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Inner-City Education: Are We Failing?

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ABSTRACT
                These collected papers and reports, many taken from
the Professional Education Seminar at the University of Northern
Iowa, concentrate on the failure of inner-city education. A number of
essays attempt to analyze the role of teachers, administrators, and
communities in the failure of inner-city education. Also, there are
several field reports on specific cities. Teacher preparation for
working with disadvantaged black students in an urban setting is
discussed at length. (Editor/JW)

INNER - CITY EDUCATION :

ARE WE FAILING ?

Edited by

William H. Dreier

and

John M. Earls

Collected papers and reports, many from the
Professional Education Seminar at the
University of Northern Iowa.

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50613

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FOREWORD

Throughout its history the United States has made a significant invest-
ment in education. The measure of our faith in the educational process and
its importance is reflected in what we have expected of our schools. As
Professor Henry Commager pointed out some years ago, the American schools,
particularly at the elementary and secondary levels, have been given signi-
ficant tasks to perform. They have been expected to provide an enlightened
electorate, to encourage national unity, to carry on the Americanization
of a large immigrant population, and to be examples of democracy in action--
a place where opportunity is available to all and where achievement is
rewarded without regard to economic or social circumstances.

In recent decades we have become increasingly aware that the schools
have not met all of our expectations and that new problems are emerging that
are not being confronted by the old patterns in our educational system. The
mobility of population within the country and into the country has resulted
in concentrations of people--many from areas of great educational neglect--
in the large metropolitan centers of the land. We have not been prepared
to make the revision in educational practice which the new problems demand.
While by no means the only centers of crisis, the inner city is uniquely
representative of our failure to fulfill our educational expectations for
all children. In fact, we confront an obvious deterioration in the achieve-
ments which we know are essential if we are to build a society of free,
dignified, self-respecting human beings.

We have been a pragmatic people. Once a problem has been identified
and analyzed, we sought solutions--solutions which have not always followed
traditional modes of thought or behavior. In the light of the answers given

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in these papers to the question: Inter-City Education: Are We Failing?, we must now move more consistently to the attack. History will not deal kindly with a people who know their problems but who fail to make the sacrifices necessary to meet them. Not the least important group of people who must exercise good judgment, develop significant initiatives, and educate a populous concerning existing problems, are the educators at all levels of American education.

We hope that the papers submitted in this publication will make it possible for many to concentrate on solving some of the significant problems that have developed and continue to exist in inner-city education.

William E. Lang

Vice President for Academic Affairs

August, 1969

INTRODUCTION

William H. Dreier
Professor of Education
University of Northern Iowa

The challenge of teaching in the inner city came to the attention of
the general public a number of years ago with the publication of such books
as Black Board Jungle and Up the Down Stair Case. The assassination of
Dr. Martin Luther King, Jr. at Memphis and of Robert F. Kennedy at
Los Angeles and the Black student demands of Liberal Arts Colleges have
caused educational leaders to consider the complexity of this problem yet
to be solved by our nation. The shock waves of these events should have
particular significance for the Central State Colleges and Universities
located in the Bible Belt. The public and private colleges in these states
were among the first to be attended by Negroes. Here some of the town and
the farm boys and girls (and a very few Blacks) filled with the Protestant
work ethic, initially earned a B.A. from a teachers college and then an
advanced degree from a large public or private university. Many became
academic scholars and educational leaders at the state and national level.
These facts and the other events helped select "Inner-City Education: Are
We Failing?" as the theme for the Fourth Annual Seminar of the Central
State Colleges and Universities.

The public institutions of higher education in twelve central states,
which trace their history back to State Teachers Colleges and to Normal
Schools, work together as the Central State Colleges and Universities.
Institutions in CSCU numbered 45 in 1969. They were located in towns,
cities, and metropolitan areas ranging in size from a population of 1,151
to 3,550,404. Four institutions in the largest urban centers plus four in

large cities were located in Standard Metropolitan Statistical Areas, each
with total populations in excess of 100,000. The majority of the CSCU
members were located in cities between 10,000 and 50,000 with a median
population of 17,800.

The Central State Colleges and Universities initiated a Cooperative
Research Program in 1957 when ten men representing many of these institu-
tions met at Cedar Falls on the campus of the University of Northern Iowa
(then Iowa State Teachers College). Every year since a steering committee
has sponsored cooperative research projects under the direction of Dr. Herbert
Silvey and the Bureau of Research and Examination Services at Cedar Falls.
The number of cooperating institutions has varied with the specific project
and the year. In some years the CSCU membership had expanded geographically
to include Ohio in the East and Colorado in the West. The core group has
regularly extended from North Dakota and Minnesota in the North to Oklahoma
and Missouri in the South. Study #32, Campus Environment Study, published
in February, 1969, was supported by 21 institutions.

A new dimension of cooperation and concern among the Central State
Colleges and Universities developed with the first Professional Education
Seminar in 1965. In November of that year 40 professors from 17 institu-
tions gathered at Cedar Falls for a series of lectures and discussion groups.
The proceedings were published in 1966 as Social Foundations of Education:
An Essential in the Professional Education of Teachers by Robert Beck,
Merle Borrowman, Raymond Callahan and William O. Stanley.

The impact of the Report of the U. S. Commission on Civil Rights, The
Equality of Educational Opportunity (Coleman) report, and other pressures
had come to the midlands by 1968. Some leaders had felt Black Power and

all had read about the unrest in schools in issues of <u>Saturday Review</u>, <u>Phi Delta Kappan</u>, <u>Atlantic</u>, and <u>Journal of Teacher Education</u>. Still the topic "Inner-City Education" was not acclaimed or accepted by all members of the host institution as a live, pertinent, or significant theme for the Fourth Central State Colleges and Universities Professional Education Seminar.

The Co-chairman of the seminar decided to present the topic by asking a number of educational leaders who were directly involved with different aspects of inner-city education to attend as speakers and participators. The major presentations were to support or refute the contention that inner-city education was failing. Additional contacts were made with teachers and professors in school districts, colleges, and universities involved with inner-city schools. Arrangements were made that enabled these leaders to speak directly to the Seminar by means of an amplified telephone system. Following each call came questions from the audience which were answered directly by the teacher from the field.

This report of the Inner-City Seminar differs in at least two respects from its predecessors. First, the authors have added a major address on the topic which was given in Iowa following and within three months of the Seminar. This address by F. J. Johnson is presented in Chapter VI. Second, three University of Northern Iowa leaders were asked to prepare a series of position papers, and these conclude the report with Chapter VIII. The paper on "Disadvantaged Youth and the Student Teacher" by Dan Oppleman* had been prepared in the fall of 1968, and was distributed as a resource to the Seminar members. The three remaining papers were prepared by

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*The paper later appeared in the January-February, 1969, issue of <u>Midland Schools</u> and is used with permission.

individuals who teach the major courses in the professional education
sequence which are part of the requirement for a B.A. degree and teacher
certification at the University of Northern Iowa. Virginia L. Hash works
with the "Teacher and Child" course; John M. Earls with "Psychology of
Learning," and Edward Rutkowski with "Social Foundations of Education".

Chapters II through VI come from educators with a background of
teaching in large and small cities and in rural areas. The authors have
a wide range of academic degrees and positions. Richard G. Larson, author
of Chapter II, has a long-time interest in teacher preparation at both
pre-service and in-service levels and is currently Director of Urban
Education, University of Wisconsin - Milwaukee. Robert R. Wheeler, who
prepared Chapter III, served as teacher, counselor and Vice-Principal
before becoming Assistant Superintendent, Division of Urban Education,
Kansas City.

Harold Spears worked for years as curriculum director before becoming
Superintendent of Schools at San Francisco. He presently is Visiting
Professor at Indiana University. Combining the academic, community, and
society concern in a unique way is the job of Willard J. Congreve, who
wrote Chapter V. In 1968 he was on leave from the University of Chicago
and was working as Director of the Chicago Comprehensive Project - Woodlawn
with the Chicago Public Schools.

Late in 1968 the Iowa Teacher Education and Professional Standards
Conference had as one of their speakers F. J. Johnson. He had been a
teacher in a number of large city districts before assuming the position
of Professional Service Coordinator for the Association of Classroom Teachers
of the National Education Association. His paper is included as Chapter VI.

No publication is completely the work of just those whose names appear in the table of contents. A key person in the background of the Seminar was Donald H. Smith, who in the summer of 1968 spent several days on the campus at Cedar Falls. At that time he was Director of the Center for Inner-City Studies, Northeastern Illinois State College. He was consulted about seminar leaders along with Henry W. Parker, then Assistant Professor of Latin at the University of Northern Iowa. With their help it was determined who would be asked to attend and who would present their experiences as inner-city educators over the telephone to the Seminar. From the seven field reports presented at the Seminar, Chapter VII includes the ones from Northeastern Illinois State College, Fisk University, Texas Southern University and a longer, more detailed report by the host school.

The question mark has been used with the title of this report. While it may be documented that inner-city education is failing, that conclusion can also be questioned. The speeches, field reports and position papers are presented with the hope they will stimulate changes and innovations for better teacher preparation for inner-city education. If this area of education fails, then the community fails, society fails, and the future of the profession is, in the words of the cynic, "only an academic question".

WHY TEACHERS FAIL IN INNER-CITY EDUCATION

Richard G. Larson
Director of Urban Education
University of Wisconsin-Milwaukee

I have elected to begin by reading something to you. I call it "Some
Subliminal Second Thoughts from the Secret Diary of a Discontented School-
marm." It's O.K., it's respectable. The content goes like this, "He was
in my classroom but he didn't choose to be there. He didn't choose this
school, and he didn't choose me as his teacher. He didn't select his
father's income, his mother's absence, or his crowded house. He didn't
choose to confound my pet curriculum and my pet teaching prescription. He
didn't choose to value different things than I or to speak in a different,
albeit more colorful idiom. He just didn't choose. He can't smile nicely
when his world tells him to feel angry, nor can he frown away warmth and
fair play. His mask is not like mine. He could never comprehend the gap
that separates his mercuric moods from my pale, practiced rightness. He
didn't decide one day to shape his nose, his brow, or his mouth into forms
that trigger my discomfort and my disdain. He doesn't know that he won't
learn if I don't think he can; that my eyes and my voice limit his circle
of friends. He doesn't know how much his future depends on me. He just
doesn't know."[1] Now it seems to me that in one way or another the teacher
who has not asked himself about some subliminal second thoughts of his
own may fail. He may fail slowly and painfully, almost without recognizing

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[1]Richard C. Larson, "The Secret Diary of a Discontented Schoolmarm",
Wisconsin Journal of Education, (October, 1968) p. 14.

that failure, or he may go down in cataclysmic flames; but fail he will,
if the second thoughts don't come and he relied on the first ones, the
ones that we gave him.

I like to think of teaching as an emotional, intellectual adventure.
I like to think of teaching as an act combining the mystical artistry of
the sensitive soul with the hardnosed demands of the taskmaster. I'd like
to see teachers raise some questions that take a lifetime to answer and
others that satisfy now, so that both the teacher and the student look for-
ward to tomorrow. I'd like to think of classrooms as places where both
successes and struggle were daily fare; where controversy raged; where
students talked to one another about their differences as well as their
sameness, and where independence and responsibility grew. You would, too,
I'm sure. But the bookshelves tell another story today -- look at them
and we see Death at an Early Age. We see Our Children Are Dying, Education
for Alienation, The School as a Factory, Walk the White Line. These
aren't the same kinds of criticisms that grew up a decade ago, when Sputnik
spirited a sudden effort to teach science to middle-class minds in an
atmosphere of academic excellence. These are cries of despair. They don't
speak of weakness -- they warn of collapse. Teachers do fail. The momumen-
tal evidence of that failure is surpassed only by our awareness that boys
and girls differ physiologically, and that high school seniors are bigger
than second-graders. Teachers leave inner-city assignments by the thousands
while others leave the profession rather than confronting that failure.

In the era just passed, before the students, the militant blacks and
the angry poor showed signs of organizing to improve schools, the worst
teachers the profession had to offer could hide comfortably in their castles,
protected by teacher shortages and by commonly held notions about the

intellectual inferiority of poor people. And while our heads were turned,

critics began to peek under our public relations rug and found the incredible

school achievement deficits being shouldered by those we would rather not

teach. While children of the poor came to school with minimal orientations for

that institution, and with a lack of preparation for formal school learning, we

watched the academic deficits grow. We changed with characteristic inept-

ness -- too little, too late. While we fumbled to assuage our guilt, the

conditions of the inner city grew to their present proportions, to wit:

1. There is serious doubt that the problems of the inner-city school
   can be solved within the framework of public education.

2. In many cities, effective communications between the schools and
   their constituents have completely broken down.

3. Violence committed by teachers and children has grown to be common-
   place in some places.

4. The ranks of uneducated grow daily.

5. The culturally disadvantaged of white suburban America have remained
   untouched except for the growing paranoia; while we feared integra-
   tion for fifteen years, we now also fear that black strength and
   unity waxed strong by the separatism that we insisted upon.

   Why do teachers fail in inner-city education? It would be very easy

and comforting to blame it all on racial tension, or to blame those other

institutions: the credit store chiseler, slum landlords, crowded homes,

high priced merchants. But that's too easy. Teachers fail because we

don't prepare them. They fail because we drop them in classrooms and forget

about them. They fail because they become dehumanized prisoners of the

establishment without any help or recourse.

   I think that this is your most important business. I think it is

because all teachers, wherever they're trained, will spend some time teach-

ing in an urban setting. I think it's your most important business because

virtually all of them, and us, are culturally deprived, economically smug,

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and racially bigoted. I think it's our most important busi.ness because we
have maintained a middle-class institution for middle-class whites only;
we've had a hand in making this mess and we have a moral obligation to get
out of it.

We've built a model. The model is outdated. In many places the model
is suited only to a rural yesterday. It teaches people to fit in a
dysfunctional system. The field work is too often artificial. Students
work alone in selected classrooms, emulating teachers that we trained ten
years ago. I'm not belittling experience, but I'm saying that maybe the
best models for students left the profession ten years ago. Our field work
provides some vague notions about loving children, lesson plans, teachers'
guide books, institutional propriety, but little, for example, about working
on a professional team, about differentiating instruction, about effecting
change, about coping with crises that happen daily.

The field work, while being artificial, is also insufficient. Virtually
nothing is done during the first two years of teacher preparation. There
is no field connection between the nature of the community and Sociology 101.
Candidates for teaching take speech, but learn little about communicating
with parents or about reading nonverbal cues, or about the anatomy of a
conference, or about how to stop being defensive about the school. They
take American History where the black man's world is portrayed as a silent
shuffling behind Booker T. Washington. They take English, but learn nothing
of dialect. Or, they might take learning theory courses. These acquaint
the teacher candidate with a variety of theoretical groundings and/or labo-
ratory points of view. Typically, any immediate application to classroom
learning is virtually impossible, since white rats neither summarize personal

experience nor attend school. The leap from theoretical hunches to class-
room learning theory is seldom made when the teacher goes to work because
she is then learning the real scoop from the teacher across the hall and
the person who told her all that stuff in the first place is, after all,
in the psychology department and therefore doesn't count.

Teacher education bears the symptoms of the caterpillar syndrome.
Fuzzy coated and well camouflaged, it humps and wiggles its way from plant
to plant. At the time when radical changes are about to take place it
spins a cocoon and insulates itself in surrounding environment. Teacher
preparation too often reflects but a limited relationship to the tough
complexities. How can schools respond to the wide range of learning styles
that characterize youth? What are effective ways for teacher to redirect
students with behavior problems? What outside resources might one enlist
to broaden school learning? What constitutes effective communications
with the community? How can you teach those you hate, when you've neither
been taught well to do the teaching or taught at all to stop the hating?

The model is culturally sterile. The model, students tell me, is
irrelevant. They don't believe in us much any more. We are to them
satisfied establishment men. The education students at the University of
Wisconsin-Milwaukee have organized, and they're active and concerned, and
they're saying we're not getting what we should get. We're being short-
changed and you're going to change it for us.

I have another suspicion that somewhere along the line we teachers get
a magical sense of fundamental, absolute wisdom that alludes me. Do we
teach that research is, after all, a graduate school exercise and little
else? The research point of view among teachers is so uncommon that

Robert Linn was probably right. Research without value decisions becomes
the ditty bag of idiots filled with random meaningless hoardings. Teachers
have little sense of alternative solutions to the disparate problems that
beseige them. If Mandrake or God will stop whispering in their ears, we
might be about the business of developing a sense of tentativeness among
teachers concerning their classroom behaviors. If we can, research will
take on a refreshing and practical meaning.

Let's take a closer look at the causes for the failure of teachers
in the inner city. It seems to me that one of them is that we treat kids
that lack institutional savvy -- that is, the ability to exist successfully
in a bureaucratic environment -- as though they were either programmed
automatons or sophisticated executives. Inner-city kids often don't have
a lot of real survival skills with them when they arrive at school. They're
too busy surviving themselves. Let me give you an example of what I mean
by institutional savvy.

My son, who is seven, was in the lavatory with two other boys when
the librarian came in and the boys were giving karate chops to paper towel-
ing and the librarian said, "That's very noisy, you shouldn't give karate
chops to paper toweling in here," and he sent my son to the principal. The
principal said, "Why are you here?" and my son said, "Because I was giving
karate chops to paper toweling in the boys' lavatory." The principal told
him that he shouldn't do that, and he told him that he must go home and tell
his father what he had done. Well, he came home and said, "Dad, I was sent
to the principal," and I said "Why Hans?" -- that's his name, Hans. He
said he was giving karate cops to paper toweling in the boys' lavatory.

Now, I want you to understand that I don't have any big ethical hangup

about giving karate chops to paper toweling. I really don't. It's not a big problem for me. So I said to him, "Hans, I don't care if you give karate chops to paper toweling in the boys' lavatory, I really don't care. But if you elect to, it's likely that the male librarian will come in and stop you, and send you to the principal; therefore, it might be prudent if you chose not to give karate chops to paper toweling in the boys' lavatory." Well, he chose not to. I think he got enough institutional savvy so that he could survive in that second grade classroom. Incidentally, as a little aside, I told that story to a first grade teacher in the inner city and she said, "Funny thing, I told my kids that the paper is so cheap that it tears very easily and that the only way that they can get it off the roll is to go like this - - - -."

Our response to differences among youngsters is to intensify the symptoms of bureaupathology. So we make more rules. We become more rigid. We create more dehumanization, and subsequently, we have more failures, both on the part of youngsters and on the part of teachers. First, we organize him so he has some institutional space and time, much as Elizabeth Eddy describes to us in Walk the White Line. We give him his space under the desk and on top of it with a little on each side, which can be expanded with appropriate kinds of signals. Then we silence him. We silence him with a hierarchical ordering of interaction between people that grows more rigid as the institution changes. Philip Jackson tells us that the major characteristic of the successful student in today's school is patience.[2] He's put in a place where interaction between one another is most natural, but the institution expects silence and he's got to master patience or he's sunk.

[2]Phillip W. Jackson, Life in Classrooms, (New York: Holt, Rinehart and Winston, 1968).

Finally, we give him someone else's curriculum and label him stupid because he doesn't fit it. Usually, we've gone through the practice of listing "developmental characteristics" that describe youngsters at a given age level. Then, from these characteristics, we extract appropriate content in various areas and match that content with activities -- and that's our curriculum. We run into problems once in a while if the developmental characteristics listed are like those for nine to eleven year olds that were taken from a Wisconsin State Curriculum Bulletin in Social Studies.[3] For example: 1) the child at this age is becoming increasingly better controlled in the expression of his emotions. On the surface he appears quite serene and placid; 2) the nine to eleven year old is rapidly developing self-confidence; 3) the span of attention of a nine to eleven year old is almost endless; 4) when home alone, he is completely absorbed in a radio or television, or in making scrapbooks; 5) a marked step to maturity is evidenced in judgment, ability to comprehend, make generalizations, and do reflective thinking; 6) he can meet disappointments, accept criticism, and profit by the experience; 7) he has longer periods of sustained effort in school. What if a youngster came to school and doesn't fit those developmental characteristics and the curriculum that was built from them? Then he is atypical. If he's atypical in the eyes of the school, and in the eyes of the teacher, failure is insured. The school has become a prison and both the student and the teachers are prisoners.

Another reason that I think teachers fail is that they themselves have little awareness of their own organizational existence. What is the cultural nature of the animal called "school"? How do groups, both formal

[3]Wisconsin Cooperative Educational Planning Program, Guides to Curriculum Building, State Curriculum Bulletin No. 12, (Madison Wisconsin: State Department of Education, June, 1962.)

and informal, behave, and why? What causes institutional stress? How
does change occur? What are the dynamics of institutional behavior? What
impact can a teacher or a group of teachers have on the school organization?
To give an example, organizational science will tell us that there is a
relationship between involvement in a task and commitment to that task.
We see curriculum developed on a systematized basis with teachers having
to deviate from that curriculum. On a research I recently completed in
one school system, the deviations from system-wide curricula for inner- and
outer-city teachers were compared. The inner-city teachers deviated more
significantly from the curriculum, but had to do so independently and in
a subterranean fashion.

Another example: there is a relationship between classroom control
and the pupil's opportunity to develop the social interaction which the
schoolroom climate naturally invites. But the new teacher has to learn
this herself, against the obstacle of the teacher across the hall telling
her that it is important to be strict. I call it the "firm but fair syn-
drome". It starts at the beginning of the school career for the youngster
and the new teacher interprets "firm but fair" to mean rigidity, inflexi-
bility and silence, and so on, until the youngster spends a year that way,
and another year in the next grade, and we get a fired-up sixth grade
teacher who says, "I'm going to change that. There are going to be some
relevant experiences in my classroom." He tries it, and the lid blows off.
It's a self-fulfilling prophecy.

Another example: there is a relationship between the length of socio-
metric chains in the classroom and group cohesiveness. And it's the
teacher's business to build cohesiveness so she can work with a group.
But she's got to find that out in her studies and not accidentally.

Teachers are simply not aware of the intricacies involved in existing in a bureacratized institutional school environment. The pervasive influence of the principal, itinerant supervisors, schedules, policies, and mandatory curricula provide ample institutional rigidity and assurance that little unexpected will take place in the classroom. It is not surprising that innovations and new ideas seldom are initiated by teachers, nor is it surprising that their enthusiasm wanes. Teacher status in a building, or in a school system, or in a community reflects his bureau-cratized position and should indicate to the teacher the distance that he needs to travel to get things done. Some say the school is a factory, and some add that we train the foremen.

It seems to me that the problem is this: what skills can the teacher be given to equip him to assist in altering the school setting that is similar to and equally as inappropriate as the training program that readied him for that setting? At what point can the chain of meaninglessness be broken? It's my contention that new teachers can become more effective educators if they're made aware beforehand of the institutional environment in which they will work and of the degree to which those conditions are consonant with educational goals that matter. Only when this happens will teachers have a fair chance of overcoming the educational obstacles that they face.

I think another obvious reason for failure is the enormity of the culture clash the teachers undergo. Their "right" values have been enforced by the teacher's preparation, only to be challenged by children who didn't go through that preparation. Maybe Frank Riessman had something when he said, "Youngsters six years old that we call apathetic are not being quiet

because of a language problem, but rather because the cultural gap between
them and the teacher forces their mouths shut."

Our heritage of hate is deep and has taken many years to develop. I
have a wonderful old textbook here written by Fanny Coe and it's called
"The World and Its People, Our American Neighbors." It's a good example,
I think, of how we've been taught through the generations to "respect
differences in people." Fanny got down to Central America and she said,
"The people make a fatal error of never doing today what they can put off
until tomorrow. The national vice of all these republics is indolence."
She goes on to say, "The native of Chile is very proud of the leading
place which his country holds among the other states of South America. He
thinks the U. S. is the only country to compare with his; but if you should
tell him that it is the English who made Chile an enterprising nation, he
would give you a terrible look out of his haughty Spanish eyes and perhaps
draw that murderous Chilean knife that he is only too ready to introduce
into conversation over the slightest pretext." Fanny left there and
traveled some more. She said this about the Indians who live in Tierra del
Fuego: "They are among the lowest people on the face of the globe. They
are repulsively ugly and have very little intelligence."

We have a heritage of learning how to value differences in people.
We get it from other places, too. This book was written in 1831. It's a
religious book. The title is, "Friendly Society Sermons to Which Are Added
Few for Charitable Societies, All Written With the Same Object of Setting
Forth the Causes of Distress Among the Poor, and of Pointing Out the Proper
Remedies for its Removal on Scriptual Principles, by One Who Has Had Much
Practical Acquaintance With the Conditions of the Poor, the Minister of a
Country Parish." Now some of us were taught, you know, that people are

poor for one of two reasons. In a land of opportunity like ours, where anybody can make it who really wants to, there are only two reasons left why someone doesn't have any money. One, of course, he's lazy; and two, of course, he's inferior. Listen to this. "If any provide not for his own, especially for those of his own house, he hath denied the faith and is worse than an infidel. Words of plainer meaning or stronger expression cannot well be conceived than those which the apostle here has made use of to inculcate a duty which must ever be considered as necessary for the temporal happiness of mankind. By this rule it is clearly enforceably established that every Christian man is bound to provide a maintenance for his own family and to keep them as far as he is able from being thrown on the bounty of others. Negligence herein is stated to be a crime and such stress is laid on the observance of the precept that he who disregards it is placed on a lower level than a heathen or an infidel."

I remember singing barbershop quartet stuff and one of the numbers that is popular in barbershop quartet singing is "After Dark." I don't know if any of you know it. "After Dark" goes like this: "After dark when everything is still, and the moon comes creeping o'er the hill, I'll be waiting patiently for you, for I love you true, yes indeed I do, my honey. Come along among the everglades, watch the coons, see how they promenade. You're my everloving queen of all the dusky maids, for you're my moonlight Lou." It occurred to me after singing that song, that it's really all about the hanky panky that went on on plantations for years. That it's part of our culture.

Blue corpuscles; teachers have them, just as we do. Those are the little corpuscles that are activated when we're confronted with people who differ, or hate differently, or value different things than we do. So

while I can be sure that it's appropriate to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent, when someone else suggests by their behavior that they don't believe as I do, why they're wrong, of course. Teachers see it in the coffee room all the time. "That Johnny Jones, is that kid dumb?" "You know I visited Mrs. Smith's home and she offered me cake. Can you imagine eating cake in Mrs. Smith's home?" "I don't know why I waste my time working so hard to help that Jones boy. All he'll do is go back and be dissatisfied with his environment." Or the kindergarten teacher who ran up to me in the hall one day after standing, giggling with a bunch of teachers, recently after the first black man had been added to the staff, and she said, "Mr. X bought a car and I knew it would be purple." It wasn't purple, it was wine. Blue corpuscles.

We're mistake-oriented people in school, and that helps teachers and youngsters to fail at the same time. Rudolph Dreikurs talks about our pre-occupation with perfection.[4] Mistakes become wrong. Not making mistakes becomes right. So the youngster who is atypical in school, and feels he might make a mistake because the institution threatens him in that way is more likely to make one. So he doesn't have the luxury of confidence. Our expectations are low. Read Davidson and Lyon's study of the relationship between youngsters' perceptions of how teachers feel about them and other factors such as achievement, socio-economic status, race, and sex, and guess who's on the bottom of the pile. Those who feel that teachers think least of them are boys, and their achievement is lowest. The next lowest step is low-income boys, and their perceptions

[4]Rudolph Dreikurs, "The Courage to be Imperfect," tape transcription.

of teachers' feelings about them are also lower.

I remember a teacher in a graduate class one night who said this to another teacher. "I'll bet if I had two cumulative folders on the same youngster, and if the only information on the first one was that father is a Ph.D., mother is president of AAUW, lives in the outer-city and that there are two children; and if the other folder said that mother works at a restaurant, father is part-time worker at a foundry, there are eleven children, and an inner-city address, would that affect your perception of the youngster at all?" The other teacher said, "No; no it wouldn't." At the end of the class period we asked ten people arbitrarily to stand up, and we numbered them off, and the rest of the class ranked them on what we thought was their intellectual capacity (from one to thirty-five, since there were thirty-five people in the class). After getting a judgment about these teachers' intelligence we forgot about it until the next week. At break time we read a phony announcement about one of the ten who had been rated the previous week: "The Chancellor and the Dean of the School of Education are pleased to present this academic honor to Mrs. X for her outstanding scholarship in preparing an article on graduate courses in education. It is the first article that's been accepted by the Journal of Teacher Education from a graduate student at this University. The University applauds you. Congratulations Mrs. X." Everybody applauded and we had coffee. And at the end of the class, the same ten stood up and we rated them again. What happened to Mrs. X? Her score went up four and a half points. Blue corpuscles are very active.

One new teacher wrote this, privately, in a journal that she kept about her experiences. "I have come to realize what an important part my

background has played in influencing my views toward the Negro. Although
I have moved into an area where Negro families live near, I have not
gotten to know any yet. I have a kind of fear. I'm not able to look at
a Negro without seeing his color first. There are a few classmates here
at the University and that helps a little bit. But in my home they are
always referred to as "niggers" and the area that they live in is the
'black forest,' and when there is a civil rights demonstration or some-
thing more violent such as the Watts Riot, one member of my family will
say, 'They ought to slaughter all of them.' I don't want to blame my
environment for my outlook, but I am aware that there is something there
that I have to learn to overcome." That teacher is teaching school now
and at least has a beginning of some kind of awareness.

Here is another reason why teachers fail. It seems to me they attempt
to match an inappropriate teaching model with an unreal dream. The model,
which they get from grade school to graduate school, is: teacher talks
and tests, children listen, read, and write. So we teachers of teachers
lecture about individualized instruction, we lecture about utilizing
pupils' concerns, we discuss role playing. It is not very surprising that
teachers do the same thing: lecture! And they do. We made a study
recently of sixty-five inner-city teachers who during the summer time
had only twelve to fifteen kids in their classrooms. They had complete
curricular freedom. We sent observers around to see how many activities
were going on in the classroom and who was talking, and to whom. Then,
six weeks after school had started when they had thirty or thirty-five
pupils, we sent the same observers back to observe the same thing. In
both instances, the model behavior was -- teacher talks to everybody and

everybody listens. That's the <u>model</u>. The <u>dream</u>, which comes from their

homes, from their friends, from inherited, well assimilated bigotry, and

from soft-spoken value judgments by teacher trainers, is a dream for

pastel-walled, curtained, low-ceilinged, quiet, "nice" classrooms filled

with obedient youngsters. Both the dream and the model are dysfunctional

for teachers in suburbia, as well as in the urban core. Both help teachers

to fail.

Teachers in undergraduate training have little voice in their academic

destiny. They usually do not sit on education committees; they usually do

not have clear channels for having their views heard; they usually do

not have effective organizations of their own. So when they become

teachers it is not surprising that powerlessness is evident there, too.

We do hear some rumblings about teacher welfare, school discipline, and

salary; not much noise, however, about who should select which teachers for

my school, how to involve the community in school concerns, the rights of

children to fair treatment as human beings, or what constitutes an appro-

priate curriculum.

Let me summarize for just a moment. Teacher failure is <u>our</u> failure.

I've said that I think it occurs through rigidity in the schools, through

teacher naivete about institutions, through cultural and racial biases,

through inappropriate training, and through political powerlessness. The

sad yet hopeful irony of teachers facing today's world of poverty, waste,

exploitation, bigotry, and human suffering is that, while neither their

backgrounds nor their lumbering institutions have prepared them to cope

with today's realities, the nation expects them to cut a swath through

the most complex and critical of social problems. The waddling loony bird

must overnight become a soaring eagle. And the transformation can take

place -- we live in a miraculous world.

I think we can save teachers from failing, but first let me suggest

that making sensitive souls is not enough. The NDEA experience with

Institutes for Teachers of Disadvantaged Youth, which emphasized attitude

change, and the understanding of cultural backgrounds, left teachers feel-

ing better about children, but without much new knowledge about the teaching

act. In a program for 65 inner-city elementary teachers in Milwaukee this

last summer, the teachers spent their time first, learning about the school

as an institution from organizational science people; second, considering

school-community involvement, with parents in the neighborhood on the

staff of the institute; third, trying to formulate behavioral objectives

for instruction while they worked daily with the same small groups of young-

sters.

To me, these are some hopeful alternatives to our current failure:

1) Equip teachers to survive in the institutional setting of the

school; expose them to organizational know-how and to the study

of informal and formal group dynamics. Place them in clusters

for their field experience so that they can analyze the school

setting together, making note of the extent to which institu-

tional procedures inhibit or enhance learning. By the same

token, this study should help them to learn how to legitimize

subversion and become active in it, if that's possible within

a given establishment setting.

2) Expose prospective teachers to children, youth of all ages,

early in their college experience, so that they can build

some confidence with youngsters and some skill with individuals

and with small groups. This also would give some a chance to
quit in time if they discover that they don't like working
with children.

3) Build in a chance for teachers to gain cultural awareness.
Hire staff of varying backgrounds. Seek out youngsters of
backgrounds for your student population. Pay students in
the inner city, in suburbia and in the outer city for a whole
array of field experiences. Teach black history. Try working
with the liberal arts faculty in your university to make their
courses more relevant. Is it possible that education people
could team with liberal arts faculty in course of sociology,
in cultural anthropology, or in political science? Perhaps
it is!

4) Provide students with a variety of instructional models. Role
play extensively. Utilize the youngsters' concern; plan in
teams. Encourage controversy and disagreement. Make teacher
education, in short, an exciting thing, so that schools might
become exciting, also.

5) Try placing fledgling teachers in inner-city situations in
pairs so they can survive in the system by supporting one
another.

6) Follow up on first-year teachers, or second-year teachers.
Visit them, call them together, exchange tapes with them;
bring them all the institutional support that you can muster.

7) Teach them to work in professional teams. They should leave
school expecting to be observed, expecting constructive criticism

by colleagues, expecting to use volunteer and professional
services, expecting to diagnose and plan together.

8) Orient teachers toward an attitude of tentativeness by making
research a classroom tool. I think Riessman was wrong. I
don't think we need more traditional, "firm but fair" maidens
in our classrooms. I think we need to find some teachers who
remain students of education for their entire professional
careers.

9) Build in some mechanisms for teachers to get to know themselves
a little better. Perhaps small group discussions with trained
personnel could help some teachers and change some others. It
may lengthen their antenna when they interact with children or
with parents.

10) Organize students of education. Place them on faculty committees.
Hear their grievances, then do something about them. Train
teachers to become political activists.

11) Build a sequence of options in urban education so that those
going immediately into inner-city settings should have received
appropriate and intensive training; and, for all others, provide
a comprehensive background in urban education.

12) Finally, above all, teach them how to teach. Be hard-nosed
about it. Help them with questioning skills, with diagnostic
and with guidance tools, and with the ability to manage a
classroom. Help them to work in small groups to discover
where they're going, exactly, with their teaching, how they're
going to arrive there, and how they'll know when they have.

Teachers do fail. So do all of us. Some are saying that it's already too late to do anything about that. It seems to me that if we think that inner-city teaching is not our business, that if we feel comfortably removed from the urban horrors that we have built, that if we don't change now, then they are probably right.

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WHY SCHOOLS FAIL IN INNER-CITY EDUCATION

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I had better confess at the outset that as I contemplated this assign-
ment I struggled for awhile with trying to come up with a definition for
schools that didn't include teachers or that didn't include administrators
and the only thing I could fasten onto was the building. Then if I substi-
tuted building in the topic, the topic would read, Why Buildings Fail. The
more I thought about this the more I thought I had better resort to some
different kind of strategy and I finally came up with an idea that to have
this particular topic is an advantage. As Dr. Larson talked about teachers
he was lapping over into administration and I am equally confident that when
Dr. Spearsbegins to talk about administration he is not going to be able to
accomplish this in a way that is going to isolate his remarks from teachers.
My advantage is I'm in the middle so I can lap over this way and I can lap
over that way.

As I thought about what I would say there were several other points
also that became clear to me in very short order. I think that before pro-
ceeding any further I should call these to your attention in an effort to
get us on the same thought frequency and also to defend my inability to treat
the subject or the discussion in anything remotely approaching a comprehen-
sive matter. First, as I've already hinted, 25 minutes or a half hour is
much too short a time to even list the apparent reasons for the failure of
inner-city schools, to say nothing of the more subtle but nonetheless just
as important factors. Even more difficult is to trace the interrelationship

of these factors to each other and match them with recognizable areas of
educational fields.

My second point is the selection of the areas upon which I shall touch
has been influenced somewhat by my judgment of what may be of interest to
you. I have to say that that certainly is going to be a weak judgment.
Perhaps more honestly I am fairly sure that the points which I will touch
upon will certainly reflect my own biases.

Thirdly, failure as used in the topic, needs a definitive frame of
reference. The reason I'm spending some time on this point is because,
like success in education, failure can be defined in various ways. I would
like to deal with perhaps these three connotations of failure. Failure
defined as the lack of provision of equal educational opportunity, failure
defined as depressed academic achievement, and failure defined as inability
to reach fundamental philosophic objectives.

Now as to the reasons why I have chosen these items to be important
ones on the long list of fundamentals that one should contemplate as the
plight of inner-city education.

Despite the momentous decision of the Supreme Court in 1954, the practice
of unequal educational opportunity has persisted. It is manifested primarily
along the lines of economic status and racial composition. The vast disparity
is traceable to systems of financing schools and is also a function of vary-
ing degrees in the wealth of the localities. The primary responsibility
for designing the method of financing educational opportunity, the educa-
tional program, has been left with the states. In virtually all of the
states the laws place responsibility for raising educational revenue upon
the local property tax. Further, the state statutes single out educational

levies as the one tax which the electorate may veto periodically. Thus
the school districts not only must attend to limitations imposed by the
local tax base, but must also be sensitive to political feasibility. Add
to these facts the state prescribed proportions of affirmative votes necessary
for passage of an educational tax issue and you will recognize a situation
in which decisions to raise money for education turn upon rigidly strict state
laws and places educational need far down the list of state priorities. In
the larger cities levy proposals during these times, particularly, almost
never reflect the revenue needed to mount meaningful and potentially pro-
ductive tax on educational problems. Rather they reflect what can be done
to hold the frazzled program ends together in a political climate substan-
tially generated by rising taxes imposed on municipal, county, state, and
federal governments. Taxes which cannot be directly resisted are resisted
by the people who resort to the one opportunity open to them to express
their displeasure by refusal to vote additional tax upon their properties
to support the education of children.

I could go on and talk about the kind of vested interests that are
operative in the large cities scene. I could talk about other kinds of
forces which automatically resist awarding money to children. There are the
aged people. Keep in mind that our scheme of financing education places the
responsibility of paying for education upon the citizen, not the parent,
upon the citizen. That means all of the citizens and some of them don't
have children. The idea of paying for the education of children is not a
very popular one with them because of the shortsightedness of their vision.

The urban school districts, even with the conscientious recognition of
the problem of their inner cities, are helpless to employ the financial
force necessary to treat them. This is true even when promising and mean-

ingful innovative measures for attack have been developed. The inner city

then, needing reverse financial discrimination to equalize educational oppor-

tunity, is subjected to decreasing financial power supporting its programs

which has been contributed to by relentlessly rising costs of education

generally.

If by now some question has arisen in your minds about the additional

aid received by large city school districts from federal sources let me

quickly resolve it. The extent of federal assistance when held up against

the magnitude of needs in the inner city is woefully inadequate. The timing

of the allocations is discordant with sound planning and moreover some of

the funds which have been set aside for the improvement of the education

of inner-city children have been reduced. I think that with the events of the

fall, 1968, election the chances for their being reduced even more drasti-

cally have risen. In addition to this a great deal of tension has been

built up around the administration of these programs because of the mythical

fear of federal "intervention" in education. We all know that the federal

government has long been participating in educational enterprise. Further-

more, if I may ask this question, if you were not participating, should it

not be?

The summation of the financial situation which I have described to you

can be driven home without boring you with excessive statistical detail.

The expenditure per pupil, per year, in wealthy white suburbs, which ring

the city which contains the poverty stricken ghettos -- is as high as $1,000.

That is the per capita expenditure in the suburbs. In the cities it is less

than one-half that amount. The irony of this is, of course, that the problems

the most intensive, the most knotty problems, the most pressing problems,

the problems that have the largest potential for explosion exist in the cities
where the amount of money being spent on education is about half that of the
more fortunate suburbs.

Here's another point that I would like to make. In the inner city if
we do not count the federal funds specifically directed to the education of
the disadvantaged pupil we find an even greater disparity. What I'm saying
is that the per capita expenditures of local funds in school districts prior
to the last few years has been less than the per capita expenditure for those
children who were fortunate enough to be born into life circumstances out-
side the ghetto. This crude analysis I have presented to you is a picture
of problems which eloquently cry out for solution. Meaningful rectification
however, is buried deep in state constitution so guarded by intricate legal
machinery and so thwarted by the character of the current political climate
that one must be an optimist of enormous proportions to see the necessary
reordering, forthcoming in the forseeable future. To summarize, inner-city
schools fail because of the quality of financial support we receive in re-
lationship to the enormity of their need.

The second connotation of failure is the depressed academic achievement
which characterizes the inner-city school. Implicit in the phrase, depressed
academic achievement, is acceptance of the following premise, which I consider
basic to genuine concern about the educational plight of the disadvantaged
pupil. Here is the premise:

The real ability to learn is distributed among the economically depressed
and among racial minorities in the same fashion as it is distributed among
the economically fortunate and the racial majority. The real ability to
learn, is what I'm talking about. The reason that I consider this to be

such a basic and fundamental premise is that if we cannot accept that premise

then of course the only alternative is to assume that what we are doing now,

the way we are now successful in getting inner-city children to learn is

good enough.

All of you are familiar with the recent literature which justifies this

kind of premise. This position refutes any lingering notions of inherited

inferiority traceable to racial membership and moves toward the life circum-

stances of the pupil as a strongly contributing negative factor impeding what

would otherwise become "normal" progress in learning. It also poses the

challenge which may be arrived at through the next step in logical associa-

tion. Maybe the best way to articulate this second situation is to ask you

some questions. If real ability to learn is not enhanced or inhibited by the

circumstances of birth into a particular racial group or by economic status,

why is the persistence of depressed academic achievement patterns and inner-

city schools virtually universal? The answer may be the inadequacy of the

instructional program. If one chooses not to indict the instructional pro-

gram the only remaining alternative is acceptance of the pathological, pessi-

mistic, and as yet unsubstantiated stance that the negative environment of

the inner-city child creates permanent impairment to learn. The impairment

is unsurmountable even by the design of an appropriate and instructional

program responsive to the need of the inner-city pupil.

In recent years great concern and considerable attention have been turned

toward the education of the inner-city child. Both concern and attention

have borne very little fruit if one thinks in terms of measurable learning

outcomes. Compensatory programs have reflected many strategies in their

attack. They have ranged from producing "more culture" to providing

breakfast at school. From community involvement and sometime control to

the current emphasis on reading instruction. I would just like to examine
that for a moment or two.

Implicit in the attack at the beginning on the improvement of the edu-
cation of the disadvantaged child we assumed that the reason that the child
was not learning was that there was something wrong with him. We were able
to document this as a matter of fact how far that child had been out of his
own neighborhood. I can remember one proposal in particular where there was
a great deal of effort put into describing the fact that there were a certain
percentage of the children to be treated who had not been more than six blocks
from their homes. Then there is the very popular enterprise of taking chil-
dren on field trips to the art galleries. Now, just think for a moment what
you encounter when you get to the art gallery. The artists themselves don't
understand what's hanging on the wall. To take the position that an inner-
city child, by having made a trip to the art gallery and having viewed the
works of the masters, some of the contemporary masters, that this would some-
how increase his capacity to learn, is a position that is beyond my ability
to comprehend.

For some time we said, the child comes from a home where there are no
books. Now just scratch your heads about that one, just a little bit. There
are no books and magazines in the home. The child can't read anyway. It's
a logic which escapes me. Even if the presence of books in the home would
somehow contribute to an increased rate of learning, or an increased level of
learning, then how many books need to be placed in the home? Where should
they be placed? If we could come up with these kinds of answers, then we
could wash our hands of the problem and place the books in the home and
know that we have done what we should have done for the education of the
disadvantaged child.

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I can go on and on with certain kinds of rather irrational ideas which we fasten onto as we thrash about in an attempt not to do something for the disadvantaged child, but to correct whatever was wrong with him. Keep in mind now if we are going to make any sense at all out of trying to take some extra educational measures in terms of the disadvantaged child we've got to spring from the basic premise I rehearsed with you just a moment ago. We accept a premise and then turn to whatever is wrong with the child. I've said that compensatory programs have reflected many strategies in their attack. I think that's where they have stopped.

Now we are at the point where we recognize, I think, that there is an educational skill which is absolutely crucial to educational progress. That is the skill of reading, and more and more compensatory programs are fastening onto this kind of objective. I'd like to examine that briefly because there is something wholesome in that. It admits that the current instructional methodology, techniques, and approaches are not the best of all possible approaches to the education of the inner-city pupil.

To recognize that the ability to read is essential to educational progress is to see that the cruciality of mastering this indispensable intellectual tool justifies the emphasis which now is being generated even at the expense of some of the other subject matter areas. In other words we are at the point now where we may juggle the amount of time prescribed by some curriculum department on the state level. We are going to take some of the time required to spend on history away from that subject matter area and put it on reading. A very, very insightful and shrewd decision. It is because we have come to understand that we're not going to be very successful in the teaching of history unless the child can read. A very, very, enlightening

kind of decision. A very, very, broad step forward in the field of education.

Now let's see if we can recognize another one of the problems. I want

to make a profound statement here. The instructional program can only be

executed by teachers. The teachers are trained in the colleges and universi-

ties by professional faculty who have far less than an intimate knowledge

of the educational situation which exists down in the boondocks. As a matter

of fact it has only been recently that they even noticed a specialized class

of educational problems characteristic of the inner city.

In the beginning the main objective of that notice was to theorize or

to mount an exotic research project -- the outcomes of which would present

information which those who had always been down there already knew. A short

time ago, however, the scholars joined us. They have assumed some of the

joint responsibility of providing and producing learning. As a result a

few have returned to their campuses to begin a scrutiny of the teacher-

education program..

Among the large number of adjustments which I expect them to find are

the following: 1) Teachers leaving teacher-training institutions are not

full professionalists and that's true whether they find their way into the

inner city or whether they don't. 2) Too little effort is being put into

understanding thoroughly how children develop.

It's driven home to them that they ought to go on field trips. It's

driven home to them that they should develop some self-concept in children.

I don't know of any phrase that is more over-used than "We must give some

self-identity to inner-city children and particularly to black children."

So we bring people like Jackie Robinson into the classroom. We select some

textbooks where we have three or four black faces in the books, perhaps a

brown face -- all of this in an effort to give the student some self-identity.

A wholesome self-concept and a self-identity are going to be generated by that

child having enough success in school to understand that he is hot inferior.

He can compete with others like him in the society. I am suggesting that unless

we operate in a way so this child experiences some real worthwhile success

that he can translate into life, no matter how many black faces we put in

the book or how many black celebrities we parade before him he is not going

to have a wholesome self-concept. Neither will he have the kind of identity

which we say we'd like him to have.

3) It is my judgment that there is not nearly enough effort put to under-

standing the dynamics of the learning process in our teacher education pro-

gram. Teachers come to us with one course in educational psychology, ado-

lescent psychology. I find it hard to understand this because when we think

about it, the business of learning is mainly psychological. If we have people

who are taking over a classroom and do not understand the most elementary

psychological principles associated with the learning process, then it seems

to me that we are in some serious trouble.

While we are on the subject of psychology let me move to the next point

which I consider to be a shortcoming in teachers who have received degrees

from teacher-training institutions. 4) Psychological principles fundamental

to the establishment and maintenance of a wholesome interaction between

teacher and pupil have not been internalized by the beginning teacher. I

might add they are only incidentally internalized by the seasoned teacher.

I'll qualify that -- by some seasoned teachers. There are some of course

who don't ever internalize it.

While we are talking about this business of classroom interaction I'd

just like to call your attention to that. The next time you have a group
of 25 or 30 potential teachers in front of you, if you can, find some way
to get them to understand that they use the classroom situation as a means
of maintaining their own psychological homeostasis, very often at the expense
of devastating the children in the classroom. I don't mind a maladjusted
teacher as long as that teacher is maladjusted in the right direction. In
other words if this teacher is absolutely obsessed with the idea of getting
children to learn and she uses bizarre means to do it and she can't think
of anything else, that's fine. As long as she doesn't operate in a way to
injure the child. If you must allow them to leave the teacher training
institutions maladjusted, see if you can get them maladjusted in the proper
direction so that we can exploit that maladjustment when we receive them
down in the public school district and place them into inner-city classrooms.

The teacher-training programs have only recently, probably in deference
to the funding carrot held out on the end of the federal stick, taken notice
of the fact that since there are specialized programs existing in the inner
city and since the teachers who go to the inner city are going to be coming
from the teacher-training institutions, that there ought to be some organized
systematic attempt built into the teacher-training program to equip these
teachers for what they are going to encounter. When that's not the case
fledgling teachers come to us and often wallow around in trauma for years
as the result of the shock they receive when they view the actual situation
in the inner city. That is not to say at all that the situation in the
inner city is so bad that it in itself creates the trauma. It's the dif-
ference between what the situation is and what the expectation is. The
expectation, it seems to me, ought to be explored during the course of the
teacher's training before he reaches the city school districts.

There's another point. Even those students who choose the elementary area do not know enough about instruction in reading to even get started without the close direction of an experienced teacher. What happens is that we pile upon ignorance more ignorance. The experienced teacher whom this new teacher may seek out for guidance may not know how to teach reading. He probably doesn't, unless he has spent some personal initiative after he left the teacher-training institution in an effort to find out how to teach reading in the elementary grades.

Now I've already said that there is no more important subject at the elementary level than reading.

I hesitate to get into this next one, because I'm going to talk about attitudes for the most part. I listened this afternoon to how easily changes in the attitudinal structures of teachers were being accomplished. What I'd like to do is to take the 300 teachers involved in this program that I am responsible for and take them all to wherever that place was and leave them there for 3 months. Then see them come back with the kinds of attitudes I'd like for them to have. I can assure you that the ones that are operative now are not conducive to the kinds of objectives which we'd like to achieve.

One of the items that is too often recognizable within the attitudinal structures of teachers is that they reject the inner-city child. They reject the child and they reject his environment. I am talking now about both black and white teachers -- regardless of what they say. It is understandable they are not altogether to blame. In many cases they accept assignments in the inner city figuratively swathed in the righteousness of martyrdom.

The source of much of their halo originates with a recent education professor. In a conversation about placement with this new teacher, the professor advised against the city schools and particularly against the

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inner cores of the cities. He advised in favor of the suburban schools.
I may sound a bit bitter here, about this point, but it is a very real prob-
lem and if you think 1 sound bitter you ought to talk to the Assistant Super-
intendent in charge of personnel. He is already bloody from the onslaught
of the union. On one hand he is plagued by the uprising community and on
the other he can't get teachers to transfer into inner-city schools and
neither can he get the new ones to go in there.

We've got all sorts of devices working. As a matter of fact, this
might be a good place to stop and tell you about the one teacher-education
program that we have. It is called the Cooperative Urban Teacher Education
Program. Think about those initials so that when I refer to the CUTE Program,
you'll know what I'm talking about. This is really a consortium of about 14
teacher-training institutions and they have said that we need more experi-
ences relating to the inner-city educational problems in our curriculum.
So they have come together and designed a curriculum which they think is
appropriate for preparing a teacher to work in the inner city. They have
made some very important concessions. Instead of a 6-week intern program
the student teacher now stays in Kansas City working in the inner-city school,
under supervision, for a period of one semester. That's progress. I think
even that amount of time is inadequate but nevertheless it about doubles the
amount of time they were spending before that. The courses are designed in
such a way that the content relates directly to the issues which operate in
the inner city.

Now that's enough items. I want to remind you again that those items
are by no means comprehensive and I've not intended them to be. My only
purpose is to call to your attention a few of them in an effort to outline
the enormity of the task facing teacher-training institutions. I've already

indicated that this extremely bleak picture has begun to brighten some.
Almost all of the big city school districts are now involved in a working
alliance with at least one institution engaged in the training of teachers.
I have to say, however, that I do not know one -- not one teacher-training
institution which at this point has made a commitment to improve his teacher-
training program as it relates to equipping their teachers to work in the
inner city to the point where it has included in its curriculum some syste-
matic professional experiences which are required even on the CUTE Program.
These students must volunteer. They have not said -- I don't know of one
teacher-training institution which has said -- that when you leave here you
may work in an inner city. You may very possibly end up in the inner city.
We are going to take steps to see that you are prepared to discharge a
responsibility of teaching. Teaching defined not as the exercise of peda-
gogy, not defined as the preparation of lesson plans, but teaching defined
in the only way that it can be defined, and that is in terms of the production
of learning.

It's always been, and I'm digressing here a little bit, so bear with
me, it has always been immensely perplexing to me how we can define teaching
in a way that is unrelated to learning. It would seem to me that we could
go ahead and give credit for the learning that takes place without the teacher,
but if we cannot see where this teacher has produced some learning then I
can't see how we can call that person a good teacher. But it does happen.
I'm at the point now, and I guess you've been waiting for this, where I
demonstrate that I don't conceive the entire problem of the failure of
inner-city schools to be fastened to the teacher-training institutions.
I think the schools themselves have to take some responsibility.

One of the responsibilities that schools have to take is the responsi-

bility of reinforcing an attitude among teachers which says to them that you
do not have to teach. Now let me elaborate on that a little bit. Here's
what we do. All the school districts have regular and so-called systematic
evaluations of the teacher's performance. It creates some problems but we
do it regularly, we do it systematically. We have a sheet and here are the
kind of questions that we ask. "Is the teacher cooperative?" "Does the
teacher have a good appearance?" "Does a teacher have good judgment?"
"Is she punctual?" These are the kinds of questions that we ask. I have
never seen a rating sheet which attempts to evaluate the performance of
teachers which ask, "Did the children learn anything?" I've never seen a
rating sheet like that. Well you see what this does. This reinforces the
idea that the teacher can go into the classroom and go through the motions
but she does not have to produce any learning and she can still be considered
as a good teacher -- she's punctual, and she has good appearance, and the
impression is that she is cooperative, and the impression is that she has
good judgment.

Now, I just want to get one more major point. I guess I've been
preaching a little bit already and I probably won't stop on this one. The
last point I'd like to deal with concerns basic objectives of American educa-
tion. Let me approach this one by reviewing with you some important consider-
ations related to what is or what should be at least, some principles which
are included in a philosophy of American education. I'm not altogether sure
that I ought to get into a discussion of philosophy in basic objectives with
this group. I'm not sure whether schools of education ought to be concerned
with basic objectives, and philosophies of education, but I think I'll do
it anyway and let you decide whether you ought to be concerned or not.

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Viewed from the national standpoint the overriding objective of education ought to be the advancement of the life of that nation's society. In other words it ought to compliment what the nation aspires to be. It is this concept which gives a strong flavor to the ideal democracy embodied in the stated philosophies in American education. Further, the same concept has led to the acceptance of the idea of the fullest educational development of the individual according to his ability. This is a very enormous ambition and in my judgment it truly reflects the ideals of democracy.

Achievement of this particularly laudible, humanistic, philosophical tenet, is made much more difficult by the fact that this goal must be reached in a truly democratic setting. To say nothing of the added diffi-culty which is encountered when the society is operating on stated but so far extremely elusive ideals of democracy. Nevertheless this goal, offering as it should one means of escape from the chains of poverty and perhaps discrimination, is tenaciously clung to by minority group members, especially the Black people, and other low income segments of the population. For them to do less would be to accept almost total despair. Therefore, this tenacity is translated into a mandate that the educational enterprise cannot ignore. That it must not ignore.

To put the whole issue into a few words. Education must find a way to develop productive citizens, who can contribute in a positive way to desirable modification of the American societal patterns. Now that phrase appears in practically every book on educational philosophy, so it's not new to you. I just want to drive it home because I think that it is an extremely impor-tant phrase, although it does deal in generalities and it has been repeated very often. If this does not happen then it is likely that the ideals upon which this country is founded will become incoherent verbiages, vaguely understandable. 47

To be specific: One goal of American education is to produce citizens who can take their places in our society without the handicap of racial hatred and a conditioned drive toward prejudice, segregation, and discrimination. The first step along the path to achieving this is clear. To avoid the failure of our schools to produce democratic citizens we must carry forward the educational program in an integrated democratic setting. At the same time you must exploit the innumerable opportunities that will be provided by this kind of setting to unabashedly teach the principles of democracy.

What folly is it that forces us to mouth democratic ideals of education on the one hand and then design an educational program whose operation is inherently prejudicial? Do we really expect children to develop amid prejudice and then suddenly transform themselves into democratic citizens at some magic point beyond school age? It is true that the warp and woof of our societal fabric is prejudicial but it is also true that it will remain so unless education understands the necessity of the major role it must play in helping this country move toward a democratic society. The reason that I'm on this subject is that I think that the teacher-training institutions are going to have to spend some time and increase their activity in the direction of articulating what education in this country should become. We are going to have to demonstrate to this country what education can do for it and we must demonstrate also that education is absolutely indispensable to creating the kind of society which we say that we aspire to.

I don't mean to minimize the barriers that are set up by other institutions. It is very true that a liberal school district cannot exist when it is controlled by a bigoted locality. My plea is only that education develops strategies and exercises potential influence to create the societal

change which will help to free its operations from society's shackles of
prejudice. Schools must embrace some responsibility as a primary goal or
else we shall be forever relegated to directing our efforts toward our
secondary goals. That is: the production of learning so that achievement
patterns are indistinguishable by race or by economic status. I think that
we need not forsake the first goal to achieve the latter. It seems to me
that the entire issue would become more attainable once the first is accom-
plished.

The failure of our schools is a serious matter. I do not see the depth
of commitment in the teacher-training institutions, the operation and manage-
ment of the schools, the administration and control of the schools, the atti-
tudes of the community, the conscientiousness of the municipalities, the
State Government, or the Federal Government so that I could be optimistic
about some meaningful solutions emerging, at some forseeable time in the
future. If I do sound like the voice of doom, this is the reason.

I have deliberately taken advantage of the fact that when I was asked
to take on this assignment nothing was said to me about offering solutions.
I have been guilty of having some lapses of judgment in the past, but this
is certainly not one time when the lapse in judgment was operating. I have
intentionally and deliberately not posed any solutions. I hope that I've
only been able to stimulate your thinking by drawing some relationships
which seem to be clear to me. I have necessarily stated things in gross
terms, but I don't know how I could have done otherwise in the amount of
time that was allowed. I thank you very much.

WHY ADMINISTRATORS FAIL IN INNER-CITY EDUCATION

Harold Spears
Visiting Professor
Indiana University

First, let me say -- I have no bitterness about my tenure in the large city superintendency.

I enjoyed it all -- even the picketing, the lawsuits, and the negotiations. There was a challenge about it that kept you awake and thinking. It was an honor to have been sued, along with the Board, for a million dollars. It helped my ego at a time when it was dragging.

From 1947 to 1955 I was in the wings as Assistant Superintendent. I moved into the superintendency in 1955 when the main problem was Why Johnny Can't Read,[1] and then moved on through the engineering shortage and the Sputnik embarrassment. We were busy building up math and science until interrupted by the unfortunate Chicago schoolhouse fire.

We took time from curriculum to build stairwells and install sprinkler systems and fire alarms. Conant got us back on a three track curriculum with his report on The American High School.[2] By that time we had NDEA money and built foreign language labs before the teachers knew how to use them.

We next were on two manhunts, or pupil hunts, one for the Gifted Student and one for the Drop-Out. And then we were accused of being color blind. By the time we had taken racial counts and sincerely sought racial balance, a Black Power movement cast its shadow over these sincere efforts. We now seek the Quality School in the light of a neon sign that flashes "Change".

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[1]Rudolf F. Flesch, Why Johnny Can't Read, (New York, Harper, 1955).
[2]James B. Conant, The American High School Today, (New York, McGraw-Hill, 1959).

In 1967, when I was traveling around among the state administrator's associations, Jim Redmond accepted the Chicago job. The question -- "Why" -- was asked so many times, and I replied, "Why wouldn't he take the job? It is a compliment to his professional standing. And if we can't handle the superintendency, who is to do it?"

In San Francisco, we held two board of education meetings a month, (with occasionally another thrown in). They began at 7:30 p.m., but nobody ever knew when they'd end, unless he had the staying power to find out.

In the 12 years as superintendent, I missed but one meeting, it being early in August, 1967, while Jen and I were attending the World Conference of Teachers in Seoul, Korea.

I was afraid I'd miss something. If somebody wanted to say something about me, I wanted to get it firsthand while it was fresh.

Then, too, the board shouldn't be meeting without their superintendent. He's the professional. Like a bunch of nurses turned loose in the operating room without the surgeon.

The printed program of this seminar is full of the word failure -- it's to be attacked from many angles. Let's do it without indicting our fellow travelers. Maybe the city itself is the failure. It has been said that --

> The city is a parade of paradoxes, a thousand
> promises -- to make you rich, or loved, or celebrated,
> or even to leave you alone.

> It is a vast machine for living, that purrs like a
> fat cat, or rips the night with a scream.

> It is a gigantic file cabinet of human hopes that
> nobody can ever put in order.

Seven Built-In Booby Traps for Administrators

This talk is organized around a half dozen or so conditions that act as booby traps for the school administrator who is accustomed to a logical approach to the job. These conditions are treated by means of personal on-the-job situations that arose in connection with the inner city cause. Not all the illustrations given in my talk are printed, but the booby traps are listed.

These remarks must be conditioned by the fact that San Francisco is not subject to the endless blocks of slums found in some of the larger cities. The city is small enough -- 6½ miles by 7, with 130 schools, that the central office staff were in and out of the schools daily.

1. We are in a social revolution in this country, and it is centered in the cities.

They are filled with frustrated people who made the trek but found no promise there. Revolutionists want instant action. They must produce for their followers, for staying power wanes without objective attainment.

Their targets are those highest on the totem pole. We who are in school administrative or school board positions need not take it personally. Such an attitude does not deny us the sincerity of purpose that the teaching profession demands.

Schools, unlike business and industry and government, are vulnerable. Schools are sitting ducks, one in every neighborhood. The principal is easy to reach, as are the board of education and the superintendent in the regularly scheduled open public meetings.

Good city superintendents don't grow on trees, but they may be hung in effigy, providing you can find a tree in a city.

2. <u>Middle class families continue to choose the bedroom communities</u>
<u>that fringe the city as the place to raise their children</u>. <u>The percentage</u>
<u>of minority children continues to rise in the city schools</u>.

Annexation by extending the city boundaries, so popular in our childhood,
is a thing of the past. Those who move out are seeking independence, and
they are not about to buy a school busing plan that would interchange pupils
by race.

Those white middle and upper class citizens who remain in the city are
backing away from participation in civic affairs that carry conflict, such
as school board operation.

The tempo is too rough for them, and they tend to look at the schools
as something outside their own life. Something to watch on television and
read about in the paper. The PTA in a large city has gone underground as far
as school board conflict is concerned. Other parties now rise up in board
meetings to tell how the schools should be organized, how and what the children
should be taught. And if they don't get their way, they devise a crude sign
and picket the school.

New groups temporarily grow up to oppose the more extreme demands of
civil rights groups, but they run the danger of being branded as white
racists. Two such organizations in San Francisco were Mothers Support
Neighborhood Schools, and Parents and Taxpayers.

3. <u>School boards may not stand up and protect the significance of</u>
<u>their office</u>.

The so-called good board member is buffaloed in a noisy meeting. He
is above yelling back. He was elected or duly appointed and before these
face-to-face demands is confused as to his public position.

The housewife, the doctor, the businessman, the attorney, that so often have made up the board, are not accustomed to the level of dialogue that so often reflects the remonstrating group. Boardmanship today, just as school administration, calls for a continuous quick-draw reaction to demands.

The superintendent may administer all week, but he turns the board meeting, the big public occasion, over to the president of the board. The thing may go to pot unless forcefully managed. The president seems to have lost his gavel, and his watch as well.

These are times that test the unity of a board, the unity of board and administration.

4. The Federal Government rides two horses in respect to racial balance in the large city.

Both go opposite directions. The local school authority is caught in the middle.

The Housing Authority sends a letter to the school district when a new housing development is contemplated, to secure assurance of room in the schools for the children. They make no effort to control racial imbalance. A new neighborhood springs up overnight. It is considered a proper place to live and raise a family, but a bad place to go to school.

5. So often -- the absence of a stable or responsible leadership in the rights movement.

So many parties going and coming. So many organizations. Always new officers, new proponents of new proposals.

6. The unfortunate timing of the teachers' movement in the cities.

If there was ever a period calling for professional unity in the large city school systems it is today. But the teachers also take advantage

of disturbed social conditions by rebelling against administration and board management.

The death struggle of two national teachers organizations keeps the superintendent in the middle.

7. The <u>practice</u> <u>of</u> <u>seeking</u> the <u>advice</u> <u>of</u> <u>experts</u>, <u>consultants</u>, <u>surveyors</u> <u>from</u> <u>afar</u>.

I see in this practice the downgrading of the ability of the local administrative, supervisory, and instructional staff.

Finally, I don't know why I mentioned this last booby trap. I've been a school consultant now for a year with the Bloomington, Indiana School District!

WHY COMMUNITIES FAIL IN INNER-CITY EDUCATION

Willard J. Congreve
Director of Chicago Comprehensive Project-Woodlawn
and Professor of Education
University of Chicago

I am delighted to be here, and especially honored to share the podium

in a tandem fashion with Mr. Wheeler, and Dr. Spears, and Dr. Larson. In

listening to their opening remarks I noticed especially that Dr. Spears and

Mr. Wheeler were a bit hesitant about how they might proceed. To set the

records straight and not to be outdone in the area of schizophrenia or

paranoia, I'd like to point out that I am a musician, and I'm white. In

recent years, I've attempted to be a scholar at the University of Chicago,

and now I am administering what is euphemistically labeled an experimental

district which is under the direction of a local board made up of representa-

tives of three bureaucracies. One of the bureaucracies is that community

organization made famous by Senator McClellan, namely, the Woodlawn organi-

zation. I'm serving in a school attendance district which is entirely

black. The ten schools in this district are administered by nine white and

one black principal, the latter having been appointed just recently at the

behest of the community and somewhat over the objections of the central

administration. My administrative staff is all black except for me and one

other. We are attempting to develop an educational program of high quality

through the mutual efforts of the community, parents, students, teachers,

and administrators. While we're doing this we are caught up in the midst

of student boycotts, sit-ins, and an inflexible and uncreative board of

education. The board consists of eleven members, ten of which seem to know

little or nothing about the dynamics of inner-city life, and five of which

act as if they have no responsibility to find out anything about these areas.
Finally, I'm here to talk about why communities fail.

I guess after that recital I feel a little bit like a member of the
"Can you top this" show. "Schizo" is so much a part of my daily routine I
feel perfectly comfortable in my role this morning. I have no hang-ups; no
one has stolen my lines; I am no expert in the area. I thought I was com-
petent before I accepted my present position. I have been a staff member
at the Reverend John Fry's First Presbyterian Church in Woodlawn for the past
seventeen years. That's about thirteen more than John has been there. In
case you have not heard, First Presbyterian is the alleged home of the Black-
stone Rangers and was also made famous by Senator McClellan.

In all of the years in the Church, I never knew what I know now. Thanks
to my Black brothers and sisters who have accepted me as being for real, I
now receive daily tutoring in the culture, the human aspirations, the dignity,
and the intelligence of Blacks which help to make up the fabulous heritage
of inner-city Black people. I do know why I'm doing what I'm doing. I'm
not sure that what I do specifically each moment is what I ought to be doing,
but I have no problems about checking out my behavior with my staff and with
community residents who, in many respects are much more competent than I.
I'm learning, and I have much more to learn. But thank God I'm out there
with the people and the people have let me stay.

I want to address myself this morning not to the city community to which
Dr. Spears spoke last night, but rather to the local community within the
big city which is struggling for a voice -- for a role in determining the
destiny of its children as they are affected by the schools. I'm speaking
about the community which finds itself caught between the desire to be a

recognizable entity of people who live close together and want to be in com-
munion with each other, who want their thing, and the need to be a part of a
larger city in order to enjoy the services and facilities which, because of
careful political manipulation of funds, come only through that large city.
I'm talking this morning about why these communities fail -- why they fail
to have a voice in our local schools, why they fail to get the schools to
be responsive to the needs and interests of their children.

I am going to be talking about participation this morning. I am going
to be addressing myself to mutuality of effort. But much of what I am going
to say is not going to sound pleasant to educators. I am going to take up
the community's voice; I am going to talk much like a community organizer.
I am going to say things which sound like I'm against school people, and,
I am against many of the things school people do. I may even sound subversive,
but my intent is not subversive. My goal is equality for all; human dignity
for all; elimination of false hierarchies and pompous superordinate royalty.
I am committed to integration; to all men working and playing together side
by side, equal, regardless of what we look like. But I also feel that until
the power base essential to equality is firmly established for Blacks, white
controlled manipulative mixing of people is just what it is -- white con-
trolled manipulation. It is not integration.

This topic of participation which results in real decision-making power
reminds me of a little story. It seems that there was a minister in a small
community who thought that he ought to have a new church. He went to his
parishioners and said, "It would be nice if we had a new church." And they
said, "Parson, we think we ought to have a new church, but we think we ought
to design it." The minister felt so strongly about needing the new church

that he acquiesced. They said, "Not only should we design it, Parson, but we want this church designed and built with you having nothing to do with it until the day of dedication." The minister agreed. Finally the day of dedication came. When he walked into the sanctuary he saw that there was only one pew in the back of the church. He thought to himself, "My God, what have I done!" He stood and watched as the parishioners came in. They sat down on that one pew in the back. As soon as the last space was taken a latch automatically released and the pew rolled right up to the front of the church as another one appeared in the back. "Ha, they really have been listening to me about sitting down front," (he whispered to himself). Soon he was before the congregation delivering his dedicatory sermon. He went on at some length eulogizing his fine congregation and the fine building. All at once the clock struck twelve, a trapdoor opened, and the Parson fell out of the pulpit. You see there are consequences to community participation, and we'd better be aware of them.

It may be useful for a few moments to look back in history and see how we've arrived at the state of non-community involvement in our schools. Back in the little red schoolhouse days the community decided everything -- who the teacher was to be, what was to be taught, -- and how it was to be taught. The criteria for teacher selection was simple: female, single, not addicted to hard liquor or Saturday-night dates, able to tend the potbelly stove, keep the big boys in line, and able to read and cipher enough to teach the kids to do likewise. If the kids stayed in line and learned a little reading and ciphering, and if the teacher stayed in line, all was well.

But teaching didn't stay that way for long. It began to be professionalized through teacher education. It became specialized by function. Subject matter instruction became more sophisticated, and I presume, children learned

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much more. But at the same time the linkage that kept the school and the community together became frayed; in many school communities it was broken entirely. Parents could no longer talk with teachers, and teachers kept it that way. We now have a situation where what used to be O.K. in 1600, namely, older children teaching their younger siblings and parents how to read, can only be done by a reading specialist (not even the first-grade teacher), and helping a child gain some insights into himself and his life -- which was done quite competently by semi-literate parents and Indian Chiefs, now must be done by counselors who are "almost-psychiatrists" and who as parents, often have their own children under psychiatric care.

The destruction of this linkage has been welcomed by the school. It has kept the monkey off its back, and few, if any schools, have taken firm steps on their own to reverse the process. I dare say there is not one course in your curriculum for the training of teachers in which you as a faculty are devoted to helping beginning teachers go into a school and become change agents to reverse the process. You may think you have them in your parent-teacher relations jazz, but you don't really. I hope by the time I finish this morning you will know why you don't without me telling you.

The separation of school from its community has been reinforced by several other actions: consolidation of small school districts, and the bureaucratic centralization of large ones; school board members who do not live in inner-city communities and are unknown to inner-city residents (in the city of Chicago, of course, they're not even elected); and the aloof, sometimes disparaging treatment of parents when they come to school, especially if Johnny has been giving the paper towels the karate treatment in the boys' washrooms. The latter technique provides the best opportunity to let mother know that she has failed and to punish her along with Johnny. And, of course this maintains the linkage gap.

Yes, the school has done a superb job of eliminating the community from meaningful participation in the educational enterprise all across the American society. Of course, the situation doesn't seem so bad to the middle-class folk because the school does reflect their myths and mores; it is pretty well what they expect it should be. Furthermore, people of the same culture and background don't tend to harass one another so much. Therefore, despite the lack of a real voice, middle-class parents accept the crumbs of the P.T.A. thrown to them and stick it out, because they know if Johnny sticks it out and succeeds he will be on the way to a career and success, whatever that is.

But, hooray, for the ghetto community! Yes, they have failed, they know it. They are fighting for a rematch, and they are getting the rematch. The big question, "Will they continue to fail in the rematch or can they succeed?" If so, what is success? Should educators help them achieve this success? If so, how can they help? These, it seems to me, are the questions this morning. They are hard, unpleasant questions, but they are real questions with us today, and we have no choice but to deal with them.

Another way of saying what I have just said is that the public school is now caught up in the middle of a power struggle. It is the one institution in the community that has contact with about 80 percent of the adult residents. It is the one institution that can have real influence over the life activities of those residents and the development of the children. It is the one institution that expends more of the public monies than any other single one in the city. It is the one institution that enters into the life stream of the city. It is not going to be given over to local communities easily. Furthermore, because of the broad financial base upon which the school must operate, most local inner-city communities cannot afford to take it out of the hands

of the state and city by simply setting up their own parallel school system.
The tragedy of the separate school systems in the South which were established
to counteract integrative efforts are still too fresh in our minds to have that
occur. But, hooray, for the local community. It has decided to sit on its
hands no longer. It wants "in". It wants a piece of the pie. And it's not
going to stop until it gets it.

In the Woodlawn Experimental Schools Project of the Chicago Comprehensive
Plan, definite provisions had been made for the Woodlawn Community to be in.
Represented through a strong community organization, TWO, the community got in
on the ground floor in 1966 when it insisted that experimental programs would
not go forward in the Woodlawn Schools or the Community without the participa-
tion and sanction of The Woodlawn Organization. They blocked a major grant
which was about to come to the University of Chicago on this basis. This
blockage led to a feasibility study devoted to finding ways in which The Wood-
lawn Organization, the University of Chicago, and the Chicago Public Schools
could collaborate in devising programs to improve inner-city education. From
this study there was developed a tripartite coalition, a quasi school board,
and an official memorandum of agreement among the three institutions legitima-
tizing the coalition. It seems that every day we're testing that memorandum.
A Title III ESEA proposal was funded, the main objective being to create a
mutuality of effort among the very parties involved in education, who, in
effect, are alienated in the present school structure. They are the teachers,
administrators, parents, and students. I put them in that order because the
first letters spell "TAPS". Now I don't know whether that is a beginning or an
ending. If you happen to be Jewish it's a beginning; if you happen to be a
Christian it's an ending. In the Jewish tradition the new day starts at sun-
down.

The magic words "mutuality of effort" got us $1,353,000. The Federal
Government liked those words, and agreed that something should be done to
create a social system encompassing the school and the community; however, as
we have discovered, in attempting to create this mutuality of effort the
words are much easier to say than to do. It is quite apparent to us that
the destruction of the linkage has been complete. When parents, teachers,
and students sit down to talk about the schools, the established roles and
relationships which since 1650 have made teachers superordinate and parents
subordinate, and students less than that, are much in evidence. When parents
or students so much as begin to behave as if the relationship could be different,
that there might be a new power arrangement, a new distribution of who ought to
say what, great heat, anxiety, and hostility is generated, even in well-planned
meetings.

We came to recognize after a long hot summer workshop, that a model for
this new social system was necessary. It occurred to us that if schools were
really to be once again responsive to the community they had to be viewed as
community schools. Such a view should not discourage the professional role of
the teacher; rather it should establish clear roles and relationships so that
school and community people could work together effectively.

We decided that there are five activities that must go on if a school is
to function appropriately. These five functions are: the setting of goals;
the designing of a program; the provision of sanction and support for the pro-
gram; the implementation of the program; and the assessment of the program.
We feel that probably there are two major actor sets in this drama. One is
the community, which I have decided to call CPC which represents the kids, the
parents, and the larger community. By community, we do not mean only the local
community, we also include the larger community: the city, the state, and

Federal Government. We are also saying that there is this body of people

that has a legitimate role to play in the education drama.

The second major act or set includes people who are called professionals.

These are the teachers and the administrators in the school, and also other

professionals who can and should be involved in the educational scene.

When we got our people together there was great confusion as to who ought

to do what. We said, "What has to be done?" Five important jobs come to

mind: goals have to be set, programs have to be designed, goals and programs

have to be implemented, and programs and goals have to be assessed.

The next question was "In the community school who, logically, ought to

do what?" If the school is to be responsive to the needs and interests of the

community, it seemed quite clear that the CPC component must play the major

role in deciding the goals of the school. But it also seemed that it would

be unfortunate and shortsighted if the community group didn't ask for and obtain

technical advice and assistance in determining goals. But the role of the

professionals should be that of participant, not that of decision-maker.

Furthermore, if the community is to participate in goal setting, it must also

be held accountable. One of the biggest problems in broadening participation

in the schools is that without accountability the participation becomes capri-

cious. Therefore, if we are to assign to the CPC component the major role of

setting the goals, they must be held accountable for the goals they set and

there is also a clear-cut role for professionals in the school. Professionals

should be experts in program design. This should be their job. But, again,

professionals need technical assistance from the CPC component. They need to

check out their programs to be sure they are in line with the goals, that they

are something that the kids will be able to do, and that they are relevant

(or as my Black friends say "revelant"). Accountability for program design

ought to be assigned to the professionals. If they can't design programs

which are in keeping with the goals they ought to tell the CPC component why

they can't do it. In addition, they should recommend experimental programs

which might help to find ways in which to do it.

As we move ahead we see that the community should provide sanction, and

support, usually through a school board. But as I pointed out earlier,

because the school board is often quite distant from the local community,

the sanction and support should also come from the local community, and often

from the State and Federal Governments as well. Again, these community groups

should make the decisions and be held accountable for them. Nevertheless, the

advice of professionals (such as the school superintendent and others) should

be sought.

Let us move ahead. The professionals should implement the program, but

need to get help from the kids and the parents to make sure that techniques

are sound. Furthermore, we will hold the professionals accountable.

And finally, assessment belongs in the hands of the community. It's

pure mythology that the community should not be given the test scores for a

given school. How can a community be asked to identify goals and provide

sanction and support for programs unless they also assess the results? To

be sure professional assistance is needed. I would suggest that if we want

good healthy school systems that the professional assistance for assessment

ought to come from outside the local professional scene. But I would hold

the community accountable for this assessment being done. Furthermore, if

the assessment reveals inadequacies in the goals the community has the

responsibility to change the goals.

The attached diagram attempts to explain what I have been attempting to

describe in words.

TABLE ONE

MODEL FOR SOCIAL SYSTEM
ENCOMPASSING THE SCHOOL AND THE COMMUNITY

What is Done? (Functions)	Who Does It? (Act or Sets)	Who is Accountable? (Responsibility)
1. Set the Goals	CPC_{pr}*	CPC
2. Design the Program	Pr_{cpc}	Pr
3. Provide Sanction and Support	CPC_{pr}	CPC
4. Implement the Program	Pr_{cpc}	Pr
5. Assess the Program	CPC_{pr}	CPC

*CPC - Children, Parents, Community

 - Local - City - State - Federal

Pr - Professionals - Teachers - Administrators - Others

Ladies and gentlemen you have just had a model described to you, and as you know, most models don't work. The stating of the model is not enough. Even with the presence of a strong community organization, 30 full-time indigenous workers, a training staff and other resources, we are still a long way from making it work. Much needs to be done with the professionals in the school, but that is the topic of another talk. Let us now turn to some of the things that must be done in the community and by the community, if such a model is to become operable.

Someone must take responsibility for contacting and organizing parents. Most inner-city parents have had unfortunate personal experiences with schools, and they are not likely to respond readily to participation in school study groups. Many have tried out the PTA and find it consisting of two types of school administrator-directed activities: speeches admonishing parents to do their job better; and, an assortment of functions designed to raise money for the schools. These parents are not going to respond readily to an invitation to participate, especially if it comes from the principal, and especially if the first meeting is to take place in the school. Therefore, community leaders who are interested in developing a parent-participation component, need to devise means to contact and bring parents to meetings for new reasons and at new places.

Organization is usually most effective if it takes place around an issue. There are many issues of real concern in the public schools. I would recommend that community organizers select and use two or three issues which are uppermost in the minds of the parents and use these as drawing cards. Initial meetings should be small and should take place in the living rooms of the residents. They probably should not include any school personnel in the beginning. Even well-meaning community-minded teachers and principals will talk

too much, usurp the meeting, and eliminate the possibility of an interchange. After the parents get themselves together, and establish some confidence as a group, which, of course, is the beginning of a power base, they can begin to make contact with school people.

Second, it is important that parents not be led to express unrealistic behavior. Even though I am convinced the schools must be responsive to the children and the community the schools never can really belong totally to the parents or the local community. State control of and responsibility for education is a national concept and will not be changed readily; I am not so sure it should be. In fact, except in the most affluent communities, local communities need state and federal help to pay the school bill. This is not to say that local parents and communities should not play a major participatory role in making decisions about the schools. But it seems to me that one serious mistake a community can make is to permit parents and other residents to take a simplistic view of reality. Such will lead only to more trouble.

Third, it is important to help parents and other community residents dispel the notion they may have that school people really want them around tampering with the schools. The contemporary school is operating at a moment in history when the linkage between the school and its constituencies is almost non-existent. But, the fact that parents are not wanted as participants does not mean that they should not participate. The important point being made here is that the parents will be better equipped to deal with the clever forms of repulsion in which educators will engage if they know how educators feel and are trained to deal with this feeling. Furthermore, this knowledge will help parents to understand and accept the legitimate roles of both parents and educators, and will not be dissipating their energies trying to do everything.

Fourth, even though school people are beginning to extend a hand of
welcome to parents in community groups (in fact, some are saying that they
want parents to come and work with them), community members should not be
unrealistic about this. We are presently going through a period of willing
spirits and weak flesh. There are no good models of mutuality of effort that
I know about, nor are there many educators busy working on them. The extended
hands really mean, please come to our meeting and participate in our discussion
according to our rules. In this regard, the school personnel are sincere,
but they really are not yet prepared for mutual input of ideas and questions
nor are they ready for answers which are much different from those already
developed by themselves. They do not want critical analyses and new answers,
they want acceptance and reinforcement of the ideas they already have. Again,
this conceptualization of the way it is, is not to be construed as a red
light to stop parents and community residents from participating. Rather it
should help them prepare and help them develop tactics which may lead to
change in the behavior of school personnel, and at the same time preserve
an interaction atmosphere. (Please notice who I'm suggesting might have to
educate whom.)

In light of these last three ideas and questions which many parents
embrace in their minds and emotions, there are several things which community
residents and parents should be doing to prepare themselves for the new day of
the community school. Unless this preparation occurs little headway will be
made in the creation of the new community school. At least, there will be con-
siderable chaos in the process. Unfortunately, I see little evidence that this
preparation is underway.

Before parents and residents begin to engage the professionals in dialogues
about the schools, they need to be prepared for the encounter. To date most

of them have been unprepared. They come into contact with clever articulate
teachers and administrators devoted to preserving the institution. Unless they
have had a chance to get themselves together and to understand the methods
used by the educator to co-op their ideas and minds, they cannot make the con-
tribution to the healthy growth and change which is so important, and which
cannot take place without the dynamic contribution of a foreign agent. Parents
need training that will help them do the following things:

1. Avoid using examples in their presentations to educators taken from
their own educational experiences. Even though education has changed little,
and may have deteriorated some since the ghetto parent was in school, the one
thing educators are expert in is convincing adults that they are out of tune
with the present, and that their own school experience cannot be used as a
baseline to judge or recommend changes in current programs. Parents must be
helped to understand that this approach is like using a boomerang. It will
just come back and hit them over the head.

2. Parents need also to learn that educators are expert in the divide
and conquer technique, -- when they are confronted with groups who are threaten-
ing to change or destroy their thing. Also parents need to understand that
educators are literally scared silly of well-organized parent and community
groups who are well-informed and solidly together on ideas and issues. Knowing
these two facts, parents should take the time to form solid groups around
critical issues, and then make sure they are prepared for the encounter as
a group before they go. This means that they should invite in professional
consultants. I suspect that they can get many of them for free. Parents
should have discussion sessions, do role-playing, create and answer questions,
do everything possible to get themselves ready.

3. Knowing that insecure educators are afraid of well-organized groups, parents should also learn techniques that will neutralize this insecurity so that they can get their ideas heard by the educators and not get shut off or run out.

4. Parents also need preparation and training which will help them select those aspects of the school over which they should have something to say, and to identify those aspects over which the educator should retain the decision. The model which I have presented may help in this regard. I believe that if parents and other community residents can focus on specific aspects of the educational enterprise, and at the same time acknowledge that educators have a rightful role for determining aspects of that enterprise, an atmosphere of mutual respect can be developed that will provide a basis for the interchange. Certainly this will initiate a freshness into the dialogue that may be enlightening to educators who have tended to discredit any form of outside intervention.

5. If parents and community are not to fail in their efforts to become effective participants in the decision-making process, they should have training which will give them knowledge about and insight into, such concepts of power-balance and shared control. They need to be helped to understand the complexities of the power struggle, and to be prepared to recognize the value of and accept small steps forward. They need to look at power struggles in areas outside of education in the perspective of time so that they can maintain a balanced outlook in this regard. They need also to understand how the established parent-teacher organizations have actually worked against true parent participation in the decisions which are important in the operation of the enterprise by expending parent energy in projects which are peripheral to the real problems and concerns of the school. If parents are to be involved

in real issues, they need to guard against becoming entangled in these other

activities.   Of course, school administrators and teachers will not be happy

when parents reject their pet projects, and will probably interpret this

action as evidence of apathy.

6.   In developing an understanding of the power concept parents and com-

munity residents need to see the value of building into their groups respon-

sible business and management leaders to reinforce their ranks and increase

their power base.   This is not particularly easy to do in communities where

the business component is operated by absentee owners.   However, the business

men's association in the community might be co-opted by the parent in resident

groups.   Leaders of other institutions and agencies can also become important

components in the community groups.   However, their involvement must be con-

trolled and should not be invited prematurely.   Many of the agencies have

designs on parents and residents which are similar to those of the schools.

They want parent involvement but on their terms.

7.   Parents must also be helped to understand how in the past their

potential strength has been dissipated by their own capricious actions.

Parents and residents have never asked enough of themselves.   A going organi-

zation, regardless of its purposes, requires plenty of human energy. It needs

an independent financial base, and leadership selected and controlled by its

own constituency.   Therefore, the community can never have an effective decision-

making voice in the schools as long as it permits the school to set up the

meetings, invite the parents, and set up the agenda.   The parents themselves

must create their own structure, meeting where they wish, and developing their

agenda and courses of action.   Parents must stop playing into the hands of

the school power structure.   They must not always vote for the bond issue

or the tax increase.   If the schools are not what they want them to be they

must organize tax strikes; vote down general levy increases and bond issues which do not call for specific improvements.

Of course, what I'm calling for this morning may appear to be impossible. You might ask who will instruct the parents and residents as to what must be done and who will organize the effort. I'm not having very much trouble with this. It is already happening. Leaders, especially among the black community, are emerging. There is Jesse Jackson of Chicago; Kenneth Haskins in Washington, and Reverend Arthur Brazier. You've heard the name of Anderson Thompson in our conference. He is a great young man! Powerful, intelligent, decisive, perceptive. Concerned parent groups are springing up everywhere. They are struggling for the appropriate place to enter the educational establishment. They need a model. I hope mine will help. These groups are not always prepared, and they are still not having too much success. But their presence is beginning to be felt and will be felt much more very soon. You can rightfully conclude from what I have said that I support the rise of these groups. I think they are absolutely essential to the future of free, independent, equal public education. But if this is the case, the time is now appropriate for educators and teacher education institutions to become positively involved in this new era of parent participation and community negotiations. New teachers and practicing teachers should be helped to understand what is happening and to encourage the development of relationships which will lead to a rational and productive mutuality of effort.

Education cannot hold complete power any longer. But the parents and the community cannot have this power either. The power must be shared along rational lines. The community is bubbling and developing its base. I do not see school men dealing with this problem sensibly and/or even at all. I see them fighting back, trying to rationalize their actions, using old worn-out

irrelevant premises. Or even, I see them behaving as if what I'm saying this morning doesn't exist. I'm terribly afraid that we may find school situations developing in communities that represent a complete shift to the other extreme which, of course, could require another hundred years to correct.

If I sound like a voice crying in the wilderness, ladies and gentlemen, check me out. If I'm wrong, forget what I've said, but if I'm right, then ACT! I think there is hope if we act now, but if we retain our true heritage as educators, we won't act. We'll get out the locks so that we are ready to act after the horse is stolen.

PROBLEMS OF STAFFING INNER-CITY SCHOOLS

F. J. Johnson
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The American school system as we know it is thought by many to be an absolute failure. The fact of the matter is that the school system has been remarkably successful if it is viewed in terms of the reason why it was established. It was never intended that everyone should be educated. The school system was not designed that way. It was designed to train upper middle-class white Americans and it does so fairly well even today. The problem is that without changing the original design, we have now come to expect the public school system to train everybody, even the disadvantaged of the inner city. That kind of expectation is the epitome of foolishness. The schools of the inner city are not failing because of an innate lack of success associated with the inner city itself, but because the public school system has never changed itself to meet the changing demands made upon it. It is a serious indictment against good sense to ignore people who are asking whether or not public education as we now know it is any longer relevant in American society.

Of the many disruptive and disturbing influences that are now plaguing American schools, staffing the inner-city schools is most crucial. Undesirable positions as well as desirable positions must be filled if a system is to operate effectively. The problem of major concern then is staffing those positions that are undesirable because of slow children, disturbed children, retarded children, physically handicapped children, poor children, dirty children, or even bad mannered children, or because of conditions in the inner city, or because of undesirability due to school plant, equipment, or neighborhood.

There are numerous types of personnel policies attempting to address themselves to the problem of staffing the inner-city schools. None of them are adequate. In fact they seem to aggravate the problem rather than relieve it. The inner city is being avoided. There is a growing concern for the students of the inner city. Their heritage is being denied; their education is being slighted. The nation's effort to upgrade the educational achievement of the disadvantaged is at a critical stage in its relatively short history. We must find some answers now or history will yet record American education as the biggest failure ever fostered on mankind. Perhaps it is relevant to ask just what are the problems involved in staffing the inner-city schools? Why is it such a task to get good teachers to go into the inner city?

One of the reasons of course is the myths about the inner city. Presumably violence, extortion, drug sales take place in inner-city schools, but the myth is that they always do. Poverty, unemployment, fatherless families are a part of the inner city; the myth is that everyone is poor, unemployed, and fatherless. Crimes occur in the inner city; the myth is that they do not occur in the affluent suburbs. The inner city is supposed to be the symbol of all that is bad and undesirable. The harsh reality is that people are as much afraid that they will be forced to recognize that they are inadequate, as they are that they will be physically attacked. The evidence seems to indicate that there is only a little more chance of one being harmed in the inner city as there is of his being harmed outside of it. The fact is that no matter what the evidence indicates, people believe to the contrary and they do not flock into the inner city to teach.

The myths are exaggerated out of proportion by the occurrence of a single
or a few incidents:

> One teacher attacked
> Two sets of tires slashed
> Some windows broken
> One knifing
> One riot at high school
> Two fights following a basketball game

Statements emerge like "that's what the inner city is like" and "I wouldn't
risk my life going in there for love nor money." I admit that many of these
things happen in the inner city -- but not only in the inner city. They
happen in the "best" communities. Their frequency is exaggerated out of
proportion. The problems of the inner-city teachers are probably greater
than those of other teachers; it takes more skill and more patience; it means
taking greater risks; it means being creative and innovative; it means most
of all an opportunity to do a worthwhile thing.

OTHER PROBLEMS:

1. The nature of the inner city itself.

   The physical conditions of schools -- old run-down, poor toilet
   facilities, no lunchrooms or lounges, noisy.

   The attitudes of the inhabitants -- hopeless despair -- stoicism.

2. The inadequacies of current training programs.

   No program specifically trains one to teach in the inner city.

   Regular teacher training is not enough.

   Must know idiom and life style of the ghetto.

   Must learn to accept a different set of values.

3. The absence of any real incentives.

   No more pay.

   Poor buildings and lack of supplies.

   Administrative domination -- no chance to do your "thing".

   Lack of cooperation.

Attracting Teachers to the Inner-City School

There are many ways to attract experienced teachers to the inner-city school. It now becomes the responsibility of education associations and school officials to make use of some of those ways.

1. More educational supportive services to help the teacher solve the problems encountered.

2. More instructional materials, visual aids, learning devices, and materials designed for the instructional problems encountered.

3. More supportive help in the ways of teacher aides, clerical help, and personnel to relieve teachers of non-teaching duties.

4. Require service in inner-city schools for promotion to administrative positions within them.

5. Higher salary for teachers in the inner-city schools.

6. Inducements other than salary, such as parking, teacher preparation and rest areas, and adequate security in the school, and pre-service and in-service training programs.

7. Experimental programs with teacher participation.

Pre-Service and In-Service Programs

Most teachers feel inadequately prepared to teach in inner-city schools. They want and recognize the need for preparation before assignment and continued training after assignment. Such programs should be designed by every school system. This type of training should be completely underwritten by school districts.

Boards of education should:

1. Establish a systematic method of attracting and preparing liberal arts college graduates for teaching, especially mothers whose own children have now all finished school.

2. Use laboratory schools as laboratories for urban teacher education.

3. Encourage more in-migrant youth (by use of scholarships, grants-in-aid, etc.) to go to college to prepare for teaching.

4. Foster greater cooperation between colleges and universities.

5. Provide systematic and realistic help for the new and inexperienced teacher.

6. Encourage the use of, and provide training for, parents as teacher aides or paraprofessionals, especially in the ghetto schools.

Who Is Responsible for What?

Within the educational system, responsibility for solving the problem may be divided among four groups:

1. **Board of Education**

   a. Develop with teachers and administrators clear-cut policies for teacher placement, assignment, and transfer.

   b. Establish preservice and in-service programs for teachers and administrators.

   c. Provide initiative and funding for needed instructional materials and added personnel.

   d. Institute long -- and short-range building programs to eliminate inadequate buildings and impossible teaching situations.

   e. Establish regular repair and maintenance schedules and see that they are carried out equally with every school.

   f. Encourage experimental programs to solve problems.

   g. Provide for community participation in the governance of individual schools.

2. **Administrators**

   a. Develop, in cooperation with teachers, procedures for placement, transfer and assignment.

b. Ensure consistent application and administration of all

    procedures.

c. Recommend to the board of education programs which will

    enable the board to carry out their responsibilities.

d. Adopt procedures and practices which will encourage good

    building-level administration.

3. Professional Associations

    a. State associations should engage in an organized legislative

        program aimed at liberalizing the current teacher certifica-

        tion processes as well as making teaching certificates reciprocal

        (valid in each state of the country).

    b. Negotiate policies and procedures on transfer and assignment

        in every school system.

    c. Encourage experimental programs involving all educators.

    d. Make a long-range building program the subject of negotiations

        with the board of education. Every association negotiating

        with a board of education has a responsibility to eliminate

        adverse teaching situations.

    e. Investigate school buildings and call to the attention of the

        board of education and the community those schools in which

        teaching and learning conditions are most adverse. If there

        is no action, the association should encourage, organize,

        and support withdrawal of all teacher services until at least

        short-range improvements have been made.

4. Individual Teachers

        Each teacher has a professional responsibility to assist in

    solving these problems. Some have been caused by the individual

resistance of teachers. Some cannot be solved until that resist-
ance ends. Every educator has an obligation to make some contri-
bution to the solution of these problems. The total impact of
teacher action on any problem is the sum of individual teacher
action. Teachers should recognize this and their obligation to
support answers to these problems. Success of any program may in
the long run depend most upon the reaction, support, and cooper-
ation of the teachers engaged in that program.

Community Participation

In many urban areas, community groups have expressed concern about the
staffing of their schools. They have indicated they wish to bring about
better quality staff by having a voice in staffing.

If the school system has poor personnel practices and the teachers
suffer from uncertainty and poor morale, the desires of parents will appear
to teachers to be direct threats and a further cause for uncertainty and
concern.

Parents should be concerned about the people who teach their children.
They have a right to express that concern and to have it satisfied.

Constructive measures can be taken and will be more successful if the
teachers can enter such plans with no uncertainty about the school system's
personnel policies. Successful examples and case studies of community
participation in the governance of schools are available.

Black Power

The black power groups present a special form of community desire to
participate in the affairs of the schools. Here we consider black power
to be the strong desire for self-determination and self-identity by black
people. Such an expression is a fact of life in the big city. It must not
be ignored in consideration of teacher assignment.

One concern for the black power groups has been the staffing of the schools. They have generally asked for all-black faculties. It is doubtful that there are enough teachers to meet this demand to meet the need to integrate the faculties of the all-white schools. It may be that demands for numbers are in reality demands for participation and power in the running of the schools. Examples of acceptance of integrated faculties by black power groups can be cited. This may indicate that the problem of faculty balance and make-up may be solved in part by meaningful community participation in resolving other problems and making decisions on a wider range of school matters.

What all of this means is simply this. The hour is late. Our inner-city schools are in peril. I don't know if there is enough time left to save them. What I do know is that no matter what the cost, we must continue to press along.

The causes of the inner-city problems are too numerous to list. They include: low income and occupational status, deficient health and housing, teacher attitudes, racism, curriculum relevancy, racial isolation in the school system, lack of self-concept on the part of the students, and low expectation for job opportunities, to name a few. We cannot fight on all fronts at one time. We must pick our target, and focus all our resources on that one point. I submit that staffing the inner-city schools might be an important point of focus.

As we view our position in education, it is fair to say that we have done a number of things well. It is also fair to say that we must do much better and soon. The life and strength of this nation is in its cities. If we lose the cities, we lose the nation.

We are guilty of allowing low educational achievement, high rates of

dropouts, and poor preparation for life in an urban society to characterize
the inner city. We have allowed it to become a community that is neglected,
ignored, and abused. We may have to pay an awful price for this folly if we
don't wake up.

There is a revolution going on in education and we don't have much time
to get with it. The question is often raised -- why now? Why are teachers
a part of this revolution in education.

1. It is because there is a new brand of teacher.

    He is younger -- 31 percent are men, 41 percent have only 5 years
    experience.

    Better education, almost all have a B.A.; 4 out of 10 an M.A.

    More highly skilled, married, 2 dependents.

    More impatient, demanding, courageous.

    More willing to risk job and reputation.

2. It is because there is a new awareness of the fact that in a country
    with affluence such as ours, it is inexcusable that our educational
    system is in the condition that it is.

    More spent for cosmetics, beer, wine than for schools.

    Average teacher earns $6,800 per year -- hardly enough.

    A large number of our children cannot even attend school
    because of abject poverty conditions.

3. It is because teachers are no longer willing to sit back and do
    nothing while education continues to go down hill.

4. It is because the power structure has resisted change for so long.

    We haven't had any significant changes in curriculum in the
    last 50 years.

    We are just now beginning to look at differentiated roles for
    staff.

Our teacher training programs are woefully inadequate.

5. It is because of a recognition on the part of teachers that if
    change is going to occur, they are going to have to be the change
    agents.

    School officials have been reluctant

    Politicians have been incapable

    Parents and community leaders have been apathetic and
    indifferent.

6. It is because the time is right for revolution

    People all over the world are demanding change

    There is a new sensitivity to the desirability of change.

7. It is because the only thing that seems to get attention is a
    revolt

    All attempts to patch up the present system have failed

    One must destroy the old in order to make way for the new

    (let it be understood that I am opposed to violence)

8. It is finally because teachers feel a moral and professional respon-
    sibility to change the old order

    to develop relevant curriculum

    to conduct relevant teacher training programs

    to provide new learning experiences for children

    to address themselves to the real needs of children

    to create a climate where teachers are free to teach and
    children free to learn

    to prove once and for all that the tenets of a good education

    so strongly implied by the founding fathers is a reality and

    not a lie.

I guess what I am saying is that there is a teacher revolt in education
because teachers have become militant. It is a militancy rooted in the need
for change and in the intense desire of teachers for something better for
themselves and the students of the inner city. The surprising thing is
that the revolt was long coming. Now that it is here, it is our responsibility
to get on with the business of staffing our inner-city schools. How we assume
that responsibility may very well determine the future of American education.

There is still abundant reason to hope that out of the dark despair of
our present situation will come the rays of hope for the future. Let us
therefore strive to change those things which we cannot accept, and accept
those things that we cannot change; and may God grant us the wisdom to know
the difference between the two.

INNER-CITY EDUCATION FIELD REPORTS
Part 1
Northeastern Illinois State College, Chicago
Nancy Arnez, Center for Inner-City Students

It is our belief at the Center for Inner City Studies that the proper
study for teachers in inter-city schools is the inner city. Therefore, we
have set up a multi-disciplinary curriculum called Inner-City Studies which
teaches about black children, Spanish speaking children, southern migrant
white children, and American-Indian children: their needs, their parents'
needs, through the academic approaches of history, anthropology, sociology,
communications, education, psychology, social work, and literature. An impor-
tant aspect of the training is provided in social agencies. From supervised
work in Social Agencies servicing low-income youth and their parents, partici-
pants will gain an intimate view of poverty.

In the past many teachers studied for a Master's Degree in a traditional
subject matter area such as English, Social Studies, or Mathematics. They
took their major work in such areas as administration, curriculum, or testing.
The former courses prepared teachers with additional competence in their
subject matter areas. The latter were used to upgrade their recipients, move
their recipients out of the classroom. Neither are necessarily related to
the improvement of classroom teaching through an in-depth understanding of
children of poverty, or of a different ethnic minority group. Our program
assumes that experienced certified teachers already have achieved a degree
of competency in subject matter areas. If, of course, they wish to gain
additional competency or wish to move into the areas of administration or
supervision, colleges and universities throughout the country can provide

them with this kind of training. It is our belief though that what many
teachers lack is an ability to break through the cultural barriers which
alienate them from their pupils and consequently cause many teachers to leave
the profession because of the lack of successful experiences. Our curricu-
lum, therefore, is designed for the purpose of upgrading classroom teachers
through an understanding of disadvantaged pupils and their communities, the
use and design of innovative materials, a consideration of curricula changes
and methods, and the development of participants as catalysts for changing
established institutions which hurt poor people, or black people, or other
minority people.

Two basic objectives for our participants are:

First, to know disadvantaged children. To know their needs, to know how
they cope with an existence that forces certain responses that we might think
of as socially dysfunctional but which serve their needs very adequately to
survive in their community, but perhaps will not let them survive in other
ways that most people view as normal and functional.

The second is a know-thyself concept. Consider how the behavior of a
teacher affects the growth and aspirations of children. How does a teacher's
behavior, who believes that poor black children cannot learn, or who believes
that children who speak Spanish are not worthy of being taught -- how does
that behavior affect a child's potential to be a part of the American main-
stream? And, again, how does racism corrode those who are the recipients,
and those who are the givers of it? What we do is expose our teachers to
curriculum whereby they can make some of these discoveries for themselves.
This, of course, can be and is most painful when one discovers that by virtue
of the experiences provided him that he is behaving in ways that have been
hurting children and holding them back.

Other agencies which combine to make this a superior program are the
social agencies servicing for minority group youths and their parents. The
purpose of the agency internship is to afford the fellows the kinds of rela-
tionships with children, the parents, and the community which formal course
work does not permit. Such organizations include the urban progress centers
for various minority groups, the Abraham Lincoln Settlement House, and other
grassroots organizations throughout the community. The auxiliar community
committee is another feature of our program. It includes indigenous leaders,
minority group thinkers, artists and authors. These provide an ongoing
community school relationship which keeps the center tuned into community
needs and desires. This enhances the formal instructional program considerably.

Ours is a totally new curriculum now in its third year of operation.
With the consultation of experts in education, psychology, communication,
social studies and cultural anthropology, it has been devised to train teachers
to cope with the needs of inner-city pupils. The curriculum combines a theo-
retical approach with actual experiences of working closely with inner-city
residents. Two of the requirements are as follows: first, each student is
required to write a master's paper which is presented to a seminar during the
final trimester; and in addition, each student will be examined orally by a
committee consisting of his advisor and instructors, plus selected, know-
ledgeable indigenous community leaders.

The courses are as follows: (Not all of our courses, but just some to
give you an idea of the kind of studies we are providing the students.)
"Graduate Study in Disadvantagement" is an introduction to graduate study
in the problems of disadvantaged cultures such as: Afro-Americans, American
Indians, southern white migrants, Cubans, Mexicans, and Puerto Ricans. This
course is required and should be taken early in the student's matriculation.

Another very important course is "Research Methods in Inner-City Studies."
This course treats research design and analysis of data. It includes methods
for collecting and interpreting data, observation, formulation of hypothesis,
techniques of interviewing, questionnaire construction, and writing of reports.
A primary objective of the course is to train students to read research studies
with understanding and to apply the findings to classroom instruction. "History
and Culture of Afro-Americans" is another important course. It includes the
study of African derivation and the culture of American slavery. It also
focuses on urban and rural existence. And then, too, we have "History and
Culture of Southern White Migrants." The history of the southern white
migrant is treated in conjunction with an examination of the culture of the
people. The major emphasis is on the family religion, education, and economic
status, and their respective roles in the transition from the rural way of
life to an urban one.

We have also "History and Culture of People of Spanish Descent", meaning
in this case, Mexican-Americans, Puerto Ricans, and Cubans. The cultures of
the Puerto Ricans, Mexicans, and Cubans are studied against their historical
backgrounds. Special attention is given to an understanding of the individual's
problems in transition from peasant to urban societies. "History and Cul-
tures of American Indians" is another course, and in this course we study
the treatment, the general history, and the distribution by cultural area of
the North American Indian. A description and analysis of representative
Indian values is undertaken in order to understand the problems in the change
from tribal to non-tribal systems. Another course is "Research Writing."
This course teaches methods of questionnaire construction, the design of
tables, and the technical writing of research reports and theses. It is
focused on types of research study such as case study, descriptive study,

survey study, and so forth.

"Methods of Teaching in the Inner City" is a vital course in our program.
It presents a philosophical approach to teaching, curriculum development, adjust-
ment to meet needs of inner-city pupils, and new approaches for teaching the
hard-to-reach pupil. Students will develop units in their own major teaching
areas utilizing new materials and techniques. Special emphasis is on the
development of positive pupil self-concepts. "Literature of Minorities"
is a very valuable course included in our offerings. It is an approach to the
study of minority cultures through literature written by and about those
minorities. Literary works concerned with Afro-Americans, southern migrant
whites, American Indians, Cubans, Puerto Ricans, and Mexicans are studied
through the reading of novels, plays, biographies, essays, poems, and short
stories. Students will be able to gain insights into the culture attributes
of these groups. "Language Behavior of the Disadvantaged" is another course
offered. In addition, we have "Seminar in Disadvantagement, Americans of
Spanish Descent: Mexicans, Puerto Ricans, Cubans." Another course offering
is "Seminar in Disadvantagement - the American Indian." We also have a
seminar in field internship, and, of course, the field internship itself,
which I have talked about earlier.

A major, most important aspect of this whole program is a colloquium
which is a part of the totality of experiences provided at our center for
our experienced teachers. It is a session which meets once a week throughout
the eleven months where participants explore who they are, where they come
from, and where they are going. They come face to face with themselves. It
is a cathartic as well as a traumatic experience. Many people begin to learn
about their own prejudices. Many of our students become quite frightened by
this. But by the end of the colloquium sessions, we find many of our students

begin to understand what they must do to change themselves and change conditions, and this we consider to be a very valuable asset of this whole program.

Another aspect of our whole program is a lecture series which we provide. Generally we have approximately fourteen lectures per year, about two per month during the session. This year we heard Reverend John Porter, whose presentation was "An Educational, Cultural, Ideological Model Developed to Free Black People, the American Nation, and the World." Included in our series, too, was Mr. Marcus Foster, principal of Simon Gratz Senior High School, Philadelphia, Pennsylvania. His topic was "How to Make A School Relevant." Dr. Ed Forte, Superintendent of Schools in Inkster, Michigan, talked on "Integration: Its Attitudinal and Curricular Implications." Dr. Donald H. Smith, our founder, currently the director of the University-Community-Educational Programs at the University of Pittsburgh, spoke on "The Crisis of Black Education." Mrs. Sonia Stone, acting director of the Center of Inner-City Studies, chose the topic "Rhapsody in Black", a beautiful presentation which was produced this summer, at the center. Later, we will have Dr. Joseph McMillan, Supervisor of Inner-City Schools, Grand Rapids Public Schools, Grand Rapids, Michigan, to talk on the topic, "Early Childhood Education in the Inner City", and we will also have Dr. Mildred B. Smith, Assistant Superintendent of Flint, Michigan Public Schools, Flint, Michigan, to speak on the topic, "Curriculum Changes for Disadvantaged Pupils". These lectures run until January. There will be additional ones added after the first of the year.

Now, hear about our graduates. We find that a number of our graduates are moving into positions of much greater influence, such as those of curriculum designers. In the Minneapolis Public Schools, as trainers of teachers, and as directors of integration in large and small school systems. They're moving into areas of principalships, assistant directors of teacher corps

programs -- to name just a few. Faculty visits to last year's graduates have
attested to the quality of graduate fellows' teaching. The graduates, the
administrators, and their supervisors have enthusiastically endorsed the
inner-city studies curriculum and other experiences provided. Follett Publish-
ing Company located in Chicago is in the process of negotiating with one of our
1967 graduates to publish her three pre-primers about black children. This, of
course, she prepared during her involvement in our program. Follett has also
contacted a 1968 participant for consultative purposes on the American Indian,
and plans to include his short story on American Indians in its new language
arts textbook. Several current participants and graduates are writing book
reviews for the Negro Bibliographic and Research Center located in Washington,
D.C. Both current and past fellows and their instructors act as consultants
to school systems, Head Start Programs, Follow-Through Programs, and numerous
workshops on disadvantagement. In addition, both fellows and their instructors
act as consultants to numerous community groups throughout the Chicago metro-
politan area.

It is our firm belief that participants in the inner-city studies program
will become sensitive to the desires, needs, and expectations of disadvan-
taged minority people, that they will be motivated to tune in to minority
people's solutions to their own problems, that they see realistic ways of
changing obstructive social and political institutions and practices. We
further believe that our participants see that the job of the teacher is to
help these youths who, seeing the reality of their present positions, need
to understand the causes and formulate plans to change positively the course
of their lives. We believe our participants begin to be as realistic as their
students about the alternatives which are open to them, and help their students
see that present reality is not necessarily future reality. In addition, we

believe our participants see that the current curriculum does not focus on
the realistic concerns of their students or that it is harmful and hurtful
because it generally ignores, castigates, or pokes fun at them. We believe
that our participants will come to see that some middle-class values and the
a   middle-class oriented system are academically, socially, economically, and
psychologically irrelevant for many children from low-income families.

Lastly, we believe our program will provide our participants with
insight into all of the above and the know-how for making some significant
changes.

INNER-CITY EDUCATION FIELD REPORTS (Continued)

Part 2

Fisk University, Nashville

George N. Redd, Dean of Education

Teacher education at Fisk University in recent years has been conditioned mainly by a very significant trend in American life -- the rapid urbanization of the nation's population and the increasing complexity of the social and educational problems resulting therefrom. This trend started on a large scale during World War I, with the great population shifts from the country to the city and from the South to the Northeast and the West. These shifts were accelerated rapidly during, and immediately following World War II.

During that period, there was a steady flow of the Negro population from the rural South to the large urban centers of the region and the nation. A significant number of these persons, largely uneducated and unskilled, settled in the inner city, creating, because of circumstances mainly beyond their control, what are commonly referred to now as the slums and ghettos. As a result, serious social and educational problems have emerged, placing tremendous demands upon schools and other agencies in the urban centers. In several of the large cities of the nation, the school population of the inner city has become one-half or predominantly Negro. Recognizing with great concern these trends, Fisk University has focused its teacher education program chiefly on the preparation of teachers for schools in the changing urban centers of the nation, particularly for the inner city.

The University has always regarded teacher education as a responsibility of the entire institution, with every department of study contributing to its development and effectiveness. However, the responsibility for the

organization and administration of the program is delegated to the Depart-
ment of Education. The academic structure of Fisk University consists of a
Liberal Arts College and a Graduate Division, offering instruction on the
Master of Arts level in seven departments, including the Department of Edu-
cation. The Fisk student body is predominantly middle class Negro, contri-
buted by parents from the professional and business group. The students come
chiefly from the urban centers of the nation, extending from Boston in New
England, to San Francisco and Los Angeles on the Pacific Coast. They were
prepared for college mainly in the public high schools of the inner city.
Due to the prevailing pattern of residential segregation, they live in sub-
divisions or on the better residential streets within or in close proximity
to the ghetto. About one-fourth of the undergraduate student body of 1200
expect to teach. Most of them will assume teaching assignments in the inner
city. Many look forward to this with enthusiasm. They know the problems of
inner-city schools and they have deep feelings about them; their parents are
active in community improvement movements and projects; therefore, they want
to do something also, to improve education and life in the inner city. This is
one of their great hopes as teachers.

The Educational Policy Committee of the Faculty believes that the best
basic preparation for excellent teachers is a sound education in the liberal
arts. Thus, as a matter of policy, all prospective teachers are required to
pursue the University's common program in general education during the first
two years in college. Major study begins in the junior year. Prospective
high school teachers major in the subject matter areas in which they expect
to teach, while prospective elementary school teachers pursue a major in
elementary education.

As a matter of principle, the Department of Education believes that any
teacher preparation program should be concerned with the concrete problems
and practical situations of the communities and the schools which the pros-
pective teacher expects to serve, and with the cultures of the people who
live in the communities. Several of the courses in the general education
sequerce relate to the problems of American cities and of the minority groups
who live in the inner city. This applies specifically to courses in the
Social Sciences. Special courses related to Negro life and culture have
been developed over the years and are available as electives.

All of the professional courses in education relate to a common objec-
tive -- the development of competence to cope with the human and educational
problems of the inner city, created by recent changes in the social structure
of the urban community. Three key courses are included in the professional
sequences required of all prospective teachers:

First, there is a general course in Education listed as "American
Education: Principles and Practices", in which a significant part is devoted
to present day American society and education, emphasizing the social struc-
ture of American cities, social changes affecting education, social forces
in the community influencing education, and the present crisis in urban
education. At this time, much attention is given to the present school crisis
in New York City, where many Fisk students expect to return as teachers.

Second, a course called "Growing Up in the Inner City", which deals with
the impact of the various forces in the inner city upon the growth and develop-
ment of children from birth through adolescence. Attention is given to such
factors as housing, family life, poverty, segregation, discrimination, and
others. Resource persons from private and governmental agencies, pressure
groups, and various departments of the University are invited to participate

in the course as lecturers or consultants, in order to broaden and enrich the
experiences of the students enrolled.

Third, the course, "Student Teaching" provides opportunities for actual
teaching, under competent supervision, in the inner-city schools of Nashville
and occasionally, elsewhere. The elementary student teacher devotes the
entire day to this assignment for a period of eight weeks or one-half of a
semester. This enables her to gain valuable experiences in every phase of
the work of the elementary teacher. The other half of the semester is devoted
to classroom studies. The high school student teacher devotes a full morning
or a full afternoon to her assignment, which extends throughout the semester.

Two additional courses in Education are available as electives to
prospective inner-city teachers. One, "Education in the South", recognizes
the University's traditional obligation to the region. This course places
emphasis upon the social, economic, and political movements, which have
influenced educational thought and practice in the South; the rise and
decline of a bi-racial education as a legal practice; the struggle for edu-
cational equality; and the changing pattern of education in the South today.
One-half of the Fisk student body comes from Southern cities. This course
should prove helpful to those who will remain in the region as teachers.

The other course, "Education of the Negro", provides an analysis of
significant research and other publications on the education of the Negro
in America from Reconstruction to the present. Emphasis is placed upon those
forces in the nation which have determined and conditioned educational oppor-
tunities for Negro citizens; and those which have precipitated the present
crisis in inner-city education throughout the country.

Other professional courses in the undergraduate program, relate to
curriculum and teaching, general psychology, educational psychology, and

educational tests and measurements. The departmental faculty recognizes several departures in this program from the conventional approach; however, it does not regard the program as unique or spectacular, but one that is sound -- one that has a purpose and attempts to fulfill it.

Possibly the most dramatic of the Department's efforts in recent years to meet the challenge of the inner city has been on the graduate level. Recognizing further, the traditional commitment of the University to the Southland, the Department of Education devised three years ago, a graduate program, whereby the institution would strengthen and utilize its total educational resources for the preparation of a select group of experienced elementary teachers for the new kind of social and intellectual leadership needed for the changing public schools of the region. This involved education in human relations, as well as in the technical and substantive aspects of the profession.

In order to guarantee ample support for this venture, assistance was sought from, and granted by, the United States Office of Education, under Title V (Part C) of the Higher Education Act of 1965. It was understood that if the proposal was approved and the program granted a subsidy, the Department would operate it as a pilot project for one year; and if successful, it would continue, with necessary modifications, as the approved graduate program of the Department for majors in elementary education.

The general purpose of this program was to assist experienced elementary school teachers of promise to understand and interpret the prevailing educational and social problems in the cities of the changing South; and to provide them with the basic preparation necessary to cope with such problems as teachers of children and leaders in the community.

The more specific objectives are as follows:

1. To create among teachers an awareness of the changes and events
   taking place in the cities of the nation and of the South;

2. To help them identify and interpret developments and problems
   in public education caused by these changes and events;

3. To help teachers obtain the fundamental knowledge, information,
   and skills, and other experiences needed to deal effectively
   with the prevailing problems and the concrete situations;

4. To assist them in developing competence in the selection and
   planning of learning materials, the direction of the learning
   process, the translation of progressive educational theories
   into actual practice; and the utilization of newer educational
   materials, devices, and procedures to improve the effectiveness
   of the teaching-learning process.

The courses and other experiences provided to implement these objectives
were devoted mainly to the tasks of making education in school relevant to
community needs; but at the same time developing among pupils social and
intellectual competence at each level of development to make them functional
members of society.

Through these two programs, the undergraduate and the graduate -- the
University hopes to send to the urban centers, teachers who are dedicated;
and teachers who are qualified to provide the new kind of social and educa-
tional leadership so sorely needed in the inner-city schools of the nation.
Thus far, American institutions for the education of teachers have unfor-
tunately failed in a large measure to do this.

INNER-CITY EDUCATION FIELD REPORTS (Continued)

Part 3

Texas Southern University, Houston

Clifton M. Claye, Professor of Education

Greetings from Texas Southern University -- its staff and its forty-
five hundred (4,500) predominantly Negro students. Being located in Houston,
in Texas, in the South I am sure that you appreciate the limitations imposed
on us in terms of program development.

In 1962 in several of our local schools in different type neighborhoods
we were permitted to administer some tests -- Achievement, Self-Concept,
I. Q., Aptitude, and Interest. This permission was granted with the under-
standing that we would not make the results of the test public without prior
approval of the school board. The tests were administered as a part of our
effort to ascertain directions for the preparation of teachers. As you might
expect, the students in the schools located in those areas which could and
should have been classified as deprived, scored at or near the bottom. These
schools were in what we commonly refer to as 'inner-city schools'.

A part of our task in this work was motivation of the teachers in
these schools to do a better job of teaching. Accordingly, we reviewed the
test results with the teachers involved and asked for an explanation. Again,
as you might imagine, the explanations ran the gamut of excuses for non-
teaching. These included broken homes, too many children in the family, not
enough family income, poorly educated parents, no reading materials in the
home, no father image in the home, et cetera.

As we went further into this task of motivating teachers we took the
top and bottom five percent in overall achievement and ran some further

analyses. To test the assumption that the reasons given by teachers for poor academic performance were the ones positively related to achievement we quantified the reasons given by using a modified version of the McGuire and White Social Status Index and ran simple correlations between achievement and the reasons given. To the surprise of the teachers concerned we found: (1) A negative correlation between educational level of parents and academic achievement; (2) A slight positive relationship between occupational level of parents and achievement; (3) An insignificant negative correlation between family income and achievement; (4) A negative correlation, significant at the five percent level, between the amount of reading materials in the home and achievement; (5) An insignificant negative correlation between family composition (living with both parents, living with mother or father, living with grandparents, living with aunt or uncle, living with sister or brother, et cetera) and academic performance; (6) An insignificant negative correlation between the number of siblings in the family and achievement; and (7) There were no significant differences in the variables studied for the top and bottom achievers. On the basis of the limited data collected we found that the more favorable the variable studied, according to what we in education think, the less likely it was that it would be positively associated with academic performance.

Again, we went to the teachers and reviewed the results and again asked 'why?'. It should not be surprising that, up to this day, the teachers involved have not admitted that the fault was their own.

As a consequence of this we formulated certain hypotheses regarding this problem and proceeded to test them as best we could. Among these postulates were:

1. Teachers of these kinds of children should be supportive rather than punitive.

2. Teachers of these kinds of children should be accepting rather than rejecting.

3. Teachers of these kinds of children should be imaginative and creative rather than pedantic and conforming.

4. Teachers of these kinds of children should be deeply committed to respecting others rather than imposing values on others.

5. Teachers of these kinds of children should be more concerned with the helping role rather than the institutional role of teachers.

6. Teachers of these kinds of children should be concerned about obtaining and presenting correct information to children rather than covering conventional subject matter.

7. Teachers of these kinds of children should be able to tolerate, consider, and respond to cultural values other than their own rather than reacting with immediate negation.

8. Teachers of these kinds of children should be committed to the school where they work and be perceptive of its social role rather than be just willing to do only a routine job.

9. Teachers of these kinds of children should be willing to fight for what they believe rather than just willing to accept orders and do as they are told.

10. Teachers of these kinds of children should be self-confident in the role of a professional person rather than be anxiety ridden in the face of problems.

I would imagine that what we postulated then has been very well expressed by Nat Hentoff in Our Children Are Dying as "Involvement." In any event we attempted to test these hypotheses in a number of ways -- you are already familiar with most of them. Perhaps the most interesting one we tried was what we called 'Gripe Sessions.' In this one we asked the teachers in the senior high school concerned to select the ten or fifteen most incorrigible children in the school. These names were passed on to us and we got permission from the principal to meet with this group for thirty minutes each week. In these sessions students were free to say what they felt, why they felt it, or anything else they chose to talk about. It was understood that none of the teachers would ever question them as to what they talked about or what we said. These sessions were under the direction of a Clinical Psychologist and went on for approximately twenty weeks. In the spring of the school year when student elections were held in the school, this group organized themselves into what they called 'The Section Eight Party', selected a slate of candidates and won the election. Incidentally one of these students was the first and only Merit Scholar in this particular school.

Since our motive for this activity was the improvement of our teacher preparation program it was only natural that once we established the fact that our assumptions had some validity we raised the question as to how we might incorporate the development of these characteristics among our pre-service teachers into our program. This is where we ran into problems. You know how difficult it is on a college campus to change a practice -- we are still trying. However, we are happy to report that several activities have been added to our program. Perhaps this reluctance to change should be blamed on our state rather than on our campus. You see, in Texas, we are told what to do and what not to do -- at least that is the way the regulations

have been interpreted to us.

What have we done?

First, we have gone all out to recruit for the Teacher Education Program students who have demonstrated some degree of excellence in scholarship.

Secondly, we have designed a number of participation and observation activities to:

1. Help prospective teachers understand and appreciate how children grow and develop and how this growth and development relate to learning.

2. Help prospective teachers understand and appreciate the socio-logical and anthropological theories as they relate to growth and learning.

3. Help prospective teachers understand and appreciate the socio-psychological-cultural web which controls growth and learning.

4. Help prospective teachers understand and appreciate the fact that the sub-culture to which inner-city children have been assigned makes it difficult effectively to improve academic performance.

5. Help prospective teachers understand and appreciate the fact that among inner-city children the frustrations resulting from cultural conflicts tend to produce early school leavers and poor academic performance.

6. Help prospective teachers understand and appreciate the fact that the usual instructional design, for middle-class youths, has not been too effective among inner-city children.

7. Help prospective teachers understand and appreciate the fact
    that alternatives to the present instructional methods employed
    in inner-city schools can quite profitably focus on positive
    changes in self-perception.

8. Help prospective teachers understand and appreciate the fact
    that what happens to inner-city children once they enter school
    is largely due to what teachers do and say.

Thirdly, we have highly structured these participation and observation
activities so that they are correlated with course content while at the same
time insuring that:

1. Students have an opportunity to compare learning styles, teaching
    styles, classroom management, parent-teacher relationships, com-
    munity relationships, living styles, attitudes toward school and
    education, value systems, et cetera, in slum school communities,
    middle-class neighborhood school communities, suburban school
    communities, innovative school communities, and traditional school
    communities.

2. Content is relevant.

3. Prospective teachers learn to analyze, criticize all variables
    observed.

4. Administering and analyzing all kinds of tests.

5. A 'reality shock' is provided for prospective teachers.

6. Analysis of the teaching process is provided.

7. Practice in creating the conditions for teaching and learning.

8. Strategies for maintaining classroom discipline are developed.

9. Interaction skills are developed.

10. Communication skills are developed.

11. Practice in behavioral analysis of teaching is provided.

12. Skill in organizing for instruction is provided.

I was asked that this report to you be made in 12 to 18 minutes. This is a rather long time to take to tell you that our experience has been one of frustration -- that is what we have been attempting to do. You have been more than kind. Thank you for letting us share this time with you.

INNER-CITY EDUCATION FIELD REPORTS (Continued)

Part /.

University of Northern Iowa, Cedar Falls

Thomas G. Ryan, Chairman of University

Responsibility for Minority Group Education Committee

I am pleased that I have been able to be with you the last 24 hours,

and that I have a chance to think out loud to an audience for the next few

minutes. I am, as Dr. Earls pointed out, a historian, a member of the

Department of Social Science, not a member of the Department of Education.

I am also a member of the Committee on University Responsibility for Minority

Group Education. This semester, due to various developments at the very

beginning of the semester, I was released from most of my teaching assign-

ments so that I might attempt to coordinate certain movements and plans for

improving minority group education at the University of Northern Iowa.

I have particularly enjoyed your sessions so far because I have liked

most of the things I have heard the speakers say. It seems to me that they

have said, indirectly, that some of the things we at UNI have thought about,

talked about, and taken first steps toward, have been desirable activities.

Before telling you what we at UNI are doing, or hoping to do, in minority

group education, I'd like to give you a little context or background by telling

you a little about this Institution and its setting. I think telling you

about the Institution will make the remarks that follow somewhat more meaning-

ful.

We are, like most of you from other schools, still primarily a teacher-

education institution, even though we have passed through two name changes

in the last seven years. Although we are no longer Iowa State Teachers College,

we are still primarily a teacher-education institution. About 80 percent
of the student body of 9100 students are in teacher-education programs.
Thus, what many of the speakers of the last 24 hours have been saying has
been very much directed toward people like us.

In another respect we are, I suppose, about as unlike the world of inner-
city education described by various speakers in the last 24 hours as any insti-
tution could be. The University of Northern Iowa is virtually entirely a
white institution, in a totally white city, in a state which is also over-
whelmingly white.

We have just under 9100 students enrolled this semester, of whom only
97 are non-white. This is 1.1 percent of the student body who regard themselves
as something other than white. 59 of the 97 have classified themselves as
black or Afro. Six of the 59 are foreign students; 53 are Afro-Americans.
Our faculty of 500 has only one black. We have only two or three blacks
among our 400 non-academic employees. The city of Cedar Falls has two,
three, or maybe four black families, not counting students, out of a total
population of 26,000. The state of Iowa has about a 1 percent black population.

Most of our students are not only themselves white, but come from farms
or small towns, which means that many have never had any firsthand experience
whatsoever with black people or with other non-white people. Thus UNI while
it is primarily a trainer of future teachers, is very far removed from the
world of inner-city education, the world which has most concerned us for the
last 24 hours.

Though we at UNI, Cedar Falls, and Iowa are 99 percent white, UNI is imme-
diately next door to the city of Waterloo, an industrial city of about 75,000
population, which is 10 percent black and thus by far the blackest city in the
State of Iowa, in terms of population composition. Waterloo has its own inner

city, roughly the East Side. Look at the front page of the November 8, 1969,
Des Moines Register. In one five-minute news story you will get a lot of
information about Waterloo, and Iowa, race relations.

Waterloo is about 10 percent black, with all but 1/10th of 1 percent of
the black people in this county living on the East Side of Waterloo. The term
"East Side" is for many people in Black Hawk County a synonym for black. Not
everyone on the East Side of Waterloo is black, but if you're black and you live
in Waterloo, you live on the East Side of the river. It is also sometimes
known as the "North End."

Waterloo, like most cities with sizable black populations, is extremely
segregated in such things as residential patterns and school attendance.
Here are just a few figures as of May 1, 1967. (I don't suppose you can
expect a professor of history to be any more up to date than that.) At Grant
Elementary School, the student body as of May 1, 1967 was 99.7 percent black.
At City View Heights Elementary School, the student body as of May 1, 1967 was
83.2 percent black. At Longfellow Elementary School, 63.8 percent. There are
33 schools in the Waterloo Public School system, eleven of which had some black
students. Obviously, black students are overwhelmingly concentrated in a few
schools. Let me cite one or two other statistics to tell you about the world
of UNI.

In Waterloo, as in most cities, especially in the North, residential and
school segregation are increasing. Grant School, which is now 99.7 percent
black, was 92 percent black in 1955. Longfellow is much more striking. In 1955
it was 27 percent black; twelve years later, in 1967, it was 63 percent black.

Waterloo is in many respects a microcosm of New York, Detroit, Chicago,
Baltimore, Cleveland, and other metropolitan areas, whether we talk about
racial segregation, or whether we talk about the concomitant of it, white

people fleeing the East Side of Waterloo to move either to the West Side of
Waterloo or to Cedar Falls. So the University of Northern Iowa, a virtually
all-white institution, in a virtually all-white state, in a virtually all-
white city, is geographically not quite as far away from the inner city as
we might otherwise think, at least a particular inner city in Waterloo.

Now that more or less tells you where we live, what things are like
around here. From there I would like to go on and say something about the
University of Northern Iowa, and some of the things it is talking about,
and starting do do, in the field of minority group education. We do not
hold ourselves up as a model, but we are the host institution, and it is
usually only the host who has a chance to show his home movies.

The first thing we might note is me. I am an assistant professor of
history. So far in the last 24 hours we've heard from a Head of the Depart-
ment of Education, a Dean of the College of Education, a Director of an
Urban Education Center, a Professor of Education, a Dean of Education, a
Board of Education member, an Assistant Superintendent, a faculty member
from a School of Education, a Professor of Education, a Director of Elementary
Education, a Superintendent of an Elementary School District, a Professor of
Education, a principal, an Assistant Professor of Education, and now an
Assistant Professor of History.

My presence here tells you something about the UNI program in minority
group education. It tells you that the program here is University-wide in
terms of having participants from various academic departments, somewhat as
Dr. Larson suggested in his talk yesterday. The UNI program began eleven
months ago when another professor of history, who is quite concerned about
racial justice and race relations, learned of the existence in Chicago of
the Center for Inner-City Studies, from which Miss Arnez spoke yesterday.

He began to talk to some of his friends on our faculty about the Center

for Inner-City Studies. And he said "Why don't we, as a teacher-training

institution, do something. Surely we have a particular kind of nature and

function and maybe we can do some things." He talked to a number of faculty

members; he persuaded the Administration to provide a station wagon and

some expense money for a number of people to spend a long weekend in Chicago

visiting the Center for Inner-City Studies, to see if there might be some-

thing there to be learned by this teacher-training institution in the middle

of virtually all-white Iowa.

The group which went into Chicago was an interesting collection of

faculty members. There was one historian, one political scientist, one soci-

ologist, one professor of English, one librarian -- Miss Eakin, (who has since

joined the Department of Education, and is here this noon); one member of the

Department of Education, and a part-time black graduate student who was also

at that time Director of the Waterloo Human Rights Commission. I was not

among the group.

These people came back from Chicago very enthused. They made a report

to the President, and to the Vice President for Academic Affairs. On the basis

of this report a committee was established, The Committee on University Respon-

sibilities for Minority Group Education. This committee has from the begin-

ning been somewhat different or unique, I think, in that it has had both

faculty members and non-University people on it. The faculty members on it

come from a variety of disciplines within the University. The non-faculty

members have been black and white, from both Waterloo and Cedar Falls, public

school people and laymen. The thought was that for the University to be really

effective in the field of minority group education, it must somehow establish

ties and links with the non-University community -- black and white, school

people and laymen. The Committee on University Responsibility of Minority

Education, continues to have this very heterogeneous membership, including

several students.

The committee, as committees often do, soon found itself establishing

a number of subcommittees. I want to tell you the subcommittee names, and

then say something about some of them. There is a Center subcommittee, a

Curricula subcommittee, a Campus Environment subcommittee, an Integration

of Schools subcommittee, an In-Service Training subcommitte, an Open-Discus-

sions subcommittee, and a Utilization of Resources subcommittee.

What, if anything, have we done since the establishment early in 1968

of both a committee and a number of subcommittees? We have done several things

which haven't gotten as far off the ground as we had hoped. Let me suggest

them to you.

A new position was created in the University table of organization -- a

position labeled Director of Special Community Services, and the man hired to

be Director of Special Community Services was to direct the University program

on minority group education. He would, among other things, head the Center

in black Waterloo, which would be an extension of this campus, along the

general lines of the Center for Inner-City Studies in Chicago. Hopefully,

he would work with our teacher-education program, with our other academic

departments, and with the public schools throughout the State, to better

prepare future teachers, and to work with other teachers already in the field.

The University hired an outstanding man to head our Minority Group

Education Program, but at the last minute he was unable for personal reasons

to come. This is one reason I am here today, because when, at the beginning

of school, we found that the Director could not come, several people in the

administration said, "What do we do now?" One thing which was done was to

ask me to teach less, but to talk more often to non-classroom groups. We
are now looking for a Director of Special Community Services, a black man
who will be our leader in the field of minority group education.

We have begun some other programs in minority group education. We have
integrated our Campus Laboratory School. Remember, please, that Cedar Falls
is 99.9 percent white. We we went to Waterloo late last summer, found some black
students who wished to attend the Laboratory School and brought them over.
They are bussed daily. Thirteen this fall, 55 or 60 next fall, 100 the year
after that, at which time the Laboratory School will be about 15 percent black.

We integrated the Lab School for several reasons. One was so that those
students who do their student teaching at the Laboratory School would thereby
have a wider experience in education through having some black students in
their student teaching classrooms. Another reason was so that the much larger
number of teacher-education students who engage in either observation or par-
ticipation at the Laboratory School would have a similar opportunity.

Most of our student teaching is done in all-white schools. Some student
teachers go to the East Side of Waterloo, into classrooms with black students,
but unless you student teach on the East Side of Waterloo, the odds are very
much against your teaching in other than an all-white classroom. By bringing
black students to the Laboratory School, we increased significantly the number
of our student teachers who can have this experience and become better prepared
to teach all kinds of students in all kinds of classrooms.

Speaking as a parent of children who attend the Laboratory School, I
might add that another reason some of us worked to integrate the school was
because we believed that the education of our own children would be fuller
and better and enriched, if they had black children as classmates.

You may have noticed the story on the back page of the November 8, 1969,
hern Iowan, the student newspaper. The Afro-American society at UNI has

submitted to the Minority Group Education Committee, a number of requests,

including request for the recruitment of more black students and teachers.

We have also heard speakers in the last two days, especially Dr. Larson and

Mr. Wheeler, tell us that we need more black faces in otherwise white class-

rooms.

In the University we did about the same thing that we did in the Lab

School -- we did a last-minute recruiting job in Waterloo, and recruited

thirteen black students who were 1968 graduates of East High School to attend

UNI this year. When you stop and think back to the statistics I gave you

earlier about the UNI student body, you can see that thirteen additional

black students meant a one-third increase in the number of Afro-American

students enrolled here. These thirteen students are receiving financial aid

as well as supportive educational services. Next year we plan to start much

earlier and to recruit minority group students from all Iowa high schools

with such students.

About black faculty -- we've virtually nothing accomplished. We have one

black faculty member this year; we had three last year. One of them is now

away on leave. Evidently finding black faculty members is getting harder and

harder because it's fashionable to search for and to have a black faculty mem-

ber or two. I suspect we may well have to change our recruiting -- the faculty

admissions standards -- really to have black faculty members in the future. We

should have a significant number of black faculty if we are really to do much

in the area of minority group education.

We also have a faculty self-education program. This summer Miss Eakin

led a study group composed of faculty members who wanted to explore some-

what systematically various aspects of the racial question in this country.

This fall a similar program is underway.

In connection with the education of the faculty and the student body, speakers in minority group education are being brought to the campus. This year, Jonathan Kozol, Samuel Proctor, and Eugene Bucchioni will spend a day or two on our campus.

Certain curricular changes are being made. Dr. John Lindberg, who has attended most of the sessions yesterday and today, will offer next semester a course in "Afro-American Literature." I will offer a course in "Afro-American History." The Education Department has a course in "The Education of the Disadvantaged Child." More importantly, I think, a special curriculum committee has been appointed to study the curriculum from the whole standpoint of minority group education. Hopefully, this is a from-the-bottom-up effort, the suggestions for curricular reform to come from individual departments. Quite frankly, some departments need more prodding than others.

We have just initiated in the last week exploratory conversations with the Waterloo Public Schools, with an eye to placing more of our students in East Side classrooms. Those students would go there for participation and observation experiences for the "Teacher and Child" and from the "Psychology of Learning" courses. This will help solve space (room) problems at the Laboratory School, and will also help us by providing some of our students an opportunity early in their education to get into classrooms which are something other than all-white, all-middle-class.

One last word about the role of our faculty in all of this. Many faculty members, and the Administration, are quite committed to doing some pretty important things in the area of minority group education. Some faculty members feel that the Administration moves too slowly at times. There are also faculty members who think the University has gone too far too fast. To bring 100 black students (by September of 1970) from Waterloo to the

Campus School means telling some Cedar Falls parents and faculty members,
"Sorry, but we will not be able to take your children at the Lab School."
Some parents, including University faculty members, who purchased homes in
the regular Lab School attendance area resent the fact that their children
will probably be "bumped" by black students from Waterloo.

1968-1969 has not been a good year for faculty salaries at UNI. Some
faculty have expressed special discontent about the Minority Group Education
Program, seeing the money spent on the new program as one reason salary
increases were so small this year. Faculty members not especially sympathetic
to the new program to begin with, felt particularly aggrieved when the new
program and minimal salary increases came at the same time. The decision
of the Committee on University Responsibility for Minority Group Education,
that the new director of the program must be black also disturbed some faculty
members. As you might expect in any group of 500 people, the UNI faculty
has expressed a variety of responses to the new University program in minority
group education.

There is, however, in many parts of the University, a feeling that we
have much important work to do in this area, and that we should move on as
many fronts as possible, as rapidly as we can. There is substantial Adminis-
tration support for the program. The University has come quite a way in the
last eight to ten months. We have a long way yet to go.

We are somewhat cognizant of how little we know, whether it's about how
to recruit black faculty or students, or how to establish new and more
meaningful admission and retention standards for students from different
cultural backgrounds. We also know less than we should about how to make
the whole campus environment attractive to minority group students and teachers.

This pretty well describes what the University of Northern Iowa is doing
and planning to do, in the area of minority group education. We would appre-
ciate an opportunity to compare notes with you about your schools and their
programs, to answer any questions you may have about our program, and to listen
to any suggestions you may wish to make. We purposely made this presentation
somewhat short so that there would be an opportunity for discussion, so now
let's hear your thoughts, questions, and suggestions.

INNER-CITY EDUCATION AND TEACHER PREPARATION

"Teacher Preparation: Alienation or Realization"

Virginia L. Hash, Assistant Professor of

Education, University of Northern Iowa

There is an anecdote about a shipwrecked sailor who had spent three years

on a desert island and was overjoyed one day to see a ship drop anchor in the

bay. A small boat came ashore and an officer handed the sailor several news-

papers.

"The captain suggests," he told the marooned sailor, "that you read

what's going on in the world and then let us know if you still want to be

rescued."

This little commentary on current events may or may not be amusing to you,

but perhaps one can draw from it implications for education as it exists today.

Our modern society is one based on a vast technological system which has

opered great new fields for exploration and development. These advances along

with an expanding economy of things and machines have allowed people to achieve

a certain contentment with life. However, this same technological emphasis

has created alienation in significant aspects of our lives. Machines are

present everywhere and people have become machine-oriented rather than people-

oriented. Alienation from self becomes acute as machines replace people, and

this results in a loss of identity and consequently an alienation from the

environment. One has to look no further than the morning newspaper to see the

manifestations of this alienation; war, violent crime, corruption, campus

riots, poverty, to mention only a few.

The education system has not helped students overcome alienation, for it

too has an emphasis on technology, or more specifically, a major outgrowth of

technology, specialization. Specialization has meant higher and higher educa-

tion, and colleges and universities have become technical schools or only

stepping stones to the graduate school and an even more specialized niche

in society. This is true because 'success' in society has depended, in many

instances, upon the degree of specialization one achieves. In the throes of

this specialization, very little opportunity has been provided for effective

communication between teacher and student. Thus, a more complete alienation

has been effected.

If the above statements are true, then those task forces and scholars

who prepare teachers face tremendous challenges. It would seem essential to

think long and hard about the kinds of people and society seen as desired and

desirable. If the technological school leaves something out and education

is to become more than instruction, then we must somehow find ways to develop

an education which will combine theoretical insights and personal experiences.

Deep and lasting personal contacts must be an integral part of any educative

process. "The warmth of individual for individual...must offset the cool

objectivity and impersonality of the machine, as well as provide an important

motivational base for further learning." [1]   Teacher education institutions

must respond to the need for a more humanizing education which respects

individuality. Somehow we must adapt our schools to the idea that man is a

thinking, feeling, doing, aspiring creature. Thus far, for the most part,

the attempts to bridge the gap between the theory of the teacher training

institutions and the reality of the everyday classroom situation have been

most ineffective. What direction then can these same institutions that ulti-

mately reach every phase of our lives take toward humanizing instruction and

further allaying alienation?

lizabeth C. Wilson, "The Knowledge Machine," The Education Digest, olume XXXIV, Number 6, February, 1969, p. 4.

First, each institution must share the common commitment to prepare the
best possible teacher. The kind of person envisioned is a well educated and
mature adult with a professional commitment to education and to working with
learners as individuals regardless of whether they are children or adults or
come from Shantytown Street or Blue Blood Boulevard.

Secondly, there needs to be a redefinition of the purpose of teacher
education. No longer can it just be a cognitive roadmap for teaching, but it
must also help establish a value map. Teacher education must be flexible and
appropriate. An opportunity can hardly be real for a person whose background
has so limited him that he cannot see it. It is becoming increasingly evident
that a child's learning is enhanced if it is centered upon his own experiences,
needs and interests and if he can participate in the direction of his own
learning activities. It would seem that a compelling task for teacher educa-
tion today is to serve as an instrument for constructive change as well as
to foster the spirit of individualization within the profession.

Thirdly, there must be an increased awareness that the racial or ethnic
group and the social class to which one belongs influences the shape of his
personality as well as his adjustment to the total society. The disadvantaged
child from the inner city has adopted values to deal with his immediate life
situation. These values do not always enable him to succeed in school. In
fact, by middle class standards, any child is considered a failure if he does
not achieve academically. School to the slum child becomes a threatening and
frightening event. And this alienation is further reinforced if the teacher
makes no effort to understand the many mitigating factors involved. It is
clear that schools can offer nothing of lasting value until teachers respect
what people are and that each individual has something to offer.

A perusal of curricula from several teacher education institutions

indicates that the skills necessary for successful, creative teaching are
developed to some extent through observing and participating with children
in a learning environment. Unfortunately, in many teacher education programs,
prospective teachers gain little or no practical experience beyond their
student teaching experience which normally occurs near the very end of the
student's undergraduate education. An unfortunate consequence of this situa-
tion is the lack of connection between what is learned in the college class-
room and practical experience gained from working directly with children.

The University of Northern Iowa seeks to improve upon this condition by
providing its students early, frequent, and extended experiences with children.
Serious efforts are being made to tie these practical experiences to the stu-
dent's professional education courses. During his sophomore year, the student
is introduced to the first course in education. This course provides many
opportunities for a thorough understanding of what is involved in a teaching
career. Furthermore, it should cause the young person to look reflectively
at all phases of education and to consider the wisdom of his decision to
become a teacher. Hopefully then, the student enters the profession with a
more reasoned commitment because he has visited classrooms and pictured him-
self as the person in charge of instruction.

A very valuable aspect of this beginning course is the opportunity for
the student to become involved in the teaching-learning process through a
series of required observational experiences. Observation is certainly an
important method used in gathering data necessary for solving problems. These
experiences provide opportunities for the future teacher to (1) become familiar
with the variety of methods and techniques used in instruction and class
management; (2) acquire information about the sources, uses, and conservation
of teaching materials and; (3) integrate information and knowledge derived

from the college education class with the actual teaching-learning situation. It is suggested that these observations be made in different grade levels and in different learning situations so that a better idea of pupil development may be obtained. Although the close proximity of the University's laboratory school to the central campus facilitates observing, students are urged to observe in as many other schools in the larger community as possible.

With the realization that observational experiences are really only a first step, the faculty members appointed to teach the first professional education course at the University of Northern Iowa are encouraging their students to participate as volunteers in various community projects that involve children. Hopefully a more complete correlation of theory and practice will be effected.

In terms of the number of student volunteers, one of the more successful community volunteer programs has been involvement with the Head Start program. The Waterloo-Cedar Falls area has a year-round Head Start program with two classes at each of eight centers. At the beginning of each college semester, a meeting of all interested education students is scheduled with the Head Start representatives. The representatives discuss their program, point out their various needs, and secure the time of day and day of week the college students wish to volunteer. Most students volunteer for a two-hour block of time once a week. Approximately 125 students have been involved each semester.

This procedure has served as a model in developing on-going programs of a similar nature with other community projects. The many successful out-of-class voluntary experiences include: Boy Scouts, Girl Scouts, Gra-Y and Y-Teens programs of the Y.M.C.A. and Y.W.C.A., tutors in Neighborhood Youth Centers and in schools in economically deprived areas of the city, church school helpers and teachers, reading helpers with elementary school children,

4-H clubs, and assistance with various special education classes.

The experiences of participating in a classroom on a professional basis under the supervision of a master teacher occurs during the U.N.I. student's junior year. Before becoming an active participant in the classroom, opportunity is afforded for further study of human psychology and learning theory. A number of schools with varying social, ethnic, and racial components are available for the actual participation experience so that a student, if he chooses, may have contact with people unlike himself. As an adjunct, the prospective teacher is exposed to a number of new techniques and conceptual models which have been designed to study teacher and student behaviors more effectively. Among these are micro-teaching, simulation, and verbal interaction analysis.

The nine weeks of student teaching occur during the senior year. Through all the many professional laboratory experiences the University of Northern Iowa's undergraduate education student sharpens his skills of observation and inquiry. Applying what he has learned from his various academic studies, the prospective teacher is able to focus upon the processes of learning and the techniques used by various teachers to promote learning. Knowledge and perceptions are gained about children as individuals and in groups and about their relationships with teachers and with each other. The student has had an opportunity to diagnose individual learning problems and to manage group behavior. It is with these kinds of experiences and exposures that prospective teachers gain insight concerning their assumptions about children, the nature of learning, the process of education and the role of the teacher. It is a professional program oriented for student growth and provides for information, for involvement, and for personal exploration and discovery.

The path of teacher education is strewn with many obstacles. Education

assumes change. Loban has pointed out, experience is the basis for learning:

"Modern societies have never fully envisioned the educational uses of

experience and as a result schools remain excessively verbal in their emphasis

and incomplete in their accomplishments."[2] It would seem that because of

the many demands placed on them by society, schools have found themselves in

the position of a sailboat on a stormy sea. Because of insufficient planning,

absence of clearly formulated philosophy, lack of human understanding and

empathy that is essential for both the suburban child and the ghetto child,

the boat is buffeted by every gale. If our schools, and their inhabitants,

are not to be alienated, removed from, and unconcerned with the pressing

problems of our civilization, it would appear that teacher education institu-

tions must leave no stone unturned in their efforts to be viable, truly func-

tional and real.

The words of Thomas Huxley serve as a challenge:

> The rung of a ladder was never meant to
> rest upon, but only to hold a man's foot
> long enough to enable him to put the other
> somewhat higher.[3]

Teacher preparation for work in the inner city, the rural community, or suburb

must be real. It should be the first step in the ladder of the education pro-

fession.

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[2]Walter Loban, _Literature and Social Sensitivity_, (Champaign, Illinois:
National Council of Teachers of English, 1954), p. 63.

[3]Thomas H. Huxley, _Science and Education_, (New York: P. F. Collier and
Son, 1901), p. 257.

INNER-CITY EDUCATION AND TEACHER PREPARATION (Continued)

"Sensitivity and the Group Learning Process"

John M. Earls, Assistant Professor of

Education, University of Northern Iowa

Much of the recent research dealing with the disadvantaged child has

been directed toward helping society in general and educators in particular

look at the problems of the disadvantaged from the frame of reference of the

disadvantaged himself. It has been only during the last decade that educa-

tional thought has dealt with such problems in a realistic, mature manner

that strives to view the ghetto through the eyes of ghetto dwellers. Shumsky,

in his recent book, In Search of Teaching Styles, states that the dominant

note in educational theory today is "... denoted by a high level of realism and

determination to change."[1] He identifies two basic stages of thought concern-

ing educational deprivation. The first stage is concerned with the concept

of cultural relativism -- which dominated during the 1940's and 1950's. The

second state is characterized by a realistic determination to alter the situ-

ation. Cultural relativism led to ". . . increased insight into the dynamics

of the relationship between social class and personality development . . ."

and to a second impact which he deems as basically negative in nature. This

second impact led to the classroom teacher's feeling that he must be objec-

tive about the deprived youngsters; he must be careful not to impose his

middle class values on these students; and he should be hesitant and cautious

in making value judgments about lower class children. Shumsky maintains that

while this cultural relativism concept led to increased understanding between

[1]Abraham Shumsky, In Search of Teaching Style, (New York: Appleton-
Century-Crofts, 1968), p. 179.

the two cultures and to a strengthened desire to see the two cultures live

harmoniously side by side, it ". . . did not move educators sufficiently

toward constructive action to help the disadvantaged child get out from under

the enormous destructive elements in his life."[2]

Now, however, educational thought has taken a far more realistic and

positive view and as Shumsky states ". . . while the previous stage stressed

the acceptance of differences and the diminishing of prejudice the present

emphasis is on rehabilitation through learning."[3] Along with this emphasis

has come a greater understanding of the basic needs of the novice teacher as

he learns to work with the disadvantaged learner. All too often the novice

teacher confuses assertion of authority with authoritarianism and he feels

guilt and a sense of defeat when he finds himself forced to assert his

authority in the classroom. Guilt over disciplinary encounters may lead to

a rigidity that in turn forces him to react in a far more authoritarian manner

than he views as desirable, with the result that in his own mind he is not

living up to his image of the ideal teacher.

Shumsky points out that many students enter the teaching profession because

of a drive or desire to love, to give, to come close to and to reach children.

At the same time they fear rejection. Consequently, when a discipline crisis

arises, the novice teacher in the ghetto school is often unable to handle it

and still maintain his image of self as an accepting, loving, democratic

teacher. As a result of repeated experiences of this kind many novice

teachers become rigid, authoritarian, or perhaps give up altogether, leave

the ghetto schools and move to suburban white, middle-class schools where

[2]Ibid. p. 183.

[3]Ibid. p. 184.

they think they can be the kind of teachers they want to be.

One of the most basic problems of developing teachers for the disadvantaged revolves around the questions -- "How do we get these future teachers to view both themselves and their role as teachers in a realistic, honest manner?" "How can they be helped to look closely and fearlessly at their needs and their goals?" It seems evident that until this kind of self-understanding occurs it is unrealistic to expect that these teachers will be able to learn to look at the ghetto child and his world through any but clouded eyes. His eyes will remain clouded with sentiment and pity, with feelings of prejudice and insecurity, or with a false sense of objectivity. It is only through realistic, honest, clear-sighted vision that the plight of the urban ghetto child can be ameliorated.

How then does one gain this kind of vision? What steps can be taken to develop honest, insightful teachers who recognize their own strengths and weaknesses? Perhaps one of the most promising areas of thought for this problem is that of sensitivity training. The goal of sensitivity training is to stir and prod ". . . people into taking a good close look at themselves and at their relations with others."[4] Training of this type is an experienced-based learning activity which is directed toward helping the participants think and feel differently about the human relations problems they may encounter. As Wechsler points out in his text, Inside a Sensitivity Training Group, there are two facets to such training. The first involves helping participants increase their awareness of how others think, feel and are likely to behave. This is social sensitivity. The second facet consists of helping the participants acquire the ability to act appropriately in varying interpersonal

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[4] Irving R. Weschler, Inside a Sensitivity Training Group, Institute of Industrial Relations, (Los Angeles: University of California, 1959), p. 1.

situations. This is termed behavioral flexibility. As the participants interact in one-to-one and in group situations and learn to recognize the various social pressures arising out of human relationships, they hopefully are enlarging their behavioral repertoires, are becoming more aware of their personal strengths, are learning to distinguish between real and imaginary pressures, and are increasing their capacities to speak and act as free, strong, and considerate individuals.

The assumptions underlying sensitivity training help to explain further the theory and to elucidate the operational mechanisms that develop within the participants as a result of their training experiences. The first assumption is that the essential sources of personal growth and development lie within the individual himself and no attempt should be made to force change. The basic role of the trainer is to help create the conditions under which the individual can gain a new self-perspective. The second assumption is that people do want control of their destinies; they do desire healthy relationships with others; they do want to operate with a minimum of fears and doubts about themselves and others with whom they interact. The third assumption is that in order for productive social learning to take place there must be interaction with other people. As the participants learn to work with one another they are urged to comment on their experiences; spontaneous, free and open communication is encouraged. "Each person creates for himself as well as for the others of his training group a set of mirrors in which values, attitudes, and behaviors can be reflected."[5] The fourth assumption is that ". . . the setting of a climate for learning is essentially a matter of facilitating certain group norms which permit the individual to learn."[6]

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[5]Ibid. p. 2.
[6]Ibid. p. 2.

Such norms allow exposure to new ideas and feelings and the supportive atmos-
phere of the group permits the participant to look at his own inadequacies
and to try out new ideas, new attitudes, and new feelings. The final assump-
tion states that personal growth is best promoted in a learning situation in
which the participant is respected and his right to be different is protected.

As the above assumptions imply, the basic purpose of sensitivity training
is to help individuals look closely and honestly at their feelings and atti-
tudes and to learn to trust others enough to express these feelings and to
try out new feelings. The implication is that people can change their atti-
tudes and their ways of thinking if certain kinds of conditions are available
to them.

The actual operation of a training group (T Group) depends upon the
following factors: the goals of the group, the members themselves, the
trainer, and the time involved. Basically, participants in a T Group work
together in subgroups for a limited period of time, which ranges from 10 to
40 hours. It is during this initial period that they learn to analyze their
own feelings, reactions, perceptions, and overt behaviors. They may meet in
a marathon weekend program or for several hours a day in a two-week residen-
tial program, or over an entire semester as many university students are now
doing. A trainer is assigned to the group and it is his goal to help the
group develop the skills that will enable it to function, without him playing
the role of the traditional chairman.

The experiences of the participants vary as do the purpose and composi-
tion of each group. Each group develops its own special personality. Wechsler
points out that each and every group is influenced by some critical events and
it is these events that eventually give the group its unique character. As
these crises occur and are worked through, the group will begin to develop its

experiences that would provide insight into the reasons for the misunderstand-
ings that occur between employer and employee, between male and female, between
black and white, and between the poor and the affluent.

Some of the problems T Groups are urged to consider include the recogni-
tion of hostility when it arises, the acceptance, and encouragement of non-
conformity, the ways of dealing with hostility and aggression, and the methods
of charting a middle course between majority rule and minority tyranny.

All T Group leaders must emphasize that it is the responsibility of each
individual member to do his utmost for the group. Each group member is pressed
to operate at his full potential because group effectiveness is contingent
upon everyone's ability and willingness to contribute. Wechsler terms this
the "eight cylinder" phenomenon. Some group members function on only one or
two cylinders while others seem to function on 12 though they perhaps have
only six.

Some people seem to benefit to a very minimal extent from T Group sessions,
while others gain great insight into their own feelings and behavior. As one
trainee phrased it ". . . I have learned more about myself and others than
through any other single experience in my 22 years . . . . I have learned
something that isn't written in the books -- about myself, my fears, my
actions, needs, and drives."[7]

The National Training Laboratory Institute for Applied Behavioral Science
has conducted extensive research concerning sensitivity training and offers
the following generalizations for consideration:

1. People who attend sensitivity training programs are more likely to
improve their managerial skills than those who do not.

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[7]<u>Ibid</u>. p. 117.

2. Approximately two thirds of the participants were observed to increase their skills after attending T Group sessions.

3. Many individuals report extremely significant changes and impact on their lives as workers, family members and citizens.

4. It is estimated that less than one percent of the participants experience serious stress and mental disturbance during sensitivity training.[8]

The most recent trend in sensitivity training seems to be that of colleges offering sensitivity training as a regular credit course. The courses are variously titled: "Analysis of Behavior in Groups", "Human Groups" or "Analysis of Group Participation." There are certain difficulties inherent in offering such training as a regular classroom experience which lead to ambivalence on the part of instructors and students as to the value of the training in these circumstances. As one researcher states: "The educational environment and climate of the university work against the successful re-educative use of T Groups in the classroom by (1) emphasizing the cognitive components; and de-emphasizing the effective and behavioral components, and (2) placing demands upon the student's time which interferes with the more unstructured, self-initiated, ambiguous aspects of learning in the T Groups."[9]

A procedure that has definite potential involves the division of the group into the "accepted" subgroup and the "rejected" subgroup. Such a division is most appropriately based on an observable characteristic such as hair or eye color, sex, or age level. For example, group members with brown hair may be designated as the "accepted" subgroup. Thereafter they would be

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[8]Human Relations Training News, "Sensitivity Training in the Classroom," Volume 11, No. 3, (Washington, D.C.: 1967).

[9]News and Reports from NTL Institute for Applied Behavioral Science, Volume 2, No. 2, (Washington, D.C.: April, 1968).

granted privileges and given compliments and considerations from the group
leader. The remaining group members with the other hair colors would then
serve as the "rejected" group. They would be criticized, punished, or
ignored throughout this phase of the sensitization process. The extent to
which the group leader can ethically initiate such a program of discrimina-
tion depends on the maturity and background of his students. This seemingly
innocuous procedure has the potential of generating strong emotional reac-
tions and a high degree of caution must therefore be exercised by the group
leader.

Another trend in sensitivity training is to offer specific laboratories
or workshops for highly specific purposes, for example, one is titled, "On
Being Married to a People Helper." This workshop is only for married couples,
and one member of each couple must be a member of a helping profession such
as psychiatry, clinical psychology or social work. Another workshop is
titled, "New Methods for Classroom Learning" and is open only to black high
school students in a certain city. The purpose in this case is to seek ways
to make learning relevant to life goals. It is this latter type of sensitiv-
ity training that seems to offer the most promise for the disadvantaged
learner and his teachers.

Laboratories may be set up that specifically deal with the ghetto
school, the urban disadvantaged learner, or the novice teacher in the ghetto
school. A first step might be to have a core of teachers from a ghetto school
participate in a T Group experience. The teachers who have been successful
throughout the training program and have achieved a high degree of skill in
human relations could then become the nucleus of a teaching team in a ghetto
school. Their task at such schools would be twofold. They could not only
serve as trainers for student sensitivity training groups but also for in-

service groups of other teachers.

Thus a core of well trained teachers could become the disseminators of information relating to the concepts and principles of sensitivity training to an ever increasing radius of people that eventually might include not only teachers and students in the ghetto school, but also parents, administrators, and community members at large. The overall goal of such a program would be to help the participants learn to view themselves with honesty and to move toward attitudinal change with confidence and trust in both themselves and in others. If this first step can be achieved then the climate for optimal learning situations can be developed. But until all the individuals involved in the learning situation can view themselves with such honesty and self-understanding, it seems unduly optimistic to expect that effective solutions to the problems of the urban ghetto communities will be forthcoming.

INNER-CITY EDUCATION AND TEACHER PREPARATION (Continued)

"Disadvantaged Black Youth and the Student Teacher"*

Dan Oppleman, Professor of Education

University of Northern Iowa

While all student teachers cannot and should not be directed toward
working exclusively with disadvantaged youth as "special education" teachers,
it is quite clear that all student teachers require definite and immediate
guidance to deal with a problem that has festered far too long in our society.
Except for the specialists, most of the insights on understanding disadvan-
taged youth available to the trainee have come as token references, in a
few courses in the general education curriculum, in still fewer courses on
the undergraduate level in pertinent social sciences, and in almost insignif-
icant exposure in the pre-professional component of student teaching.

Even though the educational problem of dealing effectively in the
classroom with these distressed youth is by no means restricted by color,
creed, or race, it would be futile to argue negatively that the most demand-
ing call at the moment is for expeditious handling of the matter as it
relates particularly to disadvantaged black children. Words and pronounce-
ments, persuasive oratory and long-range plans are not keys for the situation
at hand, yet some few words of orientation, if for no other purpose than as
a ground or framework, from and out of which to work, are clearly needed.

Blacks are at long last finding the rare opportunities to voice the

fee ings of centuries that they should and must be recognized as human

b in, _n an absolutely equal and unreserved basis; this essential equality

as free men must have built upon it equal opportunities in education, work,

and housing without any delays. ("Without reasonable delay" is itself a

delaying device.) We should remind ourselves at this point that equality

cannot be equivocated -- to place any restriction or limits upon it, is to

deny its moral worth.

Damage done to the disadvantaged youth, in terms of his self-image, his

aspirations, his general psyche, and his desire for worthy home and social

membership, is usually wreaked upon him before adolescence. The harsh and

distasteful, and almost irrevocable fact is that too few can be rescued

after this point is reached. It is rotten logic to assume that disadvan-

taged black youth can be suddenly thrust into college on an assumed equal

rating with white peers. Too much has already been denied, that in effect

they come as intellectual and psychic cripples. But the remedial steps for

this particular problem go beyond the measures that can be executed now in

the lower, middle, and upper schools!

To assert that areas, urban, suburban or rural, where black population

is sparse does not command the same attention devoted to populous centers,

is to miss an important point. It is precisely the hiatus (here meant as a

gap with a part missing) in the general education of whites in our country

during three centuries concerning black culture, that has resulted in the

ills confronting us. No special focus for blame is sought, but the current

educational process, starting with its roots in colonial days, has fatefully

developed the current social, economic and moral illnesses, too clearly

revealed in attitudes and actions, that beset both whites and blacks.

There are random examples of commendable efforts to prepare the student teacher to meet the problems of disadvantaged black youth, but for a dozen or more suggestions, nay, please, for steps that can be implemented at once, the following are recommended where appropriate -- to teacher educators in the colleges, to school administrators, to student teacher supervisors in the schools, and not the least, to the student teachers themselves.

1. Set up in every library -- college, school and public, an easily identified collection of books, papers, periodicals and pictures dealing with black history and culture. Reading and research should be assigned by those competent to make the choices.

2. Set up displays of all kinds in schools, colleges, public buildings and other public areas, with an obvious and continuing emphasis on black culture.

3. Conduct pre-professional and in-service conferences, seminars or workshops for student teachers, utilizing local and other competent blacks where possible, but including psychologists, mental health and social workers.

4. Reorganize the existing programs of general education to include black culture; e.g., art, music, science, literature, education, etc.

5. Introduce new and unique courses with the emphasis on black culture, socio-psychology, economy, and the complex of related fields.

6. Include in both pre-professional and in-service training, visits to black ghetto areas; enhance this with verbal confrontations with a wide variety of black citizens.

7. Augment the existing observations and participations in the pre-professional training period with the inclusion of black or partially black schoolrooms.

8. Increase the opportunities for field experience in student teaching in schools of the inner city.

9. Require youth and community service in black or part-black areas as a portion of the pre-professional training. Use parts of the summer, evenings or weekends, for volunteer work with scouts, youth groups, church schools, playgrounds and at community centers.

10. Make efforts to secure, show and critique films and videotapes dealing with blacks and their problems, including popular films, documentaries and specially prepared materials, from urban leagues, Anti-Defamation League, brotherhood groups, UNESCO, and like organizations.

11. Make a determined search all along the line in colleges and schools, for black administrators, teachers and supervisors, not only to serve the superficial purposes of education, but as much needed models for black youth.

12. Make every effort to encourage black youth early, no later surely than junior high, to set their sights and minds on professional futures, and opportunities that offer advancement.

13. Try to understand the black argot, especially "soul" as it relates to brothers, music, food, behavior, and expressed words and feelings.

14. Arrange "soul food" and "soul music" sessions cooperatively with black youth.

From the above suggestions it may be possible to find only a few which one may be in a position to implement immediately. But with only one or two avenues of action, the clarion call is "Do it now!", keeping clearly in focus the constant and unalterable guide of the unreserved equality of blacks as human beings.

INNER-CITY EDUCATION AND TEACHER PREPARATION (Continued)

"Urbanism, A Problem of Response, Relevance and Reconstruction

of Teacher Education"

Edward Rutkowski, Associate Professor of Education

University of Northern Iowa

The Response to Urbanism

On the eve of the twentieth century the United States was a rapidly
expanding nation with a proud record and bright prospects for the future.
The conclusion of the Spanish-American War marked the end of comparative
isolation and emergence of the nation as a world power. America faced a
comparable shift in its internal structure, and the reform of her basic social
institutions became necessary.

Foremost among these institutions was education. The industrial growth
of the nation had created capital which was used to finance the expanding edu-
cational program. Better means of transportation and communication brought
people together and made schools more readily available. Cheaper books and
more of them coming from the printing presses along with newspapers and
magazines made formal education more desirable and necessary. The bitter
struggle between labor and capital pointed to the need for more social
education.

In response to these social demands, American education would adapt to
the new needs of the society. The increased knowledge in science and technol-
ogy brought about by the industrial revolution was further expanded by educa-
tional research. In higher education the institution most adaptable to this
new knowledge was the university These institutions accelerated the process
of industrialization and urbanization by educating increasing numbers of
scientists, technicians, and skilled professionals.

The movement for consolidation in the economic sphere of society also had

its counterparts in education. The increasingly greater numbers of people

living in the cities created the need for larger and more diverse educational

institutions. This growth and consolidation appeared at all levels of educa-

tion. Its most important manifestation was in the organizational pattern of

the large, new multi-purpose urban university such as Chicago and Columbia,

which were representative examples of the practical realization of these

educational demands. The increasing number of professions developed by the

needs of this growing urban society found the university pattern the one most

adaptable to their needs for trained personnel.

The urban way of life in the 1890's also created a number of new complex

problems and the sprawling disorganized metropolis was one of the major con-

cerns. Cities had been poorly planned and hastily erected to meet the new

economic and industrial demands. The rapid growth of cities was further com-

plicated by the inability of the new inhabitants from rural environments to

adapt to urban living. Americans had a traditional faith that education

could solve these problems. A new kind of education had to be constructed

to meet the social and economic needs of the city dweller. The education of

an earlier America was largely fundamental, elementary and academic. Educa-

tion was expanded to include social, economic, and industrial training and a

more broadly educated teacher had to be trained to bring this new education

to the people. The university became the center where the new academic disci-

plines of sociology, economics, education, political and social sciences were

developed. These experts focused their critical attention on the society.

Their criticisms and projected solutions to social issues were well received

by the public.

The political corruption of the cities was viewed by Americans as a blight

on the nation's progress. The group from which Americans believed they could

receive help was the university people and in the programs proposed by these

men, the earliest forms of Progressivism were manifested. University presi-

dents such as Seth Low and William R. Harper viewed the social role of the

university as the agency of change toward a better urban society. The chief

theoretical concern of men like John Dewey, Francis Parker, and Nicholas M.

Butler, was the creation of a socially meaningful education in order to raise

the standards of American society. The new social and economic conditions

of America were interpreted by these educational leaders to mean that if

American education was to fulfill its social role it had to expand to meet

these new social needs. As a response of the reformers and as their solution

for its problem, professional education and graduate teacher education pro-

grams were established in the urban universities.[1]

Relevance for Education -- the Urban Dilemma as Characterized in the Great

Plains States.

Although American education was changed in our century, its transformation

from rural to urban was never complete. The response had been sincere, but

unfinished. Swift changes, economic, political, and war, all took their toll

in thwarting attempts at innovation and experimentation in education; and the

hopes and aspirations of the reformers never achieved completely effective

programs. Certainly the political and social conservativism of the country

during the Twenties did much to stifle the initiative of reform in education.

Moreover, within the urban university, reforms were deterred by the nature of

the institution themselves. Experimentation and innovation were narrowly con-

[1]Edward Rutkowski, "A Study of Various Viewpoints Expressed Concerning the Establishment of University Schools of Education 1890-1905," (Unpublished Ph.D. thesis, College of Education, Michigan State University, 1963).

ceived and interpreted and the teaching function of the universities took

precedent over programs of change. This was especially true of the prestige

urban universities, where study of the effects of urbanism was superceded by

the education of elite professional groups which were demanded by the urban

way of life.

Cities became increasingly complex political and social entities as they

spread to suburbs and education retreated behind the walls of its self-contained

classrooms. As a consequence, the urban problem has grown to the point of

insolvability, and events are outstripping our capacity to act either meaning-

fully or in time. Certainly, after recognition that this problem does exist,

the frontier for change once again becomes education and teacher education in

particular if we believe that education can bring about meaningful change.

The question remains, "Is urbanism a genuine issue for education in the Great

Plains States which are still considered rural, small-town, conservative, and

isolated?"

In the Great Plains States urbanization has increased progressively in

the last decades of the century. In 1960, 45.5 percent of the population of

the states of Iowa, Missouri, Nebraska, and South Dakota lived within thirteen

urbanized areas according to the definition of the U. S. Census Bureau. Al-

though this is a figure of smaller proportion than that of U. S. population

living in metropolitan areas of the United States as a whole, it is growing

at such a rapid rate that it will probably reach at least fifty percent by

1970, and, if trends as indicated continue, will increase in the future.

Some general conclusions follow which illustrate the nature of the prob-

lem for education. The thirteen metropolitan areas of the four Great Plains

States are in various stages of development. For example, Kansas City and

St. Louis are among the 25 largest metropolitan areas in the country, and

are in what sociologists term the latter stages of urban complexity. None of

the remaining eleven urban areas are typical of that stage of development

that characterizes the nation's oldest and largest metropolitan areas. More-

over, the urban areas of the Great Plains States tend to be small and have

experienced only moderate increases in their central city and suburbs. Eight

of the thirteen urban areas are ranked in the bottom half in size of population

among the metropolitan areas of the United States. As a result, major prob-

lems that have been associated with urbanism are changing the basic character

of life in the Great Plains States.

Some of these are the perennial problems which were a concern of urban

development since the beginning of cities. One of the most serious is the

fragmentation of local government. St. Louis, which is the largest urban

area, had 199 local governments in 1962 of which 48 were school districts.

Dubuque, Iowa, (the smallest urban area) has a total of 40 local governments,

17 of them school districts serving a population of only 80,048 people. Another

historic concern that is characteristic of urban development which appears in

the Great Plains States is socio-economic stratification and racial segrega-

tion of the metropolitan areas. In addition, poverty is also a problem that

tends to be concentrated in the central sections of urban areas of Missouri

and Nebraska and it is a particular problem among non-whites in metropolitan

areas of all four states. The percentage of non-white families having an

income of less than $4,000 per year, as reported in the 1960 census, varied

from a low of 44 in Waterloo, Iowa, to a high of 81 in Springfield, Illinois.

Also full-fledged ghettos have been allowed to develop in such large urban

areas as St. Louis, Kansas City, Omaha, and Des Moines.

The suburban phenomena, which was a post-war manifestation of urbanism,

has emerged to complicate the urban crisis. Inadequate social environments

for middle class students have developed in both single class sections of the
city and suburbs.   The suburban neighborhoods are much too homogeneous and
middle class youngsters find them very boring, lacking in cultural activities,
and stimulating environments necessary for their social and educational devel-
opment.   With a multiplicity and diversity of new social situations developing,
and the increasing number of roles that people must play, it is becoming
difficult for the urban society to function at all. More common understanding
is needed so that people can aid each other in solving one another's problems
of both home and community living.

The physical deterioration of the metropolitan area and the crisis in
public finances has also been greatly increasing in recent years.   Estab-
lished business areas in the central city have been losing ground to the
suburban shopping centers which are located along convenient highways.   The
challenge of physical and social urban renewal and alleviating the financial
crisis in the central city is present in all the metropolitan areas through-
out the Great Plains States.   Certainly, as a solution to this problem, it
is widely recognized that along with physical planning there must be social
planning if anything is to be accomplished in solving the major problems of
the metropolis.   Universities in the future can play a key role in this new
emerging task.[2]

Reconstruction in Professional Education

Education has always been the single most important social function of
society and schools and it must be directly tied to the social context in which

[2]Daniel U. Levine and Robert J. Havighurst. Emerging Urban Problems and Their
Significance for School District Organization in the Great Plains States,
Center for the Study of Metropolitan Problems in Education, University of
Missouri at Kansas City (Kansas City: By the authors, 1968).

it functions. Teacher education has a paramount role to play in planning for the achievement of the goals to which most Americans aspire. Here is a unique opportunity for our former teachers colleges which are America's new universities. Although problems will necessarily develop out of their concern with the issue of urbanism, they also have some unique advantages. These institutions generally have not been located in the large urban areas and they can study urban problems from a perspective which does not immesh them with the city environment and its controversy. These new universities can learn from the failures which occurred in the programs offered by urban universities of the early 20th century. These institutions also have a particular historic mission which gives them a sense of purpose and direction because they have always been considered schools of the common people. Education for elite professions is generally not one of their commitments. These institutions, although many of them are now universities, are in practice teacher education institutions. Serving the needs of the majority of their students who attend with the purpose of becoming teachers, put them in the forefront of dealing with urbanism as an educational problem.

Realistically, these schools must also face critical problems in taking on the issue of urban rejuvenation. They lack the financing, either by endowment or public monies, to carry on this difficult task. In many cases, their faculties, educational skills, and interests have not been geared to the study of urban society. A substantial effort must be the re-education of these faculties toward understanding the urban situation.

We have plans, methods, and experiments which can be utilized to tackle these problems. Urban problems disregard the old traditional notions of academic structure of the university. However, the lack of tradition in these ew universities and their commitment to experimentation as heart of the pro-

gressive tradition of American teacher education can be capitalized on in deal-
ing with the problem of urbanism. For the first time, if we are serious, we
can test the concept that a city is really a university. The thrust of the
traditional urban university has been always outward. They took in the students
from the society, educated them, and returned them to the city. The teachers
went out to speak or assist in some community program or the institution
engaged in research that was utilized by government or industry. This can all
be changed by conscious design, if we can measure up to the task.

At the University of Northern Iowa we are attempting to change by taking
a different approach in trying to make the city the resource for the teacher
education students. In Social Foundations of Education which is our last
course, this approach is a critical issue. The major overarching concept of
the course is directly related to urbanism. Because of this, for a number
of years, the instructors have been attempting to adapt their course to these
new needs. One of the most common but effective techniques that we have used
in our courses is individual and committee reports. Students working singly
or in groups have brought much relevant material back to the class in the form
of oral and written reports, tape recordings, field trip reports, and speakers.
They have also organized panel discussions of lay people, professionals and
public figures and have presented these in class. For example, one group of
students tape recorded a prominent Waterloo judge who as a Black American
recounted both his people's social history and his own experience as a member
of a minority group. This brought to the students of the class, who are in
large measure white, small-town and rural in orientation, for the first time
an appreciation of minority group difficulties in our culture. Field trips
to Waterloo schools both public and private, at all levels of education, and
in different neighborhoods have also presented to the students the reality of

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urban life and its problems. Some of this material has been gathered in an
enrichment textbook that is available to all classes. The book entitled:
THE AMERICAN TEACHER: HIS ORIGINS, CHARACTER, AND CONCERNS, is a compilation
of edited tape recordings made by the students, material gathered by them,
and interesting readings, cases, and articles collected by the instructor
that have been mimeographed by the university for class use.[3]

Certainly, one of the most productive areas of involvement has been on
an individual instructor basis which has done much to enhance this aspect of
our teacher education program. One of our instructors has been successful
in bringing the Tama Indians to the campus and video-taping a panel discussion
for our classes. In this tape they describe their life as a minority group,
and their hopes and fears as a people in our contemporary culture. Our
instructors are also working closely with the university committee for minority
group education. Because of the unique grouping of instructors who include
both a wide variety of backgrounds and academic interests, we will try to
utilize our personnel in the development of new approaches. Our major task
will be the restructuring of the course which as a part of the professional
sequence comes at the end of the program. Our main goal is to develop within
the instructional staff, a growing awareness toward urban issued in teacher
education. This is the new frontier of American education, and if we do not
focus upon urbanism and its forces and issues in teacher education programs,
we have failed our students; moreover, we are failing our obligation to
American society.

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[3]Edward Rutkowski, The American Teacher: His Origins, Character and Concerns
(Cedar Falls: University of Northern Iowa, 1967).

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19.	Mr. Vernon Peterson	Assistant Professor
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21.	Dr. Ned Ratekin	Associate Professor
22.	Dr. Basil Reppas	Associate Professor
23.	Dr. Edward Rutkowski	Associate Professor
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Other University Personal Attending

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40.	Mr. Dwight Bachman	Undergraduate in Speech
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47.	Mr. Clarience Pries	Coordinator of Student Teaching
48.	Dr. Don Showalter	Temporary Professor of Psychology

Other Local, State and National Leaders

49. Dr. Willard J. Congreve — Director of Chicago Comprehensive Project - Woodlawn, Chicago Public Schools
50. Mr. Henry Johnson — Black Hawk-Buchanan County Psychologist, Waterloo
51. Dr. Richard G. Larson — Director, Urban Education, University of Wisconsin
52. Mr. David C. Lidstrom — Director of A.B.C. Project, Black Hawk-Buchanan County, Waterloo
53. Mr. William G. Robinson — Associate Secretary, Iowa State Education Association, Des Moines
54. Dr. Harold Spears — Visiting Professor of Education, University of Indiana, Bloomington
55. Mr. Robert R. Wheeler — Assistant Superintendent, Division of Urban Education, Kansas City
56. Mrs. Rosena Willis — Assistant Director, Center for Human Relations, N. E. A., Washington, D.C.

KANSAS

Kansas State College of Pittsburg, Pittsburg

1. Mr. Clarence Del Forge — Assistant Professor of Education
2. Dr. George Hudiburg — Associate Professor of Education
3. Dr. Howard Ledbetter — Assistant Professor of Education

MICHIGAN

Eastern Michigan University, Ypsilanti

1. Dr. Lamar Miller — Associate Professor of Education

MINNESOTA

Mankato State College, Mankato

1. Dr. P. O. Brunsvold — Associate Professor
2. Dr. Bryce Lindsay — Professor
3. Dr. Glen White — Associate Professor

Moorhead State College, Moorhead

1. Mr. Robert Block — Director, Campus School
2. Mr. Vincent Di Pasquale — Assistant Professor

St. Cloud State College, Winona

1. Mr. Vernon Mork — Professor of Education

Winona State College, Winona

1. Mr. Frank Markus — Dean of Education

NEBRASKA

Kearney State College, Kearney

1.	Dr. Paul Gaer	Dean of Instruction
2.	Dr. F. M. Shada	Director of Student Teaching
3.	Mr. Duane Wilson	Coordinator, VIP Program Omaha Public Schools
4.	Mr. Donald Wohlers	Administrative Assistant Personnel

Wayne State College, Wayne

1.	Dr. Norma Cochran	Professor of Elementary Education
2.	Mr. John Parr	Associate Professor, Guidance and Counseling
3.	Dr. Walter J. Peterson	Chairman, Division of Education and Psychology

OKLAHOMA

Central State College, Edmond

| 1. | Harrison H. Way | Professor, Chairman Division Education and Psychology |

WISCONSIN

Wisconsin State University, Eau Claire

| 1. | Dr. G. John Stoelting | Professor of Education |

Wisconsin State University, La Crosse

| 1. | Dr. Claude Deck | Professor of Education |

Stout State University, Menomonie

| 1. | Dr. Mildred Turney | Director, Home Economics Teacher Education |

Wisconsin State University, Oshkosh

| 1. | Dr. Larry F. Campbell | Assistant Professor of Education |