primarily a student and not a teacher. In this capacity he plays a more or less passive role as a learner in the public schools; he will need to accept a truly active role in directing the wholesome growth of children who, in the case of inner-city youngster, have been deprived of many things.

When he enrolls for student teaching he is, as the name implies, a teacher while also a college student. This situation provides almost unlimited worthwhile activity either as a student only or as a full-fledged teacher in the public schools. It is possible to observe his cooperating teacher, his administrators, his university supervisor and others who will help him on his way to become a successful teacher.

The urban teacher must know well in advance some of the ills of society in general and the fact that racism, institution and individual, further exacerbates the problem of the inner-city school. Knowles and Prewitt state:

> Within the present educational apparatus, black students suffer from institutionalized discrimination in many ways but particularly in I. Q. testing, classroom ability grouping, and negative teacher attitudes. The combined effect of these factors is a progressive lessening of the child's self-esteem as he proceeds through

> school. The results of this process is a steady decline in academic performance, particularly in the critical skills of verbal and reading ability.[3]

In order for the prospective urban teachers to get all that is necessary for him to become a teacher who can deal with the concepts described by Knowles and Prewitt, two important things must happen: (1) the teacher must get involved with the Center of Urban Education where the concepts and issues are discussed and positive solutions are taught, and (2) the teacher must be willing to travel to an urban setting where inner-city kinds of things are going on, live with a family of a different race, and take the on-site methods courses that are taught by members of the Center of Urban Education.

A student teacher in the Center of Urban Education is expected to do more than the regular student teacher. Thus follows a basic outline of the sixteen week program.

First Week:

This week is mainly for the intern to familiarize himself or herself with the layout of the school and its staff. The first person the intern will meet is the building principal and his secretary with whom she will spend time. This should be scheduled in advance by the supervisor

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[3]Louis L. Knowles and Kenneth Prewitt, *Institutional Racism in America* (New Jersey: Prentice Hall, 1969), p. 35.

and should be an informal conference. The principal will discuss some of the school policies and some expectations of his staff. This will give the interns some feeling of belonging to the school. The meeting should take place sometime in the morning so that the intern can see a typical schoolday get started, that is the teachers signing in and the students coming to school. This will also give the intern the knowledge of how important it is to be on time for work.

The principal will also discuss briefly the history of his school. After this conference the intern should spend a few minutes with the school secretary to go over such things as where the sign-in book is, when the teachers are to report for work, where the mail is handled (incoming and outgoing mail), how office monitors (usually students) operate.

By this time the school day should be underway and the intern should go to the assistant principal to go over rules and regulations of the school. He should tour the school plant, including such places as the supply room and special areas such as the art rooms, industrial arts department, home economics department, physical education department, the school cafeteria, the auditorium, the playground, and the special education department. The intern should spend the rest of the day in the main office and feel free to tour the building. This should be the first day for the intern.

The second day the intern should sign in and then go to the guidance office and spend the day with the guidance counselors and social worker. This time should be spent going over student records and even making a home visit with the social worker to see the community.

Time should be spent with the school nurse. While with the nurse the intern should go over the medical records of students and see the procedures the nurse has to follow in case of an accident. Things the nurse should discuss include what the duties of the school nurse are, and what they can and can't do. This will help the intern to do a better job in the classroom with the students. It is felt if the intern gets specific knowledge of the special services department before he goes into the classroom, he can spend more time with the students.

The third day the intern should visit the classrooms trying to see all the grades if possible. During this time she should observe the teacher in action at the different grade levels. The intern can then start negotiating with the different teachers to find out if she can find a cooperating teacher on the grade level of her choice. After the agreement is made, there should be a scheduled conference with the cooperating teacher and a member of the administration for approval.

During this first week the intern should become familiar with the average day in the school. In some elementary schools the teacher has to take attendance twice a day. This is a good task for the intern to perform in order to get to know the students and the students will also get to know the intern. This is important to the class. In a secondary school attendance is taken in every class; this will also be a good task for the intern and will build up a good relationship with the students. The teacher should try to give the interns small things to do in the classroom to show the students in the class that the intern has responsibilities in the room.

Second Week:

A conference should be set up with the cooperating teacher, the intern, and the university supervisor to discuss some of the school policies and expectations of the students in the class. Some goals and objectives should be outlined by the cooperating teacher for the intern.

One important thing that should be decided upon in this conference is whether or not the intern will have a separate desk in the room or a special space provided her. The intern should not be expected to sit in the same seats as the students at the beginning of her stay because she needs to take on the role of the teacher immediately. The

cooperating teacher should discuss lesson plans with the intern and give her assignments to make some kind of lesson plan.

This week is primarily reserved for organization and observation for the intern. If the cooperating teacher desires and it does not interfere with the progress of the students, the intern can take on part of the class work. It might be well for the intern to have charge of part of the classes on the third or fourth days: give assignments, check attendance, and help individual students who are working in groups. This will show the students the intern is helpful to the class.

Third Week:

The third week will serve as an introduction period to the problems of teaching. The teaching load should be commensurate with the experience and preparation of the individual student teacher and the amount of time required to prepare for a particular teaching assignment. It is intended that each student teacher shall assume classroom responsibilities just as fast as he is prepared to do so. This week should also provide a portion of time for class observations as well as actual teaching. During this observation the student teacher will record all highlights of the class as well as negative things that might not be

clear to her or things that might appear to be negative and bring these notes to the weekly seminar for discussion. The student teacher should prepare to make a home visit with a student. This should be with a student that is doing very well in class so that the conversation can be very positive and pleasant with the student and parents. This student will tell the class about the home visit and the others members of the class will feel free to have the intern visit their home. During this home visit the intern can talk about many things and could have the opportunity to visit the community church with this family. If at all possible the intern should go to the church and here she could meet many people of the community. The intern should know enough about the school and students to talk with people in the community about what she would like to do to help the students achieve in school. This is the week for the intern to start getting involved in community work with parents, various social groups, church groups; and during this time the intern can ask questions about the school and how it has functioned.

Fourth Week:

The fourth week is very important to the intern because it marks one-fourth of her internship. She is evaluated by the university supervisor and school administrators on her performance in getting involved in the

community. It is automatic that she is now teaching one or more lessons in the classroom and that these lessons were planned by the intern and closely observed by the cooperating teacher and university supervisor. The intern is expected to make contact with the social worker about a court case of a student in the school. Usually there are many truancy cases in the courts. The intern should go to court with the school social worker, the student, and the parent. This experience is very necessary for a prospective teacher in an urban school mainly because most middle-class suburbanites take court very seriously, but to the inner-city child it is just another day out of school. Further the children are accustomed to the judge's rulings on inner-city children and their parents rulings that may prove a shock to the interns. While the intern is downtown for the court action she will have a chance to meet the probation officer to whom the truant is usually remanded by the court for one or two years' probation. The student will report on Monday or Thursday evenings, and the probation officer will report to the school and check on the student every two weeks. It is very important that the prospective teacher can witness things such as this because it can become a meaningful lesson in the class-room. In the past and even today many teachers in the inner-city will use these same experiences against the

student thus causing him to be even more determined that he is not going to school and that if he does come no one is going to force him to learn.

During this week the intern has the opportunity to visit and talk with the probation officer, youth guidance department, welfare case worker, the parent, the school social worker, City Hall, police department and to make a lesson plan around this experience which can be so meaningful to the children.

In the Urban Education Center Student Teaching Program there is a definite need for good human relations toward inner-city children. It is felt by the Center of Urban Education that:

> . . . human relations is important in any classroom, especially in a classroom of culturally deprived children. These children often feel that they have been rejected by society, and they feel they lack the respect of people in dominate culture, their continuing deprivation reinforces their feelings.[4]

What better way could a teacher bring good human relations to classrooms? Most teachers of inner-city children believe that human relations is a waste of time for the children.

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[4]Kenneth K. Johnson, Teaching the Culturally Disadvantaged (Calif.: Science Research Associates, 1970), p. 137.

Fifth Week:

This week the usual teaching load of the intern should increase from two lessons to three or more lessons, all planned by the intern. The intern should and must plan to attend the Board of Education meeting along with some other staff member of the school, if not a teacher then one of the administrators. This will give the intern some insight into how impossible it is to obtain certain things for the schools, things like supplies and materials for classroom use, plus she will have a chance to see the many different groups of citizens in the city who are really anti-education. Most inner-city teachers do not attend a regular Board meeting unless there is a crisis over teacher salaries. The people one can meet at the Board meeting and become familiar with are city task force, school budget commissioners, the minister's association, federal fund program committee, special services, neighborhood federation groups and many pressure groups opposed to the Board. This can be a meaningful lesson to students in the classroom. The fifth week is also the start of a new unit for the seminars and a regular scheduled on-site methods conference for the weekend.

Sixth Week:

This week the intern is expected to set up a tutorial program of some kind to help students on other grade levels, above or below the one she is teaching. This experience

is a very necessary one for the intern; it will test to see if the intern can relate to students of her school and students from other schools. It should be held in the neighborhood house to expose the intern to many different cultures that are in the community. The seminar for the week will be related to the different experiences encountered during the tutorial program with the cooperating teacher, university supervisor and any other teachers or administrators. In order for the tutorial program to be effective, it must be carried on for a longer period of time than the one week. The intern will also start with long-term lesson plans for one week or more.

Seventh Week:

This week the intern should be prepared to teach a full day of classes without the cooperating teacher in the room as well as plan some kind of school program for a school assembly. The assembly program will give the intern much confidence with her class as well as add much to her assurance that learning is taking place as a result of her teaching. Things should all be falling in place for the intern at this point.

Eighth Week:

The teaching load will remain the same as the seventh week. The intern will be evaluated this week by

the cooperating teacher, the university supervisor, and one school administrator. This is the halfway mark for the intern, and it must be determined as a result of the staff evaluation if she will continue in student teaching or return to the university for additional help in some of the methods courses.

Ninth Week:

The intern is free to move to another grade level if she so desires or remain with the same class. Now her teaching is a full-time job and all the responsibilities of teaching are left to the student teacher. The intern is now expected to do such things as teach other classes on specific subjects, lead assembly programs, and do a case study on a student in the school. The case study will include one or more home visits by the intern.

Tenth Week:

The student teacher will be excused from all school work this week to go on field trips. The field trips will be to other schools in the system or outside the system. Other colleges or universities may be visited during this period to compare teacher training programs. There should be two seminars planned for this week. The intern should write a report on each school she visits and discuss them

in the seminar with the on-site methods team from the university. Hopefully this will give the intern some time to plan for the remaining six weeks of her class. Special conferences may be set up with other teachers and school administrators.

Eleventh Week:

The intern will continue to teach full-time in her class. Some kind of test should be administered by the intern during this week.

Twelfth Week:

Same as eleventh week.

Thirteenth Week:

Same as eleventh week.

Fourteenth Week:

The intern will be tested by the cooperating teacher, school administrators and the supervisor from the university. The intern will be observed on her teaching by the school administrator. The seminar will be conducted by one or two interns.

Fifteenth Week:

The intern is expected to conduct a teachers' meeting assisted by another teacher. The meeting should last for

approximately thirty to forty-five minutes. The intern is expected to give a lecture on some of the new concepts that are used in the Center of Urban Education, such as "Introduction to Urban Education," "Urban Community Relations," and "Survival Strategies." This will give the school staff some kind of input as to what is going on back at the university in the Urban Education Center. It is important for experienced teachers to know what the university is doing in the field of Urban Education for the inner-city child.

Sixteenth Week:

For the first three days, Monday, Tuesday, and Wednesday, the intern will teach a full schedule as usual. On Thursday the intern will spend most of the time with teachers and staff of the school. The intern will be rated by the cooperating teacher and the administrator on the regular teacher rating sheet. Three copies of this rating sheet will be made; one will remain as a matter of record in the school, one is filed in the Superintendent's Office with the personnel staff to be used for hiring purposes, and one will be filed in the Center of Urban Education at the university for records and job references for the intern. This will conclude a program of sixteen weeks in the field.

The intern will sign out of the school on the last day and return to the university and report to the Center Director for further assignments for recommended courses which should be taken the next term if the student is not a graduating senior.

A more detailed and extensive description of the rationale underlying the sixteen week program position regarding evaluation is found in Chapter V.

CHAPTER V

Summary of Experimental Program in Paterson, New Jersey

The Paterson program for students at the University of Massachusetts follows the pre-practicum component of the program which takes place during the students' sophomore, junior and senior years. This component consists of the courses, Introduction to Urban Education and Survival Strategies which is a very intensive pre-practicum experience. The Center of Urban Education provides services for over 500 second semester sophomores, juniors and seniors.

In attempting to revolutionalize education at the University of Massachusetts, the school has neglected to take a hard look at one of the essential ingredients for educational change, teacher training. As Harvey Scribner said in a recent speech, "reform of the schools and reform of teacher education are inseparable."[1] This is the rationale behind the Center of Urban Education's student teaching program.

In urban areas, the need for teacher education reform is particularly acute. According to the Coleman

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[1]Harvey Scribner at a New York City Board of Education Meeting.

data "good teachers matter more for children from minority groups which have educationally deficient backgrounds" than for any other segment of our population.[2] The Paterson program intends to improve the quality of the educational experience for urban children by improving the quality of those who teach in urban schools. Part of the rationale for an urban focus in teacher training at the School of Education is exactly that need stated so clearly by Coleman.

A further part of the rationale is the simple argument of population density - urban areas need many teachers and thus maintain the promise of future job markets for our university graduates. However, merely sending interns into cities will not suffice. Too often teacher trainers lack experience themselves in the kinds of schools in which their students will intern. The Paterson program will involve, as teacher trainers, individuals with current and ongoing experiences as teachers, administrators, and community leaders in urban areas.

A primary goal of the program will be to endow teachers with staying power in urban schools. The examples of Kozol and Kohl offer valuable insights for the program but serve as poor models for solutions to urban teaching

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[2]James S. Coleman, Equality of Educational Opportunity (Washington: G. P. O., 1966), p. 16.

dilemmas.[3] This program will develop teachers who, in addition to becoming familiar with concepts and skills related to learning theory, will have political sophistication to the degree that they can become reform strategists in the schools and systems in which they teach.

The focus for the program will be on an urban internship combining teaching and living in an inner-city community. Most important, the program will offer University of Massachusetts students a wider experience in a multi-racial society. Whether they teach in suburbia with one black student in their class, in integrated schools, or in the ghetto, such an experience is essential to all teachers who hope to educate children for today's world.

Urban Teacher Preparation Program

The purpose of the Paterson program is to prepare prospective teachers for urban schools. This program will:

a. Provide students with learning theories and implementation skills that are adapted specifically to the learning problems and processes of the urban child.

b. Provide a variety of clinical experiences for the prospective teacher so that he

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[3] Jonathan Kozol, Death At An Early Age (New York: Bantam Books, 1968), p. 120.

will know and understand, from personal experience, what many of the problems are that influence the learning process for the urban child.

c. Provide inter-racial experience that will benefit prospective teachers for any situation.

d. Develop positive attitudes toward teaching the urban child based on an understanding and respect of the child's world rather than the missionary zeal that is characteristic of many prospective urban teachers.

e. Acquaint the student with and develop an understanding of the civil rights movement and black and Hispanic history and culture.

f. Develop skills in human relations.

g. Train teachers who will respond to the work experience positively and be able to continue their professional development as a teacher in an urban school.

h. Teach the acquisition of change agentry skills based on a knowledge of how schools work, and what some of the available alternatives are.

Participants in the program will choose from a variety of prepracticum experiences (e.g., organize and work with a class of children in a community center or work with students in an upward bound experience) to determine whether, in fact, they can and want to teach children.

Appendices contain letters from two administrators and three student teachers who participated in the Urban Teacher Preparation Program in Paterson. From these letters one can get an idea of the degree of effectiveness of the program.

Does the program deal specifically with the urban child? In letter one, Mr. Napier states that he found the student teachers "to be very much aware of many problems that exist in urban areas and also having some solutions to help solve them." He saw in them "diverse skills" for survival in urban schools and a good understanding of the community of the school. He is very enthusiastic about the "outstanding job" the University is doing of preparing teachers for "urban schools" and even wishes "that more colleges and universities would take the same giant step in this direction."

Mr. Gibson found the student teachers from the Center of Urban Education "very knowledgeable about urban problems," and able to make contributions to workshop discussion about "teacher attitudes towards inner-city children."

Student A admits that she had been frightened by "the many things" she "had heard about city schools and city children," but attributes to her sixteen weeks in the program and its getting her "directly involved with what's happening in the urban school," a change of attitude that made her "student teaching. . .an enjoyable experience and a good learning experience."

Student B "found that the philosophy and attitude that is fostered by the Center of Urban Education. . .is almost synonymous with those of Black administrators, teachers, parents and children indigenous to the district in which I taught." She also found "many of the negative things" she "had heard about inner-city children. . .to be mostly distorted."

Student C attributes to the program "important and helpful experiences" she "could never have experienced within the academic setting of the University community."

Does the program provide a variety of experiences? Student A indicates how valuable the variety of experiences during her first week were, including such experiences as home visits and extended contact with the school social worker.[4] As a classroom student-teacher, she had much clinical experience teaching spelling, science, health,

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[4]See Appendix 11.

social studies, reading, and penmanship. In addition she worked closely with her children planning, rehearsing and performing an assembly program; planning, creating, publishing, and distributing a school newspaper; and providing a classroom situation for a videotape about student awareness being produced by William Paterson College for showing on national television. Participating in a variety of situations including team teaching, further developed her understanding of the learning processes of her students.

Student B was especially impressed by the effectiveness of a well-equipped and well-used classroom and fully learned that such equipment and use usually depend mostly on the efforts and understanding of the teacher.[5] Being forced by her situation to resort to grouping for more than she would have liked to, she was then forced also to learn how to teach effectively in group situations and how to encourage individualism within grouping.[6] Analysis of creative use of audio-visual materials especially helped her to learn about the learning processes of children. Student B, like Student A, learned much from involvement in an assembly program. Here again she was able through clinical experience to learn how to instill independence in children.

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[5]See Appendix, p. 106.

[6]*Ibid*.

Does the program provide inter-racial experiences? Student A taught a class that consisted of eighteen Black children, one English-speaking white child, and one child from Puerto Rico. Student B's class consisted of eighteen Black children, seven Spanish-speaking children, and six English-speaking white children. While these proportions certainly cannot be called balanced, they are typical of classes in inner-city schools and so do provide inter-racial experience that will help student teachers adjust to and be effective in urban schools.

Does the program develop respect for the urban child and his world? Student A, who approached student teaching in an urban school with fear,[7] was helped tremendously by the positive attitudes she encountered in her principal, in teachers, and in parents.[8] She also learned the importance of a teacher's being aware of social problems students have that help to explain behavior and habits. Student A and B both comment in the value of living with a family in the community. Student C states, "this experience greatly enhanced my ability to function with the kind of positive frame of reference which I could not have achieved through any other medium," and "many of the negative things

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[7] Ibid.

[8] Ibid.

I had heard about inner-city children I found to be vastly distorted. I found myself working and living with real people in a real situation."[9]

Does the program acquaint the student teacher with the Civil Rights movement and with black and Hispanic history and culture? Student A taught about Africa in Social Studies, becoming familiar not only with the subject matter of the unit but also with available audio-visual aids dealing with the subject.

Does the program develop skills in human relations? Both principals were very favorably impressed with the ability of the student teachers to relate. Mr. Gibson found Student B a very pleasant person with a positive concern, who "established great rapport with the entire staff" and had "great relations with the community people and parents."[10] As Student C stated, all three students found themselves "working and living with real people in a real situation."[11]

Does the program train teachers who will respond to the work experience positively and be able to continue their professional development as teachers in urban schools? Mr. Napier says unhesitatingly, "I shall always be indebted

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[9] Ibid.

[10] Ibid.

[11] Ibid.

to the university for sending us such great student teachers, and if there are any available teachers that come out of your program, please let us know; we would like to have first chance at hiring them for our school system."[12] Mr. Gibson states, "I would love to have many more student teachers. . .also I would love to have some of your graduates as regular teachers."[13]

All three students express equal enthusiasm from the student teachers standpoint. Student A states "the most rewarding experience was that on my last day I was offered a job teaching at school #4."[14] Student C says, "To my amazement and great satisfaction, I was offered a teaching position at P. S. #28. The job was offered to me by the principal. I am to begin my teaching career next term."[15] Student A perhaps best sums it up with her succinct closing statement: "I can never thank the people who helped me enough."[16]

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[12] Ibid.

[13] Ibid.

[14] Ibid.

[15] Ibid.

[16] Ibid.

CHAPTER VI

Questionnaire for Statistical Comparison of 16 Week Program and Traditional 8 Week Program

In this chapter, the procedures and methods used to test and evaluate the sixteen week student teaching program will be presented. Included in this presentation will be the selection of teachers used in the study, both the experimental group from the sixteen week program and the control group from the traditional eight week program. Also included will be a definition of terms and a description of instrumentation, testing procedures, and evaluation.

Participants

There were 80 new teachers selected for this study; 40 new teachers were graduates of the University of Massachusetts and did their student teaching in urban cities, using the Center of Urban Education student teaching program, and are now teaching in urban city public schools. The other 40 were teachers in the traditional eight week program and were graduates of William Paterson College in Wayne, New Jersey, and are now teaching in the public schools in Paterson, New Jersey. All teachers involved in this study

became so on a volunteer basis by answering a form letter (Appendix A). This letter was approved by the Superintendent of Schools in Paterson, New Jersey, for circulation in the school system. All teachers from the University of Massachusetts were contacted by letter (Appendix A) which was returned to the author by mail. Each letter was followed up by a phone call from the author. The teachers' names were not used in order to insure confidentiality.

Definition of Terms

For the purpose of this study the terms student teacher, practice teacher or intern are used interchangeably and refer to any person involved in the study. Traditional program means an eight week student teacher program used by other colleges. The term new sixteen week student teaching program is the program used by the Center of Urban Education at the University of Massachusetts.

The Treatment

All subjects in both the experimental and the control groups received the same questionnaire. The control group did not receive the sixteen week program; the experimental group received the Center of Urban Education sixteen week program.

A discussion and description of the sixteen week program is provided in Chapter III of this study and includes

an outline of each of the sixteen weeks. See copies of the questionnaire on the following pages.

For these questions numbers 1 through 5 have the following meaning:

1 means that it was <u>very helpful</u>
2 means that it was <u>moderately helpful</u>
3 means that it was <u>not very helpful</u>
4 means that it was <u>not helpful</u>
5 means that it was <u>not applicable</u>

A. How helpful were each of the following periods of your student teaching?

1. First week
2. Second week
3. Third through eighth weeks
4. Ninth through thirteenth weeks
5. Fourteenth through sixteenth weeks

B. How helpful was your contact with - ? (In each case, if more than one person is involved, rate the person with whom you had the most contact.)

6. Principal
7. Vice Principal
8. Heads of Departments
9. Guidance Counselors
10. Cooperating Teacher
11. Other Teachers in the School
12. University Supervisor
13. On-site Methods Courses
14. Special Services Department

C. How helpful was your visit to?

15. City Health Department
16. Welfare Department
17. City Hall
18. Model Cities Office
19. Office of the Superintendent of Schools
20. Meetings with the Board of Education
21. Task Force Office and Programs
22. Neighborhood House(s)
23. Community Church(s)
24. Other Schools
25. Homes of Students
26. Homes of Other People in the Community

D. How helpful were the following?

27. Contact with students in school
28. Contact with students out of school
29. Contact with parents and students together
30. Community social centers
31. Knowing the school secretary
32. Knowing the school janitor
33. School P. T. A. or P. T. O.
34. Probation department
35. Youth guidance department
36. Drug rehabilitation center
37. Knowing the school budget
38. Knowing the economic structure of the school community
39. Attending extra curricular activities
40. Teacher in-service workshops

Analysis of results of responses to questions 1-5, which constitute Part A.

For the following question numbers 1-5 have these meanings:

1 means that it was very helpful
2 means that it was moderately helpful
3 means that it was not very helpful
4 means that it was not helpful
5 means that it was not applicable

A. How helpful were each of the following periods of your student teaching?

TABLE V

Traditional 8 Week Program

Numbers	1st wk.	2nd wk.	3rd-8th wk.	9th-13th wk.	14th-16th wk.
1	21	8	18	0	0
2	12	14	2	0	0
3	4	12	12	0	0
4	1	5	6	0	0
5	2	1	2	40	40
Totals	40	40	40	40	40
Composite Score	1.6053	2.3588	2.1579		

TABLE V

(continued)

New 16 Week Program

Numbers	1st wk.	2nd wk.	3rd-8th wk.	9th-13th wk.	14th-16th wk.
1	32	34	34	38	39
2	6	6	5	2	1
3	2	0	1	0	0
4	0	0	0	0	0
5	0	0	0	0	0
Totals	40	40	40	40	40
Composite Score	1.25	1.15	1.175	1.05	1.025

The five questions of Part A deal with the helpfulness of time spent student teaching. The most obvious question concerns the usefulness of the additonal time spent in the sixteen week program. In the responses of the students of the eight week program, one questions the usefulness of even eight weeks. From a composite 1.6053, which represents a consensus closer to "moderately helpful" for the first week, the evaluation for the second week declines sharply to 2.3588, which is nearly midway between "moderately helpful" and "not very helpful." For the cumulative evaluation of the subsequent six weeks, the composite score is 2.1579, perhaps a significant rise, but still well

below "moderately helpful" Moreover, the number of student teachers who found the second week "not helpful" is five, and the number who found the third to eighth weeks "not helpful" is six; this is nearly 16 per cent of the number of participating students involved.

The figures for the sixteen week program present a completely different picture. The evaluation of all sixteen weeks came close to "very helpful," rising from a composite of 1.25 the first week to 1.025 for the last three weeks, with thirty-nine of the responses judging the fourteenth through sixteenth weeks "very helpful" and only one judging it "moderately helpful." The overwhelming "very helpful" response by the sixteen week students suggests the general success of the program. The 1.05 composite for the 9-13 weeks and the 1.025 composite for the 14-16 weeks suggests that these eight weeks are the most helpful of all. Certainly the additional eight weeks seem well justified.

During the first week of the sixteen week program, the practice teacher gradually, systematically becomes familiar and adjusted to the school before taking active part in any teaching activities. In traditional teaching programs, the student teacher becomes rapidly committed to and actively involved in a specific program. Which of

the two approaches is more beneficial to the beginning student teacher? The eight week student teachers rate their first week 1.6053; the sixteen week student teachers rate their first week 1.25 a significantly higher evaluation.

Why does the 1.6053 figure for the first week of the eight week program plunge to 2.3588 for the second week? Perhaps the "sink or swim" situation many students in a traditional program find themselves in is initially exhilarating. This becomes somewhat desperate when the sinking starts. Perhaps the vagueness of most programs inhibits elimination of flaws and adjustment of irregularities in a student teacher's set-up. Certainly a deficiency in the second week in the program as a whole is suggested by the composite score for the second week. On the other hand, the second week score for the sixteen week program is a very high 1.15, a slight rise from the 1.25 for the first week, with all responses now at least "moderately helpful."

The eight week program stages a perhaps significant comeback during the 3-8 weeks. The composite is 2.1579, more than .2 higher than the previous week's score, but drastically lower than the 1.175 of the sixteen week program. The slight drop of .075 in the sixteen week composite is probably not significant. Clearly, this suggests that the eight additional weeks of the experimental program are

profitable enough to justify them. All sixteen weeks seem significantly useful, especially when contrasted to all eight weeks of a traditional program.

<u>Analysis of results of responses to questions 6-14, which constitute Part B.</u>

For the following question <u>numbers</u> 1-5 have these meanings:

1 means that it was <u>very helpful</u>
2 means that it was <u>moderately helpful</u>
3 means that it was <u>not very helpful</u>
4 means that it was <u>not helpful</u>
5 means that it was <u>not applicable</u>

B. How helpful was your contact with - ? (In each case, if more than one person is involved, rate the person with whom you had the most contact.)

TABLE VI

Traditional Eight Week Program

Numbers	Principal	Vice Principal	Heads of Dept.	Guidance Dept.	Cooperating Teacher	Other Teachers	Univ. Supervisor	On-site methods Courses	Spec. Svc. Dept.
1	2	6	2	12	28	5	7	0	0
2	8	4	6	6	4	6	3	0	0
3	15	20	8	10	2	10	2	0	10
4	10	4	9	4	4	4	10	0	8
5	5	6	15	8	3	15	18	40	22
Total	40	40	40	40	40	40	40	40	40
Composite	2.9429		2.964		1.5676		2.6818		3.444
Score		2.6471		2.1875		2.52			

TABLE VI (continued)

New Sixteen Week Program

Numbers	Principal	Vice Principal	Heads of Dept.	Guidance Dept.	Cooperating Teacher	Other Teachers	Univ. Supervisor	On-site methods Courses	Spec. Svc. Dept.
1	20	18	26	36	38	23	18	31	18
2	10	12	10	4	2	15	18	8	14
3	10	5	3	0	0	2	4	1	7
4	0	4	1	0	0	0	0	0	0
5	0	1	0	0	0	0	0	0	1
Totals	40	40	40	40	40	40	40	40	40
Composite	1.75		1.475		1.05		1.65		1.7179
Score		1.8718		1.1		1.475		1.25	

The nine questions of Part B with experiences within the school in which the practice teacher is functioning. Perhaps the Part I statistics can be at least partially explained by the Part II statistics. Nine areas of experience are dealt with. Traditionally the practice teachers come in regular, systematic contact with the cooperating teacher or the University supervisor. Contact with the personnel and agencies within the school, like too many other matters not definitely prescribed by the guides or handbook, tends to be accidental, sporadic, or non-existent. Three of the forty practice teachers functioning in traditional programs consider even the question about the cooperating teacher "not applicable" and eighteen out of the forty consider the question about the University supervisor "not applicable." Many of the eight week student teachers had the opportunity to take on-site methods courses. Composite scores suggest that the traditional practice teacher came in contact with and received help from hardly anyone but the cooperating teacher.

In contrast, the sixteen week program prescribes contact with a broad range of in-school personnel and agencies, and the statistical results suggest that this contact is significantly helpful. In all nine areas, the composite score falls between "very helpful" and

"moderately helpful"; certain points are especially significant here. The statistics for the sixteen week program suggest that contact and involvement with all nine individuals and agencies is at least "moderately helpful" and in five cases closer to "very helpful" than "moderately helpful." All forty practice teachers had contact with seven of the individuals or agencies. Only one had no contact with any vice principal and only one had no contact with special services. In contrast, significant numbers of practice teachers in the eight week program has no contact with several of the specified nine agencies.

However, prescribing contact is evidently not significant. The composite score of the eight week practice teachers who did come in contact with each of the individuals or agencies would suggest that contact alone is not enough. Except for the question about cooperating teachers, all composite scores fall below "moderately helpful." The sixteen week program not only prescribes contact but also directs it. This systematic taking full advantage of all in-school resources may explain the wide gap between the composite scores of the two groups.

Analysis of results of responses to question 15-26, which constitute Part C.

For the following question numbers 1-5 have these meanings:

1 means that it was very helpful
2 means that it was moderately helpful
3 means that it was not very helpful
4 means that it was not helpful
5 means that it was not applicable

C. How helpful was your visit to - ? For statistical results see Table VII.

Analysis of statistics of responses to Parts A and B suggest changes that may profitably be made in all student teaching programs. This is true of Part C too; however, the implications of the responses to the twelve questions of Part C are particularly significant to this dissertation. These twelve questions deal with the range of experiences in the community of the school. While all teachers should profit immeasurably from increased awareness, knowledge, and understanding of a community, a teacher in an inner-city school must possess maximum knowledge and understanding both to function effectively and to survive. Again the statistical contrast suggests that the sixteen week program achieves the goal vastly more effectively than the traditional eight week program.

TABLE VII

Traditional Eight Week Program

Numbers	City Health Dept.	Welfare Dept.	City Hall	Model Cities Office & Sites	Office of Supt. of Schools	Bd. of Ed. Meetings	Taskforce Off. & Programs	Neighborhood house(s)	Community church(s)	Other Schools	Home of students	Home of other people in community
1	2	1	0	1	0	0	1	2	0	2	0	2
2	4	3	1	1	1	0	0	1	0	6	2	9
3	3	6	18	19	0	2	0	1	0	11	8	11
4	10	12	7	10	8	12	14	8	14	12	21	10
5	21	18	14	9	31	26	25	28	26	9	9	8
Totals	40	40	40	40	40	40	40	40	40	40	40	40
Composite Score	3.1053	3.3182	3.2308	3.22581	3.7778	3.8571	3.8	3.25	4.0	3.0645	3.629	2.9063

TABLE VII (continued)

New Sixteen Week Program

Numbers	City Health Dept.	Welfare Dept.	City Hall	Model Cities Office & Sites	Office of Supt. of Schools	Bd. of Ed. Meetings	Taskforce Off. & Programs	Neighborhood house(s)	Community church(s)	Other schools	Home of students	Home of other people in community
1	12	29	11	19	22	34	31	23	19	38	27	36
2	18	8	16	15	10	5	6	14	16	2	10	4
3	8	3	6	4	4	1	2	2	2	0	3	0
4	1	0	5	1	3	0	1	1	2	0	0	0
5	1	0	2	1	1	0	0	0	1	0	0	0
Totals	40	40	40	40	40	40	40	40	40	40	40	40
Composite Scores	1.9487	1.35	2.1316	1.6667	1.6923	1.175	1.325	1.525	1.6667	1.05	1.4	

Considering the exclusive emphasis on classroom experience in most eight week programs, it is not surprising that so many of the forty traditional student teachers gave "not applicable" responses to so many of the twelve questions. The median for the twelve questions is 19.5, nearly half the students. In contrast, in the sixteen week program, only five of the agencies indicated "not applicable" responses - four of these responses were made by only one person and one place was seen as "not applicable" by two respondents.

Similarly, once again composite scores indicate both the desirability of systemmatic, prescribed contact with community agencies and institutions and the degree to which the sixteen week program provides such meaningful contact. Eleven of the questions received composite scores above "moderately helpful," six of those eleven being closer to "very helpful" than to "moderately helpful." Only one item, contact with City Hall, was judged as being only slightly less than "moderately helpful."

The eight week program statistics suggest that although some direct contact with these agencies may be better than no contract at all, whatever contact there was, was at best "not very helpful." Contact with five of the agencies was judged "not helpful" and just below

"not helpful"; contact with six of the agencies was judged just below "not very helpful"; and only home visits in the community was judged slightly better than "not very helpful." Once again, not only is a broader range of experiences indicated as being desirable, but clear cut directions as to how to take advantage of these broader contacts are also indicated as being necessary.

Analysis of results of responses to questions 27-40, which constitute Part D.

For the following question numbers 1-5 have these meanings:

1 means that it was very helpful
2 means that it was moderately helpful
3 means that it was not very helpful
4 means that it was not helpful
5 means that it was not applicable

D. How helpful were the following? For statistical results see Table VIII.

The purpose of Part D was to confirm the findings of Parts B and C. Questions 27, 31, 32, 39, and 40 deal with other individuals with whom, and activities with which, the student teacher may come in contact within the school. Questions 30, 34, 35, 36, 37, and 38 deal with other agencies and institutions with which the student teacher may come in contact within the community. Questions 28, 29, and 33 deal with individuals with whom the student teacher may come in contact both in and out of school.

TABLE VIII

Traditional Eight Week Program

Numbers	Contact with students in school	Contact with students out of school	Contact with parents & students together	Community social centers	Knowing the school secretary	Knowing the school janitor	School P.T.A. or P.T.O.	Probation Dept.	Youth Guidance Dept.	Drug rehabilitation center	Knowing school budget	Knowing economic structure of community	Attending extra curricular activities	Teacher in-service workshops
1	18	4	2	4	7	1	3	0	2	1	3	1	4	3
2	10	13	6	2	12	6	3	2	3	4	1	2	6	4
3	5	3	10	12	10	4	13	10	13	6	10	12	3	8
4	3	8	10	8	9	14	10	12	18	16	13	2	6	10
5	4	12	12	14	2	15	11	16	4	13	13	23	21	15
Totals	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Composite	1.8056		3.0		2.5526		3.0345		3.0356		3.222		2.5789	
Scores		2.5357		2.9230		2.84		3.4167		3.3704		2.8824		3.0

TABLE VIII (continued)

New Sixteen Week Program

Numbers	Contact with students in school	Contact with students out of school	Contact with parents & student together	Community social centers	Knowing the school secretary	Knowing the school janitor	School P.T.A. or P.T.O.	Probation Dept.	Youth Guidance Dept.	Drug rehabilitation ctr.	Knowing school budget	Knowing economic structure of community	Attending extra curricular activities	Teacher in-service workshop
1	31	29	31	31	28	19	26	17	23	38	26	31	38	40
2	8	11	7	8	12	4	14	10	12	2	10	9	2	0
3	11	0	2	1	0	10	0	5	3	0	4	0	0	0
4	0	0	0	0	0	3	0	6	2	0	0	0	0	0
5	0	0	0	0	0	4	0	2	0	0	0	0	0	0
Totals	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Composite	1.25		1.275		1.3		1.35		1.5		1.45		1.05	
Scores		1.275		1.25		1.9194		2.0		1.05		1.225		1.0

The statistical findings of these questions confirm the results of Part B and C. All statistical results from all parts of the questionnaire indicate the relative effectiveness of all aspects of the sixteen week program, especially when contrasted to the relative ineffectiveness of the traditional eight week program.

APPENDICES

APPENDIX 1

October 1, 1972

Dr. Michael Gioia
Superintendent of Schools
Paterson Public Schools
137 Ellison Street
Paterson, New Jersey

Dear Dr. Gioia:

I am now in the process of gathering information to write my doctoral dissertation at the University of Massachusetts. Its topic deals with Student Teaching in urban schools. We have student teachers in the Paterson Public School System from the Center for Urban Education whom I shall have to evaluate to measure the effectiveness of our program in urban schools.

I will also have to do a historical sketch of our city which will include Paterson Public Schools. I would like your permission to use some of the school records indicating student population and ethnic breakdown in the Paterson Public Schools.

Thanks very much for your cooperation in this matter, it is much appreciated.

Sincerely,

Frank Bannister

APPENDIX 2

SCHOOL PLANT DATA
PATERSON, NEW JERSEY

February 1972

School	Date Erected	Additions	Area of Site Acres	Number Floors	Grades Housed[3]
No. 2	1923	--	0.66	4	K-8*
No. 3	1899	--	0.75	3-B[2]	K-5*
No. 4	1923	--	0.73	4	K-8*
No. 5	1940	--	2.32	4	K-8*
No. 6	1921	--	1.12	4	K-8*
No. 7	1923	--	1.12	3	K-8
No. 8	1928	--	1.20	3	K-8*
No. 9	1896	1912	1.12	3-B	K-8
No. 10	1921	--	0.79	3-B	K-8*
No. 11	1905	--	0.52	3-B	K-5*
No. 12	1913	--	1.21	4	K-8*
No. 13	1928	--	1.20	3	K-8
No. 14	1887	--	0.55	2-B	K-5
No. 15	1926	--	?	3-B	K-8*
No. 16	1891	--	0.43	2-B	K-5*
No. 17	1892	--	0.33	2-B	K-5
No. 18	1937	--	1.20	3-B	K-8*
No. 19	1896	1922	0.68	3-B	K-5
No. 20	1898	1928	2.46	2-B	K-8
No. 21	1905	--	1.09	3-B	K-8*
No. 22	1907	--	1.62	3	Specials
No. 23	1908	--	0.93	3-B	9-12
No. 24	1908	--	1.20	3-B	K-8*
No. 25	1931	--	4.82	3	K-8
No. 26	1952	--	4.90	3	K-8
No. 27	1956	--	2.98	3	K-8
Martin Luther King HS	1910	1951	1.27	4-B	9-12
Eastside HS	1927	--	7.47	4-B	9-12
Gen. Voc. HS	1870	1929	0.50	3-B	9-12
Metal Trades HS	1870(?)	--	0.10	3-B	9-12
J. F. Kennedy HS	1967	--	1.59	4	9-12
*Dale Ave. School	1969	--	1.27	4	Pre-K-3

*Factory building renovated into school.

APPENDIX 4

ETHNIC SURVEY

October 31, 1970

	Total	White	Negro	Puerto Rican	Other Latin	Other
All Schools	26,361	8,148	12,668	4,779	503	263
Elem. Schools	22,249	6,507	10,741	4,280	462	259
High Schools	4,112	1,641	1,927	499	41	4
School # 2	555	93	87	339	21	15
3	502	32	132	319	16	3
4	944	28	843	67	6	0
5	1,166	787	268	86	15	10
6	1,414	4	1,287	123	0	0
7	474	318	97	44	10	5
8	778	108	244	418	1	7
9	910	713	30	147	20	0
10	1,243	109	910	205	19	0
11	524	15	177	328	2	2
12	1,383	217	976	175	0	15
13	938	114	614	192	11	7
14	318	143	146	28	1	0
15	1,366	105	539	657	21	44
16	276	155	48	57	14	2
17	303	113	122	46	0	22
18	997	609	205	41	142	0
19	485	383	81	15	3	3
20	991	379	447	133	20	12
21	1,036	135	711	145	24	21
24	807	297	250	180	49	31
25	846	343	392	97	5	9
26	782	300	349	53	36	44
27	819	813	6	0	0	0
28	914	27	782	102	1	2
Bunker Hill	202	40	141	19	2	0
Dale Avenue	398	55	262	77	4	0
M.L. King	865	72	586	183	19	5
Eastside	1,884	625	1,084	147	24	4
Kennedy	2,198	1,015	815	351	17	0
Sage	43	1	37	5	0	0
Pre-K	243	48	123	37	33	2

(Pre-K not included in Totals)

APPENDIX 5

ETHNIC SURVEY
October 31, 1970

Percent of Enrollment

	White	Negro	Puerto Rican	Other Latin	Other
All Schools	30.9	48.1	18.1	1.9	1.0
Elem. Schools	29.3	48.2	19.2	2.1	1.2
High Schools	40.2	46.5	12.2	1.0	0.1
School # 2	16.7	15.7	61.1	3.8	2.7
3	6.4	26.3	63.5	3.2	0.6
4	3.0	89.3	7.1	0.6	0.0
5	67.5	23.0	7.4	1.3	0.8
6	0.3	91.0	8.7	0.0	0.0
7	67.1	20.5	9.3	2.1	1.0
8	13.9	31.4	53.7	0.1	0.9
9	78.3	3.3	16.2	2.2	0.0
10	8.8	73.2	16.5	1.5	0.0
11	2.8	33.8	62.6	0.4	0.4
12	15.7	70.6	12.6	0.0	1.1
13	12.2	65.4	20.5	1.2	0.7
14	45.0	45.9	8.8	0.3	0.0
15	7.7	39.5	48.1	1.5	3.2
16	56.1	17.4	20.7	5.1	0.7
17	37.3	40.3	15.2	0.0	7.2
18	61.1	20.6	4.1	14.2	0.0
19	79.0	16.7	3.1	0.6	0.6
20	38.2	45.1	13.4	2.0	1.2
21	13.1	68.6	14.0	2.3	2.0
24	36.8	31.0	22.3	6.1	3.8
25	40.5	46.3	11.5	0.6	1.1
26	38.4	44.6	6.8	4.6	5.6
27	99.3	0.7	0.0	0.0	0.0
28	3.0	85.5	11.2	0.1	0.2
Bunker Hill	19.8	69.8	9.4	1.0	0.0
Dale Avenue	13.8	65.8	19.4	1.0	0.0
M. L. King	8.3	67.7	21.2	2.2	0.6
Eastside	33.2	57.5	7.8	1.3	0.2
Kennedy	46.2	37.1	16.0	0.7	0.0
Sage	2.3	86.0	11.7	0.0	0.0
Pre-K	19.8	50.6	15.2	13.6	0.8

(Pre-K not included in Totals)

APPENDIX 6

ETHNIC SURVEY
October 31, 1970

By Grade Level

Grade	Total	White	Negro	Puerto Rican	Other Latin	Other
Kdg.	2689	760	1305	566	42	16
1	2704	711	1329	564	61	39
2	2544	711	1216	541	57	19
3	2511	693	1195	533	56	34
Ungraded Primary	277	27	205	43	2	0
4	2482	669	1222	493	66	32
5	2411	686	1140	504	39	42
6	2174	681	1049	379	40	25
7	2107	746	941	341	46	33
8	1815	693	803	255	45	19
9	1146	382	609	141	14	0
10	1230	463	568	183	15	1
11	931	403	417	101	8	2
12	778	390	309	74	4	1
Special Classes	562	133	360	61	8	0
Total	26,361	8,148	12,668	4,779	503	263

APPENDIX 7

ETHNIC SURVEY
October 31, 1970

Percent of Enrollment by Grade

Grade	White	Negro	Puerto Rican	Other Latin	Other
Kdg.	28.1	48.6	21.1	1.6	0.6
1	26.3	49.1	20.9	2.3	1.4
2	27.9	47.8	21.3	2.2	0.8
3	27.6	47.6	21.2	2.2	1.4
Ungraded Primary	9.8	74.0	15.5	0.7	0.0
4	27.0	49.2	19.9	2.7	1.2
5	28.5	47.3	20.9	1.6	1.7
6	31.3	48.3	17.4	1.8	1.2
7	35.4	44.7	16.2	2.2	1.5
8	38.2	44.2	14.1	2.5	1.0
9	33.3	53.1	12.3	1.3	0.0
10	37.6	46.2	14.9	1.2	0.1
11	43.3	44.8	10.8	0.9	0.2
12	50.2	39.7	9.5	0.5	0.1
Special Classes	23.7	64.1	10.8	1.4	0.0
Total	30.9	48.1	18.1	1.9	1.0

APPENDIX 8

January 5, 1972

Dear____________________

I hope you are having fun in your first year of teaching, and the things you learned during your student teaching are now of great importance to you. I am now making a study of the student teaching program you completed last year to see if it is more effective for teachers in the urban school than the traditional eight week student teaching program used by most colleges and universities. I am very sorry to ask you to fill out this questionnaire and get it back to me at the end of the week, but I am sure you can do it. Use the self addressed, stamped envelope for returning your questionnaire.

Read the directions and please answer all questions to the best of your ability.

I am trying to complete this study by March 1, 1972, and needless to say I am pressed for time. I am also trying to graduate this year and I need your cooperation to do so. A copy of the study will be in the Urban Education Center and the Graduate School library. I hope you take time to read it some time. If I can be of any help to you during your teaching career, please let me know. Always remember, "he who dares to teach, must never cease to learn."

Sincerely,

Frank Bannister

APPENDIX 9

Letter One

A veteran of fourteen years in the Paterson Public Schools, now a principal, Mr. Frank Napier said the following about one of the student teachers from the Center of Urban Education:

> I found the student teachers in my school (P.S. #4) from the University of Massachusetts to be very much aware of many problems that exist in urban areas and also having some solutions to help solve them. I have never had students to express their views openly on such things as institutional racism, the lack of knowledge about new alternatives and innovation on the part of teachers, diverse skills for survival in urban schools and a good understanding of the community of the school.
>
> These student teachers will make very good teachers, so much so that I recommended them to the Board of Education for regular teaching positions. I can see that the Center for Urban Education at the University is doing an outstanding job in the field of preparing teachers for urban schools. I only wish that more colleges and universities would take the same giant step in this direction. It would make the urban schools a much better place for our children to learn.
>
> I also had a chance to see, hear and meet many of the outstanding people who are involved at the University at a workshop that was held at P.S. #26 in Paterson, and I can see why the students are so far ahead of other student teachers.
>
> I would have to say that the sixteen week student teaching program is one of the best moves made in student teaching I can remember.

I shall always be indebted to the University for sending us such great student teachers, and if there are any available teachers that come out of your program, please let us know, we would like to have first chance at hiring them for our school system.

APPENDIX 10

Letter Two

Mr. Jerome Gibson, a veteran of fourteen years in the Paterson Public Schools and now a principal in P. S. #13 said the following about one of the student teachers from the Center of Urban Education:

> First I would like to congratulate you on such a great positive step you have made in the field of urban education. I think the new sixteen week urban teacher program can be a real big help to the children, student teachers, and schools. The student teacher is in the school long enough to have a greater chance to measure growth of the children and the efforts of good teaching bring to children. In the traditional eight week program the student teacher is not in the school to measure herself on the children.
>
> I found ___________, the student teacher I had in my school to be:
>
> a. a person that believed she could make a difference
> b. very positive in her attitude
> c. seemed to be concerned with all the children as individuals
> d. very pleasant
> e. established a great rapport with the entire staff
> f. great relations with the community people
> g. great with parents
> h. very knowledgeable about urban problems, racism, poverty and many things most college seniors are not aware of.

This kind of program should be used in all colleges and universities that train teachers. Too often we try to retrain the teachers we get to teach the children in the inner-city schools. Far too often they have received their formal training in a college that is unaware of the problems that exist in the urban schools.

There are workshops set up in the Paterson School System for new teachers to try to train them for:

a. class management and pupil control
b. methods and techniques of instructing inner-city children
c. school law and teacher's legal responsibilities
d. pupil accounting and record keeping
e. teacher awareness of ancillary services (special services, audio visual aids, etc.)
f. teacher attitudes towards inner-city children, teachers, administrators and parents
g. manipulation of supplementary materials.

I found the student teacher from the University of Massachusetts with the additional eight weeks had the time to be involved with us in our workshops, and she made many contributions in the above areas. This leads me to believe that you have made real positive progress in the field of urban education. If the urban education center can continue this kind of program for training teachers these kinds of workshops won't be necessary, and our teachers can spend more time with good teaching.

Again may I say I am greatly impressed with the progress you are making in the field of education, and I would love to have many more student teachers in P.S. #13. Also I would love to have some of your graduates as regular teachers in P.S. #13.

APPENDIX 11

STUDENT A

Comments by student teacher referred to in Mr. Napier's letter (Appendix 10).

> My student teaching has been a valuable experience. To start with, the University of Mass.'s program here in the city of Paterson got off to a bad start, but it was due to the fact that we were the first to go out in the field under the new program. The many things I had heard about city schools and city children were very frightening to me. We were sent to different schools by the Superintendent of Schools. These were schools that the principals had agreed to accept this kind of new program.
>
> I went to my school (P.S. #4) and met the principal, Mr. Napier, he discussed many things about the school to me, both positive and negative, which I did appreciate after being there only a day or so. I was very happy when he told me I had the right kind of attitude to work in his school. He took me around the school to meet the teachers, office staff, vice principal, and many of the students. I was also glad to know he was a personal friend of my supervisor from the University. He was very friendly but very firm in enforcing his school policies, he always let me know the children in the school were his main concern and they were his main reason for being there.
>
> I spent the first three days going to different classes and observing teachers and children. I spent a day with the social worker, she was very helpful to me, I had a chance to make a home visit with her my first week in school. I found the parents very much interested in their children. This made me all the more concerned about doing my very best as a student teacher.

I started the very hard task of selecting a cooperating teacher; I was lucky to get the one I wanted, Miss Hazel Gibson and she agreed to take me and let me work with her. The principal informed me of the very high ratings she had received over the years. And I was told that I would have a very rewarding experience working with her, which I can say was true.

My first day in the classroom was quite unusual. To the students I was something new and also to the teacher. During the day I observed everything in the classroom quite closely. By the end of the day I was well acquainted with all of the students in the class, and half of the school knew who I was.

Observing the class was interesting and made me want to get up and start teaching. But once you were up there it wasn't as easy as it looked when you were sitting back.

About two weeks after being in the classroom, the class was to put on an assembly period for the whole school. We rehearsed afternoons, and also mornings in the classroom trying to make everything perfect. Finally, the day came, the assembly was very good. That also was my first contact with the students' parents, even though it was only an introduction. The class received a lot of compliments about the assembly. That proved to be a good experience, because I was told that when you work in a school each teacher is responsible for presenting an assembly.

That took up a low of time but we were back on schedule after that. My first teaching experience was

spelling, and then it became my lesson. Next it was science and health. Science dealing with plant and animal reproduction and in health, the study of drugs. Then social studies, we were working on Africa. I also found some filmstrips out of the few audio-visual aids that the school had, and held discussion on them. These filmstrips varied in subjects. Finally I was to teach the class the afternoons.

My afternoons consisted of many different things such as science, health, SRA Reading Lab, penmanship, English and anything else I felt the class needed.

In the mornings we used a team teaching approach. We taught arithmetic together. I would help the slower students and she the more advanced. Pretty soon we had them with a pretty good understanding of what the arithmetic was about.

The classroom was not over-crowded but contained about 20 students. One white, and one Puerto Rican, the rest black.

On Mondays and Wednesdays, I taught arithmetic to another eight grade class. And on Tuesdays, I taught a sixth grade class penmanship and reading.

The class needed money for their graduation so we decided to start a school newspaper and charge 10¢ a copy for it. A lot of hard work went into the newspaper from the students, and it turned out to be a real success.

I was also told by my cooperating teacher that good penmanship was essential in teaching a class. This was one thing I had to practice.

Each child in the class had a socially deprived problem. We had one girl who was a runaway child and who always wanted to fight, be it a teacher or a student. Some students had problems in cleanliness, state children were leaving and coming back. The biggest problem among all of the students was that of laziness.

Discipline wasn't a problem to me in the classroom. One reason was that the teacher had the class under control before I came, and once I showed the students I had authority I had my own control over the class.

At the school I saw quite a few physical contacts between teachers and students and also learned of suits being filed on teachers by parents for their children. I feel that in order to have discipline in the classroom, you don't have to hit a child, and in the end you, as a teacher, will gain more for it. I can say that I never saw my cooperating teacher raise a hand to a child and I saw the respect she was given from the students. I feel that at the end I had been given that same respect.

Some students from the William Paterson State College came over to our classroom to video tape a class segment. They asked the students different questions as to what they liked or disliked about the school, and what they would do to improve it and why. We were working on the

newspaper at the time so they did get the class in action. It is supposed to be aired on Channel 13, an educational network, as soon as the tapes are processed.

I was able to learn a lot from the family I lived with during my sixteen weeks. They made me fully aware of everything about the community. I found lots of things that I had in the course, Introduction to Urban Education, very helpful. I had the kind of freedom in the school which made me feel like trying any method as long as it meant a learning experience for the children.

I would recommend to any student at the University who would like to teach in or learn about the inner-city school to join the Center of Urban Education. The program is one you will never forget, and also one that is directly involved with what's happening in the urban school.

My student teaching was an enjoyable experience and a good learning experience. And I owe a lot to my cooperating teacher in making it that way. The most rewarding experience was that on my last day I was offered a job teaching at School #4. I can never thank the people who helped me enough.

APPENDIX 12

STUDENT B

Comments by student teacher referred to in Mr. Gibson's letter (Appendix 11).

> For my student teaching period I have participated in the University of Mass.'s intern program in the Paterson, New Jersey Public School System. Paterson, a small urban area just outside New York City, exemplifies the urban school system. During the 16 week period spent here I have had some very important and helpful experiences that I could never had experienced within the academic setting of the university community, and I feel these 16 weeks have been more valuable to me than any semester I have spent on campus.
>
> My experience began on February 1st when I first learned of my school placement from a member of the Board of Education staff. I was to work with a third grade class at P. S. #13 with Mrs. Gloria Kline as my cooperating teacher. I liked her style of teaching.
>
> The next day I went to School #13, I met with the principal, Mr. Gibson. My reception at the school was much warmer than I had expected. I was introduced to every member of the staff and was finally taken to a kindergarten class where I spent the rest of the day.
>
> I was amazed to find the kindergarten classroom so well equipped. I had never seen a public school, especially an urban school with classrooms almost over-loaded with different learning materials for the children.

The classroom had all sorts of early childhood learning materials and toys, its own television, and even a piano. I was later to find out that the very dedicated teacher there was responsible for most of the materials in the classroom.

This, then, was my first observation at #13; the school supplies only basic learning equipment, it is only through the efforts of the teacher that the classroom becomes a worthwhile experience for its children. Classrooms like this one are a rarity in urban schools. Finally on my third day I met Mrs. Kline, our teacher aide, Mrs. Streets, and the 31 third graders I would be working with throughout my internship. My first problem was obviously an overcrowded classroom.

School #13's student body consisted of predominately black and Spanish-speaking children ranging from kindergarten to the sixth grade. (My own class was made up of 18 blacks, 6 whites, and 7 Spanish-speaking children.) Its surrounding community consisted of families that were economically what I call "one-step-over-the-tracks," families who were financially able to move out of the "Projects" and lowest area of the city to a community that used to be predominantly white and middle class. One could say #13 was in one of the "better" black and Spanish-speaking areas of the city. People were constantly moving in and out of the #13 community, so the school had much student migration. During my stay at #13 two children from the top third grade class left for another school and one child came in.

My first and probably biggest problem was 3-1 was, how could I deal effectively with an over-crowded class. With 31 children it was very difficult to deal individually with each student. I have never appreciated being "grouped" myself and in my teaching one of my main goals in working with children was to treat each child as an individual, and encourage individualism in the children. I wanted to do as little grouping as possible. With a class this size though, it was almost impossible not to group children; there was too little time, and too many students for extensive individual help. These students had been grouped as 3-1 children but the variation in advancement rates of the students was so great that individual attention was demanded of the teachers.

To deal with this problem I encouraged students to work on their own, with work books, reading skills materials, audio equipment (fortunately a tape recorder and earphones were available to us) and use me only as an aide to his individual learning. On many occasions I let the children work on any materials they wanted to for an hour or so, and I found that this worked very well. In my arithmetic classes some grouping was necessary. Some children were working on very advanced material while others were struggling with regular work. In these cases I encouraged the faster children to work on their own, while I spent more time with the slower children.

I cannot say that any one student, as such, created a major problem for me; neither can I say that any one child was my best student. I tried not to

look at the children in that way. They were all there for the same reason, but still they were all different people with their own special problems. I tried to deal with each child with this thought in mind. In the case of one child who learned much faster than the rest of the class, and became very bored working with the same materials as the other students, we tried to bring in more advanced materials for him to work with. Audio-materials were very helpful to this child. With a student much slower than the others we used very similar methods; we gave him materials he could handle, and spent more time helping him. Again audio-materials were very helpful. This child had very high mechanical instincts and enjoyed working with the tape-recorder very much. He was able to set up the machine and work it all on his own.

Discipline created no real problem for me. Going into this classroom during the middle of the school year, I found that the teacher had already established disciplinary methods to use when necessary (more often they were not needed). I, of course, had to establish methods that worked for me, but once the children accepted me and respected me as their teacher this problem was very small. With this age group our major problems were never any more than noisiness during class, name calling or some petty quarrels. The noisiness during class was very easily taken care of. These children were used to very good grades; and a failing grade could very easily be used as a punishment. If they got exceptionally noisy I could threaten them with failing grades and they would immediately get quiet. The first time I used this method I actually gave each child an "F" for conduct, after that time though, only a mention of a conduct grade was necessary.

Probably the most rewarding experience of my interning came during my last week when we were getting the children ready for "Spring Festival." I was working with the girls who were doing a rock-n-roll dance for the festival. I had taught them the dance and practiced it with them for several weeks. Up to the day before the festival, I had directed them, and told them at what point in the record they were to change steps. I couldn't direct them while they were actually performing and I was afraid they wouldn't make the right changes. I told them they had to go on their first try without any mistakes. On the night of the festival they were the only class to dance without having their teacher out front to direct them. These children were used to working on their own and, to my surprise, they proved themselves very capable of working on their own show.

I was fortunate to have worked with a very good class, a very good teacher, and a very good school during my student interning. School #13 was probably not the best example of an urban school situation, and I think it was maybe a little better than most urban schools. I did not experience many of the problems that many student teachers have, but I do feel that with my experience at #13, I can handle my teaching in the future with less problems than I would have if I hadn't had the #13 experience.

There is always room for improvement in any program, I would like to suggest that the Center of Urban Education would do more research on some of the negative things we found in the program like:

1. Plan our field trips in the beginning of our student teaching program, because it is hard to give final exams to students and not be there to grade and explain the results to the pupils.

2. Have all student teachers to register before we leave the campus for our field work, so we don't have to make a trip back just to register.

3. Have the methods teams to visit more than three times during the term. It would be great if they could spend the first week with us.

4. Have some kind of seminar when we return to the campus, for three or four days.

APPENDIX 13

STUDENT C

Comments by student teacher in Public School #28.

I worked as a practice teacher in Public School #28, Paterson, New Jersey, for a period of sixteen weeks.

I found that the philosophy and attitude that is fostered by the Center of Urban Education, School of Education, University of Massachusetts, is almost synonymous with those of black administrators, teachers, parents and children indigenous to the district in which I taught.

The fact I lived in the community in which I taught allowed me to interact and communicate with people from all walks of life. This experience greatly enhanced my ability to function with the kind of positive frame of reference which I could not have achieved through any other medium. The class, Introduction to Urban Education, did much toward preparing me for these experiences.

The cooperating teacher with whom I worked shared with me awarenesses and techniques that strengthened my ability to prepare and provide effective classroom presentations.

I learned a great deal teaching on the 4th grade level, however, I felt I needed some experience teaching in the upper grades. To my good fortune the administration under whom I worked had the foresight to build into the program the flexibility that allowed me to change to an 8th grade class. The administrators also built into our program the right to observe and choose another cooperating teacher. This good

planning by the administration was definitely conducive to positive relationships with coordinating teachers, practice teachers and most importantly, the students.

Good planning and flexibility of programming had much to do with positive interaction and communication with parents. This attitude carried over into the professional areas as well - it was not uncommon to meet and talk with members of the Board of Education, our school principal and other teachers. I feel as though I have a definite stake in the school district, in the school and in the community.

There were other practice teachers in the same school, from schools other than the University of Massachusetts, who were on the traditional eight week program. Many felt they could have gained more, in fact, had they been available for sixteen weeks.

I am a product of a white middle class background. I really wanted to go into an inner-city school and practice teach. I did not let traditional fears and myths concerning the black community and blacks in specific deciminate my desire.

Many of the negative things I had heard about inner-city children I found to be vastly distorted. I found myself working and living with real people in a real situation for the first time.

To my amazement and great satisfaction, I was offered a teaching position at P. S. #28. The job was offered to me by the principal. I am to begin my teaching career next term.

APPENDIX 14

I. It is strongly recommended that all Urban Education undergraduate majors take the following courses:

Course #	Title	Credits
313	Introduction to Urban Education	3
E51	Survival Strategies for Urban Schools	3
267	Urban Community Relations	3
	During Student Teaching	
C04	Internship in Urban Education	12
E49	Methods of Teaching in Urban Schools	6
	After Student Teaching	
268	Curriculum Development in Urban Education	3
	Total recommended Urban Education credits	30
	Additional Psychology credits required for Massachusetts Certification	3

II. Additional courses offered by the Center of Urban Education:

E50	Current and Successful Leadership in Urban Education	3
E61/686	Performance Curriculum in Teaching Reading and Language Arts in Elementary School	3

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