

AN INVESTIGATION OF ATTITUDES OF
TEACHER TRAINEES PARTICIPATING
IN HOME VISITATIONS IN
FOUR URBAN ELEMENTARY SCHOOLS

Thesis for the Degree of Ph. D.
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PETER PAUL MURK
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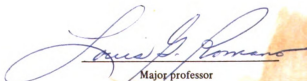
AN INVESTIGATION OF ATTITUDES OF TEACHER TRAINEES
PARTICIPATING IN HOME VISITATIONS IN FOUR
URBAN ELEMENTARY SCHOOLS

presented by

Peter Paul Murk

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ABSTRACT

AN INVESTIGATION OF ATTITUDES OF TEACHER TRAINEES PARTICIPATING IN HOME VISITATIONS IN FOUR URBAN ELEMENTARY SCHOOLS

By

Peter Paul Murk

Purpose of the Study

The purpose of this study was to assess the effectiveness of the Urban Tutorial Students of Education 482 participating in home visitations and parental involvement measures in four urban elementary schools. This study attempted to answer the following questions:

1. Will the tutors' attitudes toward the students, the parents, the Parents Teaching Reading Program, the community, and their supervising teachers be more positive as a result of this project?
 2. Will the parents' attitudes about the school, the staff, and the tutors be more positive as a result of their involvement in teaching reading skills and the tutor's home visitations?
 3. Will there be any significant relationship between the covariables of race, age, sex, and grade level tutored for the attitudes of the urban tutors of the experimental and the control group?
 4. Will there be any significant gain in the child's reading achievement as a result of the tutor's home visitations and involvement of the parents teaching reading skills to their children?
 5. What will be the reactions of the school staffs to the project?
- Will the administrators and teachers observe any significant achievement gains of the children participating in the project?

Procedures For The Study

In order to determine and measure relationships among the variables of this study, two instruments were used. The Student-Tutor-Questionnaire was selected to provide a measure of the extent to which the tutor's attitudes about their rapport with students, rapport with parents, understanding of the Parents Teaching Reading Program, community understanding, and rapport with their supervising teacher differed between the experimental and the control group of tutors. The assessment of tutor reactions to these five dependent variables was accomplished through the use of the Student-Tutor-Questionnaire, written especially for this study. A Hoyt Reliability check of internal consistency on this instrument from a pre-test of 25 subjects correlated at .64.

The Parent Attitude Questionnaire also developed for this study by the author, attempted to determine the parent's reactions to the home visitations by the tutors, their role as parent-teachers for their children, and whether their child had greater achievement in reading and in his other subjects as a result of the project. The assessment of parental attitudes was accomplished through interviews with the twenty parents upon the completion of the project.

The volunteer tutors of the experimental group made a total of six after-school visitations to their students' homes to explain and to instruct the parents regarding the six units of the P.T.R. materials. The children selected to participate in the project were screened by their second or third grade teachers as being behind one-to-two months reading achievement. Their parents were asked to cooperate in the project by their four school administrators; stating that they would be present when the urban tutors visited. The data gathered were analyzed by an "F-Test" of multivariate analysis of variance.

procedures between the mean scores of the experimental and control groups of tutors.

Major Finding Of The Study

1. A significant difference was found between the 20 tutors of the experimental group and the 35 tutors of the control group in attitudes. An overall difference between group means on five dependent variables concerning tutors' rapport with students, rapport with parents, understanding of the Parents Teaching Reading Program, community understanding and rapport with supervising teachers was significant at the .05 level of probability.

2. A Dunnet Post Hoc Test determined that dependent variable III, tutors' understanding of the Parents Teaching Reading Program, highly correlated with the significance of the dependent variables on the Student-Tutor-Questionnaire.

3. No significant relationship was found between the covariables of race, age, sex, and grade level tutored and the overall attitudes of the urban tutors toward the dependent variables on the Student-Tutor-Questionnaire.

4. There was a significant and positive reaction of the parents to the project. Eighty-five percent of the parents felt their child improved in reading as a result of the home visitations and parental involvement as parent-teachers. Seventy-five percent of the parents felt there was an overall improvement of their children's scores in other subjects. One hundred percent of the parents felt the tutors instructed them clearly in the use of the P.T.R. materials. Ninety-five percent of the parents had more positive feelings about the school, the staff, and the tutors as a result of the project. However, only fifty-five percent of the parents felt they could become involved with the school as aides and volunteers as a result of the project.

5. There were positive reactions by the school staff about the project. The four principals and the school staff observed noticeable attitudinal changes on the part of the participating children and parents. However, they felt that six weeks was too short a duration in which to measure significant reading achievement results.

6. Extremely positive reactions were expressed by the tutors in their evaluations of the project concerning home visits and involvement of parent-educators. Ninety-five percent of the tutors felt that their education had been enriched by the experience. Ninety-five percent of the tutors believed that their interaction with the parents and children had resulted in significant reading and learning achievement.

Questions For Further Study

1. If the project of home visitations and parent-educators had been extended longer than the six weeks period, would the tutors' attitudes have been the same or different?

2. Would significant reading achievement of the children result, if the parental involvement aspect had been extended to a semester or a full year?

3. Did the subjective opinions of the parents given during the interviews actually reflect their attitudes toward the school, staff and tutors?

4. If the administrative and teaching staffs' reactions had been more negative than positive, what impact would it have had on the project and findings?

5. If all the tutors were required to make home visitations and participate in the project instead of volunteering what impact would it have had on the project?

6. Would the replication of this study with a different group of tutors, a different group of parents, and different schools in a different geographic location and procedures produce significantly different results?

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A THESIS

**Submitted to
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To Martin and Dorothy Panchula, dedicated parents and
friends; to their children and grandchildren

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Chapter 1

THE PROBLEM

Introduction

Every age brings its own kind of pressures upon the school and the educational system. The pressure of accountability for teachers to insure and measure the student's educational growth is prevalent throughout many school systems. There is the need for better qualified, trained teachers who should understand the youngsters and community in which they teach. There is a strong need to look at the present educational structure of teacher training programs in the light of community needs, if the educational system is to survive and flourish.

The education of children and adults results from the composite effects of their experiences within the family, the general community, and the urban setting as well as the school. Therefore, schools subscribing to the practice of community involvement must seek, in concert with the total community to alter and to shape all the facets of community life so that they contribute in a demonstrable way to the educational goals desired.¹

Teachers must become adequately prepared to teach children who live in an urban school area and who have special educational barriers. It takes a "good urban teacher" to understand, to empathize, and to teach the children of an urban heritage who so desperately need . . .

¹Arnold Birmingham, "Rationale of Oak Community School", Pilot Study Project, September, 1971, pp. 2-5.

—The teacher /who/ must be able to understand the student's world. Teachers currently build barriers between themselves and the students and the communities in which they live.²

Teachers must be adequately prepared to assist the disadvantaged children and their parents to deal with and to overcome several common educational barriers of the urban community. Several of these barriers are: poor reading habits, poor housing and low expectations for success.

There are inherent weaknesses in the present teacher education systems. In an editorial on teacher education, George Denmark cites ten areas of weaknesses the teacher education program that result in the poor preparation of teachers.

1. Inadequacies and irrelevance of much that presently constitutes the general studies or liberal education component.
2. The hostile academic atmosphere in which teacher education is conducted.
3. Lack of conceptual framework for teacher education.
4. Simplistic view of teaching and teacher education.
5. Inadequate interlacing of theoretical and practical study of the student and community.
6. Continued acceptance of the single model, omniscient teacher.
7. Low selection and retention standards for teacher candidates.
8. Schedule rigidities and cumbersome procedures for curriculum change and community involvement.
9. Absence of student opportunities for exploration and inquiry.

²Teachers For the Real World, American Association of Colleges of Teacher Education, Washington, D.C., 1969, p. 9.

10. Schizophrenic role expectations for teacher education departments.³

If teachers in their preparation would go beyond the current procedures utilized by many universities -- that is, classroom observation, subject area methods, participation in classrooms as aides and the student teaching experience -- one would discover the climate and understanding of the educational needs and learning problems of urban children and their parents by getting involved with them in a demonstrable basis.

Some current writers have suggested that one basis for relating more effectively with youngsters is to understand their surroundings and home environment on a more interpersonal basis.

The public schools are not implementing programs called for by recent research findings such as:

1. The interaction between the child and other adults, the mother in particular, in the first few years of life crucially affects the language development and cognitive styles of learning.⁴
2. Significant gains in cognitive development can be made by children who are taught in their homes by their parents, who are guided by educators.⁵

With this need for updating the teacher preparation programs in response to the needs of the urban community, universities began to respond. Among the common elements of all the "new models" found by Jay Monson in his article, "The New Models in Elementary Teacher

³George W. Denemark, "Teacher Education: Repair, Reform or Revolution?" Educational Leadership, 27:539-42, March, 1970.

⁴Basil Bernstein, "Social Class & Linguistic Development: A Theory of Social Learning," Education, Economy & Society, New York: The Free Press, 1961, pp. 423-38.

⁵David P. Weikart (et al.), "Perry Pre-School Progress," monograph from the Ypsilanti Public Schools, Ypsilanti, Michigan, 1965, p. 17.

Education," were, (1) greater stress on individualization and flexibility in the form of self-pacing, self-evaluation and added self-responsibility, (2) earlier experience with children and the community -- and often more and varied experiences than in present programs, and (3) highly selected laboratory experiences, simulations, micro-teaching and internships.⁶

Of particular significance to this study is that Michigan State University was one of those universities that, through its own desire to improve the quality of teacher education and in response to the concern of the United States Office of Education, developed and submitted a new model entitled the Behavioral Science Teacher Education Program (BSTEP).⁷

In the overview of the project, it is described as follows:

BESTEP emphasizes developmental experiences which begin in a prospective teacher's freshman year of college and extend throughout pre-service education into the initial years of teaching. The program encompasses content and modes of inquiry of the behavioral sciences, performance criteria, single purpose modular descriptions, and a full year of internship.⁸

Located at the College of Education at Michigan State University where the BSTEP model was developed, is the Mott Institute for Community Improvement (MICI). This institute, established in August, 1965, when the Mott Foundation of Flint, Michigan awarded a ten year grant of funds to Michigan State University, has focused its efforts to improve education by carrying out experimental projects. These projects include experiments in the teaching of reading (PATTR Program), teaching methods

⁶ Jay A. Monson, "The New Models In Elementary Teacher Education," Phi Delta Kappan, 51: 101, October, 1969.

⁷ Michigan State University, Behavioral Science Teacher Education Program, (East Lansing: Michigan State University, 1969), p. 5.

⁸ Ibid., p. 6.

and materials (Detroit and Pontiac E.I.P. Teacher Centers), differentiated staffing projects (Lansing, Grand Rapids, Flint) and experimental programs for the preparation of school personnel.

In 1968, an experimental program was introduced to the teacher education program at Michigan State University. This course, Education 482, the Urban Tutorial Program, is being administered by the Mott Institute for Community Improvement, and jointly funded and supported by the Department of Elementary and Special Education.

This three credit course, open to all class levels of the college and university, is comprised of two experiences. One, a four-hour-per-week field experience, is designed to place each enrollee in an urban elementary or junior high school in a one-to-one tutorial relationship and engage the participant in the performance of teacher aide tasks. The second experience, a bi-monthly seminar, is concerned with urban education problems. A guest speaker who possesses expertise in urban education conducts each of the seminars.

The objectives of the course are: (1) to create a greater awareness of urban problems, education and otherwise, through participation in urban education settings and through participation in urban related seminars; (2) to provide one-to-one tutorial assistance to underachieving elementary and junior high school students; and (3) to provide the Michigan State University student with a comprehensive view of the teaching role by permitting the teacher to utilize them as teacher aides in the performance of teacher defined tasks.⁹

⁹Clarence R. Olsen, An Urban Tutorial Program (East Lansing: monograph, The Mott Institute For Community Improvement, 1970), p. 3-5.

Of concomitant important to the participants of Education 482 - The Urban Tutorial Program Students - is the early experience afforded them on which they may later base career decisions and develop realistic and positive attitudes toward children and the teaching role.

The introduction to the study points out the new dramatic role which should be adopted by teacher trainees of child orientation, need for parental involvement in the education process of their children, and service attitudes by home visitations and community awareness for the school. The teacher trainees will accept this new role of involvement in the community utilizing the parents to assist in the educational process of their children.

PURPOSE OF THE STUDY

This study has four main purposes:

1. To describe the attitude of urban tutors of Education 482 as they make home visitations to their student's homes.
2. To identify and measure the effect of the home visitations on the elementary underachieving students' achievement in school.
3. To evaluate the effectiveness of the project in the attitudinal and action domains on the tutors, the tutees, and their parents.
4. To describe and to measure the effect of the home visitations on the parents' attitudes toward school.

NEED FOR THE STUDY

The importance of early teaching-related field experiences in teacher preparation needs to have been clearly defined. Not only does this experience allow the participant to begin collecting career

choice data, but along with his university program in professional education, permits him to begin to grow professionally.

John F. Etten in a study of student teacher development at Northeastern Illinois State College points out the need for utilizing the Urban Tutorial Program as a operational experience and discovery of community problems:

A recent study of a selected sample of student teachers indicated that student teaching taken by a senior who has had an educational field experience course and a course in introduction to education prior to student teaching, related better in the classroom than student teachers who lacked these experiences.¹⁰

Teacher-related experiences like the urban tutorial program expose the candidates to the community and the urban setting. James M. Stephens emphasized the need for teacher-community involvement when he stated:

The school ought to do whatever needs to be done but which no other agency is adequately doing. . . The school (the teacher) begins where the home leaves off.¹¹

The author wondered about home-school communications and the extent of home-school involvement on the part of teacher trainees. So he conducted a survey of opinions and understandings of student teachers stationed at centers in Flint, Detroit, Pontiac, and Lansing, Michigan. All the student teachers were Michigan State University students. A total of 100 questionnaires were sent out and a total of 87 were returned. All students were elementary education personnel.

¹⁰John F. Etten, "Flexible Programming in Student Teacher Preparation," Peabody Journal of Education, 46:216, January, 1969.

¹¹James M. Stephens, The Process of Schooling, Holt and Winston, 1967, p. 43.

There were three sections to the survey: Section I called for personal demographic data information; Section II asked for optional information that the student teachers need not respond; Section III requested attitudes of home, student, and community understanding and involvement. The findings of the questionnaire are quite interesting and indicate a definite need for the study to be undertaken.

A composite profile of Section III follows:

The majority of students taught for ten weeks and their working relationship with their supervising teachers was extremely good; their working relationship with children was indicated as being very good; and they expressed that they related very well to the student needs. Sixty percent felt the purpose of student teaching was to understand and to assist their students and twenty percent felt the purpose was to prepare for teaching. Seventy percent of the teacher trainees worked in the inner city areas, and they felt the greatest learning difficulties of children were poor reading habits and the lack of home support for learning. Most candidates felt the greatest family problem stemmed from economic difficulties and the absence of a father in the home. Sixty percent of the teacher trainees understood their students fairly well; however, fifty percent felt they did not understand the parents at all. In addition, however, most student teachers expressed that there was little or no home-school communication on their part. The majority never had made a home visit; and their supervising teachers did not make home visits either. Most did not make home visits because they were not required to make them by their supervising teacher and that they had no transportation or no time in their schedule. Ninety-four

percent wanted to make home visits in the future and sixty percent felt that home visits should be made part of the student teaching experience and also part of the College of Education's Teacher Training Program. For a detailed analysis of the questionnaire, turn to Appendix A.

Therefore, from the indications based on the student teacher survey and supportive research cited previously; there was an apparent need for better home-school communications and involvement on the part of teacher trainees. The task of better home-school communications and understandings of the home, student, and community on the part of teachers trainees is the basis for the study. The procedures for the study were to have teacher trainees make a concentrated six weeks effort by direct involvement with the parents of the children through home visitations and communicate the goals of the school and needs of the children and parents.

In recent years, educators have emphasized the importance of developing an educational program in terms of the setting of the community. Even a moment's reflection substantiates the desirability of this approach.

School is not alone in providing an educational experience for children; the home, the community and society also provide inputs of ideas and learning experiences.¹²

Boys and girls have many worthwhile experiences and learning opportunities through the home, neighborhood, and community other than through the school itself. Teachers and trainees should be informed about the community and its resources and the learning opportunities it offers.

¹²Robert Strom, Teaching In The Slum School, 1965, pp. 30-47.

The educational system has a challenge -- to understand the workings of community life and to utilize them to better prepare teacher trainees to teach today's urban children. What is being suggested for the study is to have teacher trainees go beyond the ordinary method of urban tutorial programs and have them go out into the homes and community to work with mothers of deprived and underachieving students. The tutors by assisting the mothers would enhance the children's opportunity to unlock the doors of poverty, prejudice, and unemployment through reading achievement and better understandings of their role of society.

RESTATEMENT OF THE PROBLEM

The problem was to conduct an investigation of attitudes of urban tutors in Education 482 as they helped and assisted students and their parents from four elementary school communities using the Parents Teaching Reading Program and home visits.

The major thrust of the study was to have the tutors go one step further to becoming more effective teachers. They would be helping their tutees by helping the parents teach their children reading. The urban tutors visited the homes with the assistance of the principals, supervising teachers, and the coordinator of urban tutorials for a period of six weeks during the ten week winter term of classes at Michigan State University. The children have been diagnosed as under-achievers by the Stanford Achievement Tests in May, 1972. They will be identified by their principals and classroom teachers. The tutors will visit the homes of the parents who wish to take part in the study.

The tutors will volunteer for the study and their attitudes and understandings will be compared to the tutors who did not wish to make home visitations. The tutors will spend one hour of their four hours a week at the parent's home. They will spend the other two hours working with their students. The last hour will be spent in transportation to and from school, home, and university. The mothers will work daily with the youngster improving his reading achievement from the Parents Teaching Reading Booklet for six weeks.

As teacher preparation programs undergo evaluation and subsequent change, it becomes necessary to determine their value in the new teacher preparation scheme.

Education 482, the Urban Tutorial Program, is an experimental program that has existed as an elective part of the teacher preparation program at Michigan State University since 1968.

One of the objectives of the study perhaps the most important, is to provide the prospective teacher with an early association with the children and parents through planned home visits. The expected results will be a better understanding and more positive attitudes toward the home, the child, and the teaching role.

The attitudes of the participants will be measured after the experiment and contrasted with non-participants after their regular tutorial program. Home, student, and community attitudes and understandings will be measured to determine any changes in attitude, the nature of any changes and the permanence of any changes.

Theoretical Foundations For The Study

Current writers, including Brookover,¹³ Rosenthal,¹⁴ Combs¹⁵ and others have suggested that a child's mastery of academic ability is significantly correlated with significant others and school achievement. When the child's self-concept improves, a significant increase in his rate of achievement occurs.

Therefore, as proposed for the study, three main objectives will coincide with self-concept improvement and academic achievement should be mentioned:

1. Teacher trainees (Urban Tutors) would be acquainted with the home environment and some of the educational barriers of the children and their families by becoming involved with the members of the community through home visitations.
2. The aspirations of parents will be raised for their children by becoming involved with tutors, supervising teachers and school staff.
3. The attitudes of children toward school will be changed thereby raising the academic achievement of the children participating in the study.

Other secondary objectives, yet very important ones would be realized. There would be better home-school communications. The school staff would be able to convey information to the parents through the tutors. The parents, after having been exposed to the tutors and school staff, may volunteer their time and talents as aides and helpers for the school.

¹³Wilbur Brookover, School And Society, Allyn & Bacon, p. 48.

¹⁴Robert Rosenthal and Lenore Jacobson, Pygmalion In The Classroom, (New York: Holt, Rinehart and Winston, 1968).

¹⁵Arthur W. Combs, Perceiving, Behaving, Becoming, Washington, D.C.: A.S.C.D. for National Education Association, 1966, p. 51

The proposed program of home involvement for the urban tutors may add a new dimension to the teacher training program at Michigan State University and other universities who assist in preparing teachers for urban education programs.

Current writers, such as Webster and Strom, have supported the concept that community understanding is related to academic achievement of children.

Webster summarizes the literature as he states in Educating the Disadvantaged Learner, Part III:

The most important aspect of the slum teacher training program is that the teachers who work in the slum school must be helped to become home and community minded. They must know the community's values, interests, and problems.¹⁶

Once a teacher begins to understand and to appreciate the community he is less likely to condemn and to reject the children because they are not what he thinks they "ought to be" based on his own values and beliefs. He accepts them for "what they are". Thus he is in a better position to be able to reach and teach them.

Strom indicates that many opportunities for teaching and guidance are forfeited because teachers lack understanding regarding the customs, mores, and values that govern behaviors, which are the mechanisms through which children are most influenced.¹⁷

So in the final analysis, teacher trainees can understand the slum problems. Teachers can be trained to understand the disadvantaged youngster's home environment. Children can raise their academic

¹⁶ Stalen W. Webster, Educating the Disadvantaged Learner, Part III, "The Disadvantaged Learner," Chandler Publishing Co., 1966, pp. 256-58.

¹⁷ Op. Cit., Strom, Teaching In The Slum School, p. 35.

achievement if they are helped by the parents and the teachers; and if they have understanding teachers and parents. Teachers can be equipped to help the underachieving youngsters if they are prepared beforehand through home contacts with the parents and they understand the home situation and environment.

Further basis for the theoretical orientation and supportive research is established in Chapter II of this study.

Definition of Terms

For purposes of clarification, the following terms are defined:

Attitude: Attitude entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides, and directs the overt behavior of an individual.¹⁸

Underachiever: A pupil whom a classroom teacher defines as achieving below grade level and whose achievement, as measured by a composite score on the Stanford Achievement Test, is two months below grade level at the time of administration of the test.

Teacher trainee -- urban tutor: Defined as a non-certified person who is enrolled in Education 482 for three hours credit; but who also volunteers his services to work with an assigned underachiever on a one-to-one basis.

Teacher Trainee's Attitudes: Defined as psychological constructs, inferred from observable responses to stimuli. They may be inferred

¹⁸J. A. Cardno, "The Notion of Attitude," Psychological Reports, I (1955), p. 345.

from expressive or symbolic behaviors in which overt choices are implied or indirectly expressed by questionnaires.¹⁹ The teacher trainees' attitudes will be measured by The Student-Tutor-Questionnaire and by formal interview questions after the study in regard to the merits of home visitations and the special reading project.

Parent's Attitudes: Defined as psychological constructs, inferred from observable responses to stimuli. These attitudes and reactions will be measured by in-depth interview questions following the project.

Community: A concentrated settlement of people in a limited territorial area, within which they may satisfy many of their daily needs through a system of interdependent relationships.²⁰

P.T.R. - Parents Teaching Reading Booklet: Six units developed and designed by Elaine Weber and Betty Jennings. The P.T.R. is a special reading tutorial program of the Mott Institute staff. This is a self-directed program to assist mothers to work with their children in developing and improving skills. The length of the program is six weeks.

Home Visits: The time spent in the home of the parents of the children who are underachievers and are in need of special one-to-one reading help. The urban tutors will be assisting the parents in the methodology of using the P.T.R. materials. There will be a total of six home visits of no longer than one hour per visit per week.

¹⁹ L. L. Thurstone and E. J. Chave, The Measurement of Attitude, Chicago, University of Chicago Press, 1929, p. 6.

²⁰ Chester W. Harris, (edit.) Encyclopedia of Educational Research, New York: MacMillan Company, 1960, p. 103.

Limitations of the Study

It is not the purpose of this study to recommend any scheme for restructuring the entire teacher training program at any university. This study delimits its scope to include only one aspect of the teacher education program in the College of Education at Michigan State University: Education 482 - The Urban Tutorial Program.

This study will concern itself only with changes of attitude of volunteer tutors participating in the Urban Tutorial Program for the winter term, 1972-73, as they make home visitations and participate in the P.T.R. Program as a new dimension for teacher training.

This study is limited to describing the attitudinal relationships incurred as a result of the tutors working with the parents and children in four urban elementary schools in Lansing, Michigan.

Attitudes and understandings of persons can be modified. Therefore, this study should be applicable only to the setting in which the measures were administered.

The findings of the study will be correlational and not viewed as cause and effect and therefore correlational relationships will be drawn.

However, generalizations and predications based on gathered data and the analysis of it may be applicable to other teacher training programs at other universities and institutions of teacher education.

Assumptions

In this study it is assumed:

1. Underachieving behavior is amenable to change.
2. Home-school communications can improve with involvement through home visitations with the parents.

3. Attitudes of teacher trainees are amenable to change.
4. Home and community understanding is an important aspect of teacher training.
5. At the time the two instruments were administered, and the interviews are given; the attitudes are accurately measured.

The Hypotheses and Related Research Questions

- HO₁ There will be no difference in attitudes for tutors between the experimental group and the control group as a result of the project of home visitations and parental involvement, as measured by the Student-Tutor-Questionnaire.
- R.Q.₁ How do the urban tutors' understandings of the school, of the students, of the home, and of the community and rapport with the supervising teachers compare with the urban tutors not participating in the home visitations and the Parents Teaching Reading Program?
- R.Q.₂ Will responses from the Student-Tutor-Questionnaire and evaluations who significant attitudinal differences between tutors in the experimental group and those in the control group?
- R.Q.₃ Will there be any significant relationship between the covariates of sex, age, race, and grade level tutored between the experimental group and the control group of tutors?
- HO₂ There will be a negative reaction in parental attitudes toward the school, the staff, and the tutors as a result of the home visitations and involvement with the P.T.R. Program.
- R.Q.₁ Will there be an improved home-school communication as a result of the project and treatment?
- R.Q.₂ Will there be a greater home-school involvement as a result of the treatment as manifest in the parents working as aides, volunteers, and the like?

OVERVIEW

It has been the intent of Chapter I to introduce the proposed study; to state the purposes; to carefully establish a rationale and

need for the study. Concepts and objectives vital to the understanding of the study have been explained and defined on the basis of writings of several authors and a preliminary questionnaire.

A description of the pilot project and the change in attitudes it will produce in teacher trainees (Urban Tutors), parents participating in the project, and underachieving students will be the thrusts for the study. The limitations of the study were mentioned, terms defined, and supportive research to the Hypotheses posed.

Chapter II, the literature related to the study will be explored for its pertinence to the study. A study of current teacher training programs will be studied along with the effects of home visitations. Chapter III will discuss the sample, the setting, instrumentation, type of research and techniques of analysis will be reviewed. Chapter IV will describe the examination of the results of the data collected and relate them to the hypotheses and research questions. Chapter V will summarize the conclusions of the study and the implications for further studies will be discussed.

Chapter II

REVIEW OF THE LITERATURE

Introduction

A review of the literature for the study necessitates an investigation of the previous research done in the area of teacher education, teacher training, home contributions to learning; all related to working with the disadvantaged youth living in the urban, inner city area.

Section I established the foundation of community education as the basis for the new education that must be adopted to be relevant for the disadvantaged youth living in inner-city areas.

Section II reviews the present teacher training programs existing; especially as they relate to disadvantaged youth.

Section III deals with pre-service and in-service training programs as they relate to better preparation of teachers to serve disadvantaged youth. Also several innovations are reviewed regarding the role of student teaching programs.

Section IV reviews the literature regarding three models of parental involvement in the school's function to become "Partners For Progress." The three models include Florida's Parent-Educations' Program; Hazel Park, Michigan's Home Visitations and Volunteer Program; and Flint, Michigan's Home Visitations, Accountability Model and Parental Involvement.

A review of the literature presents a conceptual framework whereby the subsequent examination of data pertaining to the role of student teachers in schools, parent involvement and changes of attitude and reading achievement can be viewed with greater clarity. Human relations in the schools can be achieved if teachers, administrative staff, student teachers and parents can work together as partners to assist in the educational process of educating children to the best of their ability no matter where they live. Furthermore, the review of the literature is intended to serve as a basis for looking at the importance of human relations pertaining to the effectiveness of analyzing the results of a program with the component parts of parents, teachers, and student teachers working together on the common goal -- the successful education of the disadvantaged child.

Studying the disadvantaged child -- A challenge
for teacher education and community education

In order for our educational system to adequately deal with the disadvantaged child and for parents and school officials to work together in the community on this task, one should have a profile of the disadvantaged child. Kerber and Smith define the disadvantaged child as those handicapped in their social competency and cultural functioning in our modern complex society.

In general, these children do not know enough of our cultural heritage, do not have possessions, rewards, competencies of knowledge which are too much taken for granted by everybody in the American Society. He comes from a blighted, segregated or socially disorganized area. His family has little education and are often hostile and abusive. The social-economic status of the home is low. Employment and money to pay bills are constant insecurities.

The cultural traits of home and neighborhoods...the arts, additional resources, social organizations and recreational outlets and esthetic surroundings are squalid and inadequate. The cultural environment conditions him to violence and degradation. He has few opportunities to experience the meanings of the spoken American Ideals.¹

The encounter with the disadvantaged is calling into question the whole structure and functioning of teacher education and community education. Nowhere can one see the centrality of the role of the teacher as when one observes teachers at work with inner city children. It becomes obvious that the primary factor in the success of the teacher are personality, attitude, respect for the child, faith in the child and affection for him. Present teacher education has very little provision for growth of our prospective teachers in these qualities. The concentration of teacher education is on what the teacher should know rather than on what he should do or even more importantly, what he should be!²

Finally, one cannot study the inner city schools closely without reaching the conclusion that no matter how we improve the school from 8:30 a.m. to 3:30 p.m., we cannot meet the challenges of the disadvantaged. The disadvantaged home has already limited the child. He is already damaged. The damage is cumulative, the damage at home and in the community exaggerates the damage done by the negative influences of the school itself. If we are to stand any chance of helping inner city children to grow, we must help the parents to improve the home and the community.³

¹August Kerber and Wilfred R. Smith, Educational Issues in a Changing Society, Detroit: Wayne State University Press, 1964, p. 155.

²V. M. Kerensky and Ernest O. Melby, Education II - The Social Imperative, Midland, Michigan: Pendall Publishing Co., 1971, p. 39.

³Ibid., p. 40.

Secondly, we must change the attitudes of the teachers who teach in culturally disadvantaged schools. Teachers in many of our public schools do not appear to have accepted the premise that an individual's self emerges from interaction with his society and that all he is or ever will be, depends upon this interaction.⁴

Thirdly, teachers must work with community resources to assist children in inner city schools so that the students will have a better chance for success if they are motivated; they are challenged; if their thirst for knowledge is quenched and reinforced by the home.⁵

TEACHER TRAINING PROGRAMS

Most observers of the urban school scene seem to be convinced that the teacher is the crucial variable in reversing the retardation of the slum school pupil, and in the face of manifest complexity of the training task involved in providing first-rate, quality teachers.

Ira J. Gordon and Leonard Kaplan from the University of Florida, Gainesville, summarize their findings on the inadequacies of properly trained inner-city teachers as they cite five measures for improvement:

1. Teachers of inner city children are inadequately prepared. The assumption that education for teaching the city child is the same for any other child is, in today's world unsound.
2. Teachers have historically been prepared to look at the method rather than the conceptual development of content. This has led them to be victims of bandwagon pressures instead of providing them with the intellectual tools for decision making.

⁴V. M. Kerensky and Ernest O. Melby, Op. Cit., p. 40.

⁵C. M. Campbell, Community School and Its Administration, Vol. 10, No. 8, April, 1972.

3. Teachers are poorly prepared to understand and use the environmental forces which affect children. For years, education has talked of a closer home-school relationship, and yet school people know little about the educational and social values of the home, and ways to work effectively with parents.
4. Teachers are unprepared to work with paraprofessionals. The use of non-certified personnel in the classroom must know how to make effective use of other classroom personnel.
5. Teachers are unprepared to work with parents in a joint effort at modification of the school as an institution in constructive ways.⁶

Campbell writing in the Community School and Its Administration

clarifies the problem which should be examined in this paper as:

Education at its highest and best should serve everyone, not just certain sections of society alone.

Truly, it seems the part of wisdom for school patrons, school administrators, and school teachers to seek new ways and means to help those from the lower echelons of society.⁷

Campbell also mentions that just a few generations ago pupils who were inept at learning were pressured to drop out of school and a large number came from the poor and black families.

Today the attitudes of educators have changed so that even destitute fathers and mothers are being encouraged to believe that their children can become good learners if they can receive proper nurture in their homes and good teaching in their schools. A large number of scholars such as James Coleman, Thomas Pettigrew, and Wilbur Brookover believe that so called disadvantaged homes can reach almost very substantial and positive

⁶Leonard Kaplan, "Impact of the Florida Model Follow-Through Program on a Sponsoring Institution," a paper presented at the American Psychological Association Meeting, Miami Beach, Florida, September 3, 1970.

⁷C. M. Campbell, The Community School and Its Administration, Vol. X, No. 10, June, 1972.

heights if such children receive good family care and then later put forth a sustaining and compelling drive to master that which is taught them.⁸

This study of the literature reveals that if teachers and parents can work together as partners for progress for the youngsters to achieve academically, they will. Human relations in the school can be achieved if teachers, administrative staff, student teachers and parents can work together as partners to assist in the educational process of educating children to the best of their ability no matter where they live.

The perspective of teacher education should broaden its objectives to include work within the home. Teachers should go beyond the ordinary classroom experiences. They should study the home environment, relate school experiences to community and home experiences, and change their attitudes to positive reinforcements of learning experiences. Lastly, the major thrust of education today should be to encompass the community within the school's experiences and curriculum.⁹

Many psychologists and sociologists, including Brookover, Erickson, and others believe and continue to believe, that as a child develops he models himself after significant adults in his environment. Many have assumed that the significant adult being model is the parents and classroom teachers. Since the teacher is in direct contact with the child eight hours of the day, it is safe to assume that the attitudes

⁸ Campbell, The Community School and Its Administration, Vol. X, No. 10, June, 1972.

⁹ Haskey and Hamma, The Community School, 1963, pp. 134-139.

and concerns of the teacher will directly influence the child. However one knows that the first five years of a child's development is crucial in his personality development. One also knows that within the first five years, much of what the child will accomplish has already been determined. It therefore follows that the child will be modeling a vareity of adults, but in large measure he will be modeling the adults of the home. The school and the home have joint responsibilities for the education of the child. Unless this joint responsibility is assumed one will fall short in educating today's young people. The responsibility of working with the home and preparing the home wo work cognitively with children is in the school. Most of the expertise is there at the school. This expertise is in the form of knowledge of human growth and development, methodology and the development of curriculum. The challenge, therefore, that controls the school is not whether one should involve the parents, but how the parents should be involved in the education of their children.¹⁰

The school and the home have a joint responsibility to help educate the child and it is imperative that efforts be developed to clarify this home-school objective.

Ira J. Gordon at the University of Florida, Gainsville, Florida, through the Infant Stimulation Project and the Florida Parent Education Project, proposes a Teacher Corps - Follow Through Program. The basic objectives of the program are fivefold:

¹⁰ Leonard Kaplan, Associate Professor, University of Florida, Gainsville, Florida, "Effective Use of the Paraprofessional in the Classroom," a paper delivered in 1970, pp. 17.

1. To prepare teachers to teach children effectively.
2. To prepare teachers to think for themselves in curriculum and instructional development.
3. To prepare teachers to work with parents and other community agencies to strengthen the learning environment of the child.
4. To prepare teachers to work with paraprofessionals.
5. To prepare teachers to cooperate competently with parents and others in institutional change.¹¹

Gordon further elaborates the major elements of the program

as:

1. The training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary.
2. The training of teachers in the use of paraprofessional personnel.
3. The development of materials for family use which takes into account not only the school's goal for the child, but also and equally, the family's expectations, goals, life style and value system.
4. The involvement of the Policy Advisory Committee in all phases of the program.¹²

In recent years a considerable amount of research information has suggested that a child's achievement in school can be directly related to how the home perceives learning. This suggests that the attitude of the parent toward school will, in a large way, determine the entering behavior of the child. It has been suggested that

¹¹Leonard Kaplan and Ira J. Gordon, University of Florida, Gainesville, Florida, "Parents' Involvement in early Childhood Education," 1971 paper, pp. 3-20.

¹²Ibid, pp. 7-9.

children's successes in school are usually the successes of a devoted teacher, while the failures can be traced to a poor home environment or a lack of father image at home.¹³

It seems that everyone wants to capitalize on the successes of a child in school, however no one wants to take the blame for a failure of a child. It is important to note that the parents have a significant role in the education of their child. It is important to realize that parents to play an important role in the early education - home training and in the development of the most opportunistic climate for the child's learning.

Whatever peripheral aid may be supplied by classroom auxiliaries and aides, the more fundamental problem persists of an adequate supply of relevantly trained professionals.

One excellent idea that has been successful is that of the Teacher Corps Program. It was inspired by the success of the Peace Corps. The proposal was to recruit the same type of dedicated youth to serve in a national corps of teachers. Most of them would be assigned to urban ghetto schools.

The clearest emphasis is to provide actual experience with disadvantaged children in slum school settings. There is a conviction among teacher trainees, supported by numerous reports from beginning teachers, that it is necessary to prepare classroom neophytes for the "culture shock" of the lower class schoolrooms.¹⁴

¹³ Leonard Kaplan, "Parents Involved in Early Childhood Experiences," a paper given in 1971, p. 10.

¹⁴ Harry Miller and Roger Wook, Social Foundations of Urban Education, 1970, p. 293.

Participants in four regional conferences directed by Kenny, Bartholomew, and Kvaraceus, for student teachers and beginning teachers of the disadvantaged recently produced suggestions for teacher-training programs at the college level: the key factor was experiences in urban settings and the results are embodied in the following proposals:

1. Beginning in the freshman or sophomore year, students interested in becoming teachers should work with children as aides, teacher assistants, tutors, or recreation aides through school and community based programs. A case study of one child involving discussions with the child's teacher, as well as home visits to the parent's homes should be an easily planned introduction into the practical realities of teaching.
2. Early experience should be more than simply learning about, it should involve the student in serious effort to provide genuine success.
3. A community "live-in" experience should be made available for all students in those communities which present a social context different from the student's social background and own experiences.
4. Experience should be planned for all grade levels, to allow the students to get a first-hand view of the general development of the child.
5. Observations of, if not direct contact with, children with special problems -- the mentally retarded, the physically handicapped, the emotionally disturbed should be provided.
6. The experience of student teaching should be subjected to immediate analysis and evaluation for the student's own use in learning about himself as a teacher. Videotaping, role playing, student observations of other students are some ways in which a dynamic evaluation program could be developed to effect a continuous interaction between the student teacher and his teaching coach.
7. The bulk of the teacher training time should be spent on the actual scene of the future teaching experience. The schools themselves should become the college laboratories and it there that the teachers of teachers should be located.
8. Student teaching assignments should be the result of a joint decision of the individuals concerned -- the student teacher, the college coordinator, the school administrator and the supervising teacher.

9. The student teacher should be treated as a full member of the professional team, contributing as much as possible within the limits of his professional skill and abilities.
10. The student teaching experience should be as long as possible -- a year, ideally and remunerated, particularly if it is set up as fifth year or internship program.¹⁵

Some of the most effective experimental programs in this area have involved an enrichment of the student teaching segment of the college program. The "120 Project" at Hunter College was one of the earliest of these, and it was based on a close and continuing relationship between Junior High 120 and the college student. Students beginning their student teaching semester were permitted to volunteer to have their practicum experience at that school, with the understanding that when they graduated they would accept a teaching assignment there. In addition to the normal supervision provided by the school, a college faculty member spent much time at the school meeting with students at lunch and for more formal conferences taking them on field trips to meet knowledgeable members of the community and to become acquainted with its resources, giving support, guidance and giving counsel. Over a period of years, a large portion of the school's faculty came to be made up of Hunter students who had been a part of the 120 Project, and the turnover problem of students was much improved.¹⁶

Aside from student teaching, the trend in preservice training in the colleges has been to increase field work experience in the slum

¹⁵ Helen J. Kenney, Polly Bartholomew, and William C. Kvaraceus, Teacher Education: The Young Teacher's View, (Project Report No. 2 NDEA National Institute For Advanced Study in Teaching Disadvantaged Youth, July 1968), pp. 9-11.

¹⁶ Miller and Woock, Social Foundations of Urban Education, pp. 296-297.

schools (tutoring, classroom observation, community home-visits, etc.) and to shift the emphasis in some of the academic work to a consideration of the many and varied problems of the lower class child and the community in which he lives. Many courses in both the social and psychological foundations of education now focus on applicable generalizations from the behavioral science, and few colleges offer sensitivity-training experiences. Some current planning is in the direction on constructing special tracks within the general teacher training curriculum which offer students intending to teach in the urban slum schools a sequence of academic work and field experiences tailored for them alone.¹⁷

At Michigan State University, attempts are being made through Norman Kagan's course to have videotape vignettes of simulation experiences of working in an inner city environment and linked up with the College of Education's course Education 200, "Individual and School." The results from this pilot project involving undergraduate students have been successful. However, this is only a start in a renovation of experiences that would involve Inner City teachers and students of the Inner City classrooms.

Robert Strom suggested that the summer after graduation and just preceeding the teacher's first classroom experience is a crucial period of time for specific preparation for the slum school assignment. During the summer of 1966, Strom conducted a pilot program to test the idea in Columbus, Ohio. The major portion of the program consisted of a six-week summer session that included a variety of lectures on poverty, the lower-class family, self concept and motivation. A two-week team

¹⁷ Miller and Woock, Social Foundations of Urban Education, pp. 297-8.

teaching experience with eighteen children from a disadvantaged area; visits with a welfare worker; and a visit to a juvenile court. The project did accomplish a shift in attitudes toward the assignment itself and attitudes were positive toward an inner-city school situation.¹⁸

The number one problem in American education today is the effective teaching of the "disadvantaged", the culturally different youngsters who attend our inner-city urban schools. At first glance, urban education seems to consist of specialized subject matter concerning various aspects of non-middle class culture taught to teachers. However, the teacher does not learn it to teach it, but to use it as a sort of sensitizing catalyst in education.

While efforts continue along these traditional lines, one should attempt to change teachers' attitudes by changing the teachers themselves -- gradually.¹⁹

The necessity to improve the education of children of the poor seems to have been accepted. However, selection and training programs for teachers of poor children have not yet been satisfactorily developed. The idea is to equip prospective inner-city faculty with the confidence, attitudes, and understanding; to provide teachers a chance for a rewarding classroom situation, and therefore their students with opportunities for a better education.²⁰

Strom and Larimore indicate that teachers should be ready for the inner city school, embracing appropriate goals, persisting rather than dropping out, and achieving some degree of success is the imperative

¹⁸Robert D. Strom, The Preface Plan, Journal of Experimental Education, Vol. 38, No. 4, Summer, 1970, pp. 70-76 (H.E.W. Project 6-1365).

¹⁹Eugene Krusznski, "Inner City Teachers for Urban Youth," School and Society, Vol. 99, pp. 511 and 513.

²⁰Robert D. Strom and David Larimore, "Predicting Teacher Success: The Inner City," The Journal of Experimental Education, Vol. 38, No. 4, Summer, 1970, p. 72.

for teachers as well as students. The necessity of success in working in the inner city schools is the change of attitudes of the student teachers and teachers that will be working in the school themselves.²¹

James A. Johnson from Northern Illinois University, surveyed the teacher training institutions to discover innovations in working with inner-city youngsters and how relevant methods and techniques could be developed to assist in the better preparation for teachers to work with inner-city schools. Following is a list of some innovations that were developed from a variety of colleges and universities -- concerned with better preparation of inner city teachers:²²

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| 1. Central Missouri State College
Warrensburg, Missouri | Inner-city program, pre-student teaching experience followed by special student experiences in the schools. Video tape recorders used. |
| 2. Colorado State College
Greeley, Colorado | Internship Program for the Senior Year. |
| 3. Glassboro State College
Glassboro, New Jersey | Inner City semester with the disadvantaged youth. |
| 4. Michigan State University
East Lansing, Michigan | Elementary Intern Program for Junior and Senior Years. Cluster student teaching approach for more individualized instruction. |
| 5. Mt. Angel College
Mt. Angel, Oregon | Sequential laboratory experience leading up to student teaching experience. |
| 6. North Carolina University
Raleigh, North Carolina | Study of the community in which a student teacher is assigned to help plan the instructional program in terms of local situation and community needs. |

²¹Ibid, p. 73.

²²Student teacher training innovations were taken from James Johnson, Northern Illinois University, Research Project, O.E.O. & H.E.W. 6-8182, October, 1968.

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|--|---|
| 7. Wayne State University
Detroit, Michigan | Elementary student teaching centers. Special center for inner city teacher preparation. |
| 8. University of Oklahoma
Norman, Oklahoma | Human relations workshop concerning on disadvantaged youngsters and University children. |
| 9. Other Colleges | Observations, video taping, some laboratory training, team-teaching, teacher aides, micro-teaching experiences. |

Pre-Service Education For Inner City Teachers

The one continuous theme that prevades programs designed to improve the education of inner city children is the importance of the teacher. Along with the recognition of the great need for teachers with the knowledge, experience and attitudes required for working with inner city children is an increasing awareness that such teachers are not available, in any great numbers and that very little is being done to help prospective teachers acquire the needed competencies. Most pre-service programs for inner city teachers are still largely piece-meal attempts to provide some information concerning the life styles and growth patterns of inner city children.

The American Association of Colleges For Teacher Education conducted a survey of the ten major producers of certified public school teachers in the United States.²³ This survey revealed that less than three percent of the 15,000 teachers produced by these colleges and universities had been enrolled in or exposed to programs designed to

²³ American Association of Colleges for Teacher Education, Teacher Productivity, 1966, Washington, D.C., AACTE, 1967.

provide well-trained competent teachers for students in inner city communities. Robert Green points out that when this situation is contrasted with burdening urban population it appears that inner city schools will continue to be staffed with teachers untrained and often uncommitted to educate poor students.²⁴

A recent survey by Grade Teachers Magazine found that only twenty-three percent of graduates entering teaching considered professional challenge as the most important factor in accepting an assignment. These graduates were found to be more concerned with salary than academic challenge. Only thirteen percent indicated that they planned to teach in the inner-city schools.²⁵

The conspicuous absence of the life style and cultural patterns of inner-city children from the curriculum of most teacher training institutions provide the strongest evidence for program revision. This revision is necessary if teacher training institutions are to realistically face the problem of providing quality teachers for inner-city youth. The Association of Supervision and Curriculum Development reports that modification of existing teacher training programs to incorporate experiences relevant to inner-city children has generally taken a form of changes in course offerings, direct experiences and in organization and structure.²⁶

²⁴Robert L. Green, "Crisis In American Education: A Racial Dilemma," National Conference on Equal Education Opportunity In America's Cities, 1967, p. 13.

²⁵Peter Janssen, "The School Crisis," Newsweek, September, 1967.

²⁶Association for Supervision and Curriculum Development, Educating the Children of the Poor, Washington, D.C.: National Education Association, 1968.

Kloph and Bowman conducted Project Aware, a nation-wide research project designed to assess the preparation of school personnel for working with urban children. They found that sixty percent of the 122 colleges and universities had incorporated inner-city education courses into their curriculum.²⁷

In some cases courses such as Urban Sociology, Educational Sociology, Anthropology, and Community Psychology were added to the curriculum. The intent of these courses were to give the student some background information. Some schools rather than add new courses modify existing courses which resulted in course titles such as -- Methods of Teaching in Urban Schools, Teaching Reading to the Disadvantaged, and Curriculum and Organization in Poor Areas.

Other colleges placed their emphasis on diagnostic and remedial procedures, methods and materials for individualizing instruction, strategies of classroom control, and personal and material resources. Kloph and Bowman found that the specialized method courses were almost exclusively taught by former elementary school teachers or supervisors from the local school and, as a result, were oriented to a series of prescriptive admonitions concerning how to survive and conform to regulations in a particular school system.²⁸

Examples of Pre-Service Education Programs

Milner stated that the Urban Education Program at Syracuse University makes extensive use of direct experiences intended to provide

²⁷ Gordon J. Kloph and Garda W. Bowman, Teacher Education In A Social Context, New York: Mental Health Material Center, 1966.

²⁸ Ibid., pp. 284-49.

first hand contact for prospective inner city teachers.²⁹ These experiences are expected to develop skill in performing the tasks involved and to develop a positive attitude. This program is a fifty-year program supported by a grant from the Ford Foundation. Students are placed into the classroom situation during an orientation summer session. The demonstration school which is organized and operated by the program is housed in Croton Elementary School, a neighborhood school that is located primarily in a predominantly poor black area. The students spend each morning during the summer orientation session in their assigned classrooms under the guidance of selected, experienced teachers who compose the demonstration school faculty. This provides the students with the opportunity to observe and experience directly the kinds of pupils and instructional problems they will encounter as interns in their classrooms during the regular school year that follows.

Project True, developed at Hunter College, combines theory, observation, laboratory experience, and practice teaching; followed by two years of full-time teaching in New York City schools.³⁰ The developers of this program operated on the assumption that prospective teachers receive instruction on the income level, education background and the cultural-language differences of the children.

Rivlin instituted a program at Fordham University that relied primarily on direct student experience.³¹ The students work one semester

²⁹ Ernest J. Milner, "Preparing Teachers For Urban Schools: The Syracuse Program," Clearing House on Urban Teacher Education Report II, No. 1, (Spring, 1966) pp. 24-26.

³⁰ Milton J. Gold, "Programs for the Disadvantaged at Hunter College," Phi Delta Kappan, March, 1967.

³¹ Harry N. Rivlin, Teachers For Our Big City Schools, New York: Anti-Defamation League of B'nai B'rith, 1964-65.

as a volunteer community service aide and one semester as a paid school aide during their junior year. In the senior year, the students are assigned to a specially selected classroom teacher as an assistant teacher for three hours a day for a full year. The responsibilities of the student include clerical tasks, teaching individual pupils, small groups and the whole class. Students receive twenty-five percent of the annual salary of a beginning teacher for their services. During the fifth year, the teacher education student is appointed to an internship and is assigned full-time to a particular school. The prospective teacher is responsible for only half the work load of a regular teacher and for this service receives fifty percent of the regular teacher's salary. Programs of this type make an attempt to bring preparation nearer to reality, while providing the beginning teacher the opportunity to achieve professional stature.

Project Y-003 conducted at Coppin State College in Baltimore, Maryland, was developed to determine if cultural misunderstandings in inner-city schools could be eliminated by seeking out prospective functions from among the ethnic and cultural groups served.³² The students selected for this one year experimental program were those perceived to have the academic and personal characteristics necessary for quality teachers. These students were given courses in Sociology of the City, Minority Peoples, The History of the Negro in America, Education of the Culturally Different, and other courses relating to the disadvantaged people. Field experiences and experiments were also

³²L. D. Reddick, Better Teachers For Inner-City Schools, Y-003 Final Report, Baltimore, Maryland; Coppin State College Press, 1967, pp. 38-42.

provided as part of the curriculum. The program featured a curriculum designed to increase understanding of the values of American subcultures. Lectures by members of minority groups were given at the seminars held for the prospective teachers. Inner-city parents and leaders of the communities were invited to the lectures. The supervising teachers who participated in the program were enrolled in a summer institute which addressed itself to their attitudes and behavior toward inner-city youth. Students who completed their training during the academic year were assigned to inner-city schools and appeared to be working successfully.

Programs both at the graduate and undergraduate levels designed to prepare teachers for inner-city teaching positions have been developed at Western Michigan University, the nation's fourth and foremost largest producer of initially certified teachers. Both programs provide course work and field experiences that bridge the gap between theory and practice. The undergraduate program places students in urban schools on a half-time basis. This program also prepares students to work with migrant children in addition to focusing on the learning problems of inner-city youth.³³

Michigan State University, East Lansing, has initially started some innovative inner-city student teaching programs. The College of Education in cooperation with the Mott Institute for Community Improvement structured a program for elementary education majors with an emphasis on teaching in inner-city schools. For two terms the prospective teachers worked in inner-city schools located in Detroit, Flint, and Pontiac, Michigan.

³³Robert L. Green, loc. cit., p. 13.

The first term methods instruction is provided by university personnel and inner-city master teachers. The schools served as laboratories allowing the students to observe and to assist in the classrooms where they will do their student teaching and later experiences. Students teach full-time the second term under the watchful eye of the master teacher.³⁴

Ursuline College offers a pre-service education program developed cooperatively by the Education and Sociology Departments of the College.³⁵ The inter-disciplinary approach was chosen because Sociology can enhance the student's understanding of the educational and cultural deficiencies that are a function of both the home and school setting. In addition to course work, students also participate in the following field experiences:

1. Supervised informal contacts with inner-city children for one semester.
2. Observation of classes in inner-city schools.
3. Guest lectures by teachers and administrators from inner-city schools.
4. An internship for juniors, which requires them to spend one morning a week for ten weeks in an inner-city school prior to doing their student teaching.
5. Follow-up workshops that focus on the problem of graduates who are teaching.

During the past few years there have been several additional program innovations which have particular relevance for the preparation

³⁴ Mott Institute for Community Improvement, Annual Report, 1971, p. 37.

³⁵ Ursuline College for Women, NDEA Summer Institute for Teachers and Supervisors of Programs for Disadvantaged Youth in Cleveland's Inner-City Junior High Schools, Cleveland, Ohio: Ursuline College, 1967.

of inner-city teachers. Seminars are being used to bring together the practical and theoretical components of teacher education programs, to promote analysis of teaching, to plan programs and to develop a rationale for teaching procedures.³⁶

NDEA Institutes are serving an important function by providing in-service education for inner-city teachers. Kloph and Bowman reported that understanding of the life conditions of urban children and the development of instructional skills, techniques and materials were considered the key objectives of NDEA Institutes by the directors of the sixty-one institutes evaluated by Project Aware.³⁷

Perhaps the newest development in teacher education is training programs for auxiliary personnel (Para-professional or teacher-aides). Kloph and Bowman further state that during the summer of 1966, eleven demonstration training programs were in operation.³⁸ These programs provided opportunities for professionals and non-professionals to study and to work together to increase the effectiveness of auxiliary personnel in various school situations. The importance of the para-professional in inner-city schools cannot be overestimated. A tremendous potential exists for improving instruction and other services particularly when the para-professionals are selected from their own community.³⁹

³⁶ American Association of Colleges of Teacher Education, Teacher Productivity-1966, Washington, D.C.: AACTE, 1967.

³⁷ Gordon J. Klopff and Garda W. Bowman, Teacher Education In a Social Context, (New York: Mental Health Materials Center, 1966) pp. 38-43

³⁸ Ibid. pp. 43.

³⁹ Ibid. p. 44.

Home Contributions to Learning -- Or Partners for Progress:

Research has suggested that a child's achievement in school can be directly related to how the home perceives learning. This suggests that the attitude of the parent toward school will in a large way determine the entering behavior of the child. It has been suggested that successes which have occurred to children are usually the successes of the devoted teacher while failures can be traced to a poor home environment.

James Coleman's Equality of Educational Opportunity, largely ignored by schoolmen has been reexamined and the new analysis supports his major findings

" . . . inequalities imposed on children by their home, neighborhood and peer environment are carried along to become the inequalities with which they confront life at the end of school."⁴⁰

Ira J. Gordon, of the University of Florida, Gainesville, Florida, suggests in the Florida Parent Education Program that a major source of a student's pattern of achievement and motives for achievement as well as his personality structure is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and the materials provided, have a direct impact on his behavior.⁴¹

Ira J. Gordon synthesizes three elements of the home which contributes to the educational environment of a child. The three elements are:

⁴⁰"New Study Supports Coleman Findings," Education U.S.A., National School Public Relations Association, Washington, D.C., March 20, 1972, pp. 156-57.

⁴¹Ira J. Gordon, Florida Parent Education Program, a paper presented on August 27, 1970, Follow Through Program, pp. 3-5.

1. Demographic factors (housing, income and ethnic membership)
2. Cognitive factors
3. Emotional factors

The cognitive variables are the amount of academic guidance provided; that is, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, their language structure, and the frequency of language interaction and the intellectuality they provide such as books, magazines, and the like.⁴²

The emotional factors may be conceived as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their willingness to devote time to their children.

The Florida Parent Education Follow-Through Program was designed to work directly in the home, so that the home situation might lead to a better school and life performance. Most parents are good parents, and are therefore concerned about the educational achievement of their children. It remains that the learning potential of a child can indeed be stretched if there is a positive relationship between home and school.⁴³

The school itself plays an integral role in the intellectual and personality development of the child. The nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence the behaviors of the learning child.

⁴²Ira J. Gordon, Florida Parent Education Program, a paper presented on August 27, 1970 from the Florida Follow-Through Program, pp. 3-5.

⁴³Ibid., p. 5.

Ira J. Gordon's Florida Follow-Through Program was designed to work directly in the home and has emphasis on three fronts:

1. The development of non-professionals as parent educators and as effective participants in the actual classroom teaching process. There are two mothers assigned to assist the teacher in one classroom.
2. The development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment.
3. The development of parents as partners in the educational program of their children.⁴⁴

The mothers in the Florida Follow-Through Program are trained in the role of parent educator and teacher auxiliary helper. The teachers are taught to effectively use these mothers as paraprofessionals. The parent educator's activity consists of periodic (once a week) home visitations in which the major activity is the demonstration and teaching of other mothers learning tasks which have been devised in the school to increase the child's intellectual competence, personal, and social development. These learning tasks are in the form of game-type learning supplements.

In the Florida Follow-Through Program, the classroom teachers train the parent educators; but the program offers the flexibility that the parent educators can devise their own adaptations of the materials and activities used during the home visitations.

The parent educator also serves as the first line liaison person between the Follow Through Program of the school and the home. The parent educator serves as the referral agent for medical, dental,

⁴⁴Ibid, p. 4-6.

psychological, or social services, by informing the mother of the existence of such services and in many cases she would take the mother to the existing agencies where the services needed would be provided for the family.

In the school, the parent educator serves as a teacher auxiliary or aide implementing instructional services and activities through working with individual children on a one-to-one basis or with small groups of children on various learning tasks.

The parent educator gets to know and understand the children's needs. She also plans carefully with the classroom teacher. The teacher receives effective technical aid from the parent educator as she tries to individualize the material for each child. There is a six week pre-service training program for the classroom teachers and parent educators and special monthly in-service sessions.⁴⁵

In the final analysis, the Florida Follow-Through Program is an effective model for parental involvement and parent education to foster child achievement in the school setting and the urban environment.

A second model of parental involvement in the school environment is the Hazel Park, Michigan's, Program of Volunteers and Paraprofessionals. Hazel Park in 1967, began a program of home visitations by administrators and school officials, and the teaching staff as an outreach to residents incapable of responding to the school's "open door policy." Also, there was a lack of participation in school-community activities and a very low community morale. The results because of the administrator and

⁴⁵Ibid., pp. 7-10.

and teachers home visitations were positively significant. The heart of the program was illustrated by a homevisit by a teacher or building principal to the residence of a Hazel Park student. One of the features of the program, is that the visits were built as part of the teaching-learning experience at the schools.

Four major objectives for the home visitations were listed as follows:

1. The home and the school can develop a partnership and understanding concerning the education of the child.
2. Communications between the home and the school can be established by encouraging teachers to visit the families of students; thereby benefiting the child; but a benefit to the parents and teachers as well.
3. Residential volunteers will be brought into the school as a result of the home visits and the parents will become more involved in the educational process of the school. They will make contributions by their time, talents, and skills.
4. The scholastic and achievement performance of the children will be improved; as well as the students attitudes as a result of the personal contact between the faculty, students, parents, and neighborhood groups.

During the first year of the home visitation program at Hazel Park in 1967, there were a total of 1,419 visits made. The breakdown of the visits was as follows: principals - 403, community-school agents - 384, and classroom teachers - 632.⁴⁶

A study of the effects of the home visitations was complied by Richard Allen as a master's thesis, and the conclusions and recommendations of the study have validity.

⁴⁶David Newberry, "Knocking Down the Barriers," M.E.A. Journal, April 1, 1968, p. 20.

1. The parents of Hazel Park feel that the program of home visitations by school personnel was worthwhile.
2. Parents are ultimately more concerned with the education of their children than with the financial strain of taxation which supports the schools.
3. Parents have gained a more positive image of teachers.
4. In view of the socio-economic background of Hazel Park, Michigan, home visitations have aided in building a strong educational awareness.
5. Parents feel that the Hazel Park School System is fostering a better cooperation between the home and the school.
6. Parents believe that the school personnel are motivated through home visitations by a genuine interest in, and concern for, the welfare of their children.
7. Positive attitudes that existed prior to home visits toward the Hazel Park School System and its personnel have been maintained and perpetuated.
8. Rapport between the school and the community would suffer if the home visitations were discontinued.
9. Home visitations are increasing direct involvement of parents in school volunteerism and school activities.⁴⁷

On the other side of the coin; one of the main objectives for home visitations was to involve the parents of school children as helpers and volunteers. Because the barriers between the school and the home were broken down through the principals and teachers visiting the parents' homes; the mothers and fathers wanted to respond to the educational needs of the children by volunteering their time, talents, and services as coaches, aides, helpers, and supervisors for the teachers in the school. The parents wanted to share in the responsibilities of the educational enterprise as partners for educational progress.

⁴⁷Richard Allen, "Study of the Home Visitation Program In Hazel Park, Michigan," Unpublished specialist thesis, 1970, Northern Michigan University, pp. 13-16.

The volunteers participated in many different functions. They were screened and prepared by the principal in cooperation with the classroom teachers.

The volunteers participated in such functions as: teacher aides, remedial reading aides, learning center aides, library aides, recess and lunch supervisors, pre-school program volunteers, tutors, secretarial aides, after school enrichment activities supervisors and community council members.

There were approximately 688 parent volunteers serving eight Hazel Park Elementary Schools.

The main conclusion resulting from the home visitations and parental volunteers was the outstanding communications that resulted between the school and the home. This fact is further evidenced by the passage of millage elections and bond issues held since 1967 to the present. All measures have passed overwhelmingly.

A third model of parental involvement in the educational process of children is the extensive and effective use of home visits and parent volunteers in several of the schools in Flint, Michigan.

One outstanding example of a teacher utilizing parents as aides is in the Martin Luther King Elementary School in Flint, Michigan.

One teacher, Mrs. Sandra Epps responded to the challenges offered by her principal, Mrs. Ruth Buckner, at Martin King School to involve parents and fifth grade students in a short-term accountability model. Mrs. Epps developed a system of a four-step process of parental involvement:

1. A monthly list of student instructional objectives in simple performance terms are delivered by Mrs. Epps and explained to the parents by means of home visits.
2. A list of instructional strategies to correspond to the educational objectives are also delivered to the parents.
3. Parent lesson plans presented monthly in a monthly chart are picked up by the parents at the school which explain drill and practice to the parents.
4. Monthly "accountability sessions" to review the student's achievements through parental conferences in the school or through direct home visitations when the parents are unable to or reluctant to visit the school.⁴⁸

Parental involvement in Martin Luther King Elementary School in Flint, Michigan is very high. Parents are concerned about the learning which their children experience. The parents volunteer their services as aides, supervisors, and coaches. But most important, that they volunteer their time to assist their children with scholastic and enrichment experiences at Martin King School.

On the following page is a chart of Parental Involvement at King School as Partners For Educational Progress.⁴⁹

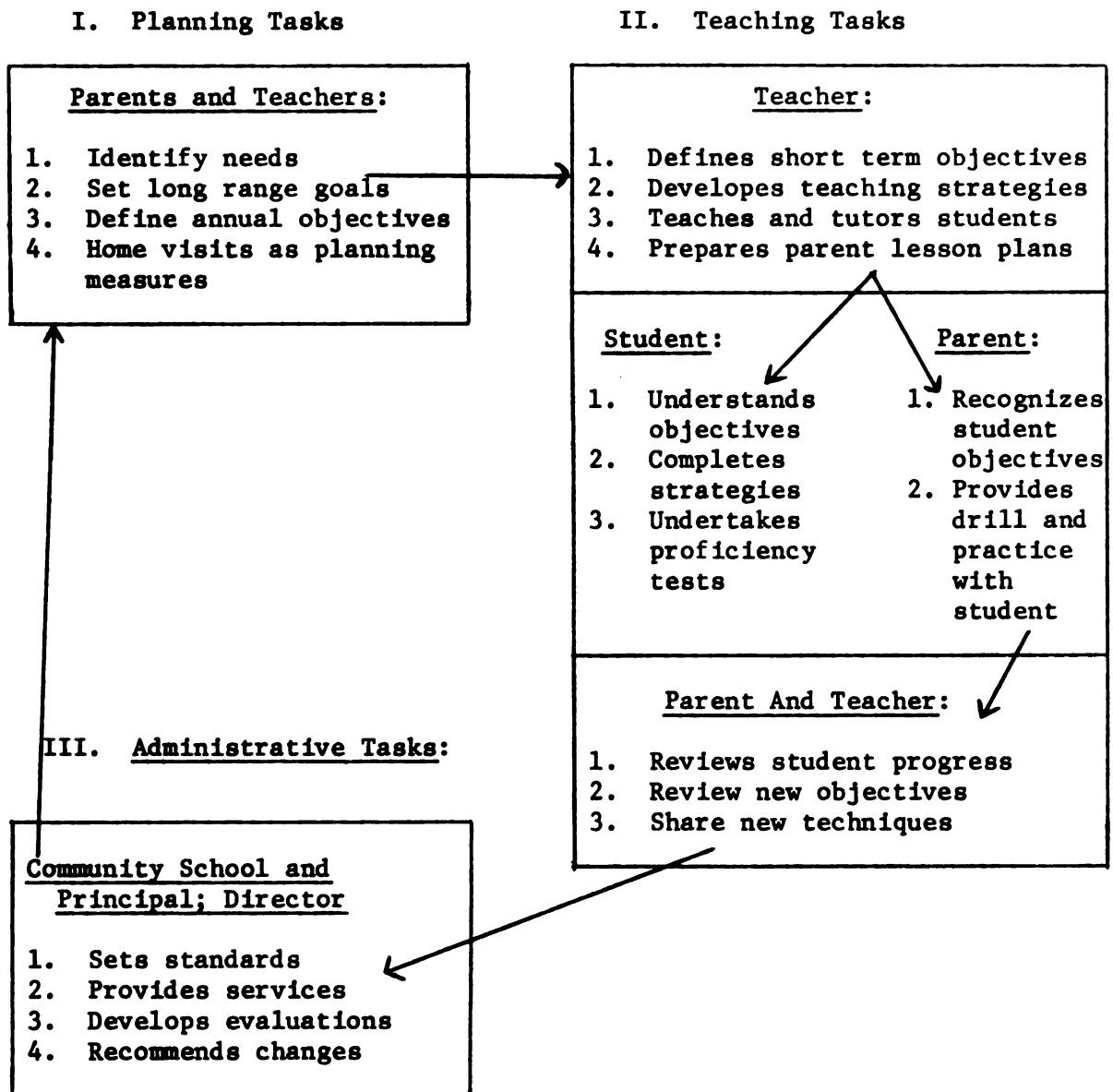
The accountability model of Martin Luther King Elementary School involves parents, teachers, and administrators as a community in the planning stage of the instruction needs and goals. The administrator of the school does the evaluation of the project. However, the school staff also add their evaluative remarks and recommendations. The results of the recommendations are recycled back to the parents who sit on the

⁴⁸ Mrs. Sandra Epps, Partners For Progress, "Teacher Accountability In Flint Community School Education," Dr. Marilyn Steel, editor of the accountability model, 1972, pp. 3-6.

⁴⁹ Dr. Marilyn Steel, editor, "Accountability Model - Partners For Progress," Flint, Michigan Community Schools, 1972 model, p. 10

TABLE 2.1

**Parental Involvement at King School as
Partners For Educational Progress**



school's community council. The council review the progress and helps to set new goals and objectives in cooperation with the parents, teachers, and principals.

Few parents are unwilling to help their children to learn. Parents have high expectations and aspirations for their children. The teacher provides simple plans and techniques for the parents to reinforce the child's learning tasks accomplished during the day. The child's learning at school is reinforced by parental love and discipline at home. No system is complete without an opportunity for the parents to review the results with the teachers and school staff.

The parents and community who have shared in this joint educational planning for the community school also share in the responsibility for the success or failure of the plan to achieve the desired results. Together with staff personnel and students they recommend changes with the knowledge that in their community school they are all partners for educational progress.⁵⁰

Parental involvement in the Flint Community Schools is further amplified by the work done by Dr. and Mrs. Marvin Sitts who developed weekly parent lesson plans in 1963 for third grade youngsters in arithmetic. The experimental classroom scored an average of six months higher in post tests of arithmetic computation and arithmetic reasoning than the control classrooms.⁵¹

Again in Flint, Michigan, Mildred B. Smith describes the success of a program to raise the reading achievement level of elementary children by including teachers and parents together in planning and implementing the introduction of new techniques for the parents and

⁵⁰ Mrs. Sandra Epps, Op. Cit., pp. 10-12.

⁵¹ Elizabeth and Marvin Sitts, "Parents and Children Learn About Arithmetic," The Elementary School Journal, October, 1963, p. 33.

distribution of materials for use at home in her work: How To Help Your Child Learn in School.⁵² In an attempt to link home and school, the program focused on the children's significant others and deliberately worked to raise the expectations of how well the children will achieve. The program aimed to join the parent with the teacher as partners in the teaching process. The rationale was that the family has a major responsibility for teaching the child -- particularly teaching the value that learning and achievement are important not only to the child but also to other family members. Another assumption was that underachievement can be overcome by improving the home conditions that contribute to low motivation and poor attitudes toward school achievement and by creating school conditions that raise teacher morale and reduce teacher turnover.⁵³

Wilbur Brookover and his associates (1965) show that a child's self-concept of academic ability is significantly correlated with school achievement. They point out that when self-concept is good, a significant portion of achievement occurs independent of measured intelligence, socio-economic status, educational aspirations, and expectations of family, friends, and teachers. The parents were told they could increase their child's self-concept of academic ability, which would in turn lead to greater school achievement. Therefore, parents do make a difference in the lives of children in regard to their scholastic achievement and self-concept.⁵⁴

⁵²Mildred B. Smith, Home And School: Focus On Reading, Scott, Foresman & Co., Glenview, Illinois, 1971, p. 47.

⁵³Ibid., pp. 47-48.

⁵⁴Wilbur Brookover, School and Society, Allyn & Bacon, 1965, p. 48.

Sullivan did a study on Chicago's West Side involving parents in the education of their children - ages three through eight. One of the findings that Lorraine Sullivan found was that to get parental involvement, parents would need to be convinced of the importance of the part they play in their children's success in school. Some of the results of the program were that many parents became volunteers and aides to the teachers of the program. A parental advisory council was formed of twelve parents to help the school in some decisions related to the program and its implementation.⁵⁵

U.S. News & World Report carried an account of a national survey that enlisted the responses of 1,045 mothers of first graders. The report contributed evidence that the parents' role in the early years is significant in determining how much a youngster is going to achieve in school.⁵⁶

Many other school systems are starting home-school involvement programs as part of the community-school program. One such school system is the Apache Junction Schools, in Arizona. A Title I federally funded program initiated a Home-School Counselor project in September, 1971, which resulted in mother volunteers who assist teachers in their children's classrooms.⁵⁷

Gordon Liddle, in his book, Educational Improvement For The Disadvantaged In An Elementary School Setting gives further support and

⁵⁵Lois Willie, American Education, "Moms Are A Must," (April, 1970) published by the U.S. Department of Health, Education and Welfare.

⁵⁶"How To Help Your Child Do Well In School," U.S. News & World Report, October 6, 1969.

⁵⁷David Santellanes, "Community Involvement," The Prospector, Arizona State University, Tempe, Arizona, February 28, 1972, pp. 1-3.

credence to the concept of parental involvement in the educational process through home visits and home involvement and the use of volunteers and parents involved in the planning and operation of the educational process.⁵⁸

Liddle summarizes the role of parental involvement as he relates:

During the most formative years in life, parents have a tremendous influence on the definition of the world and his place in it. It is here that the child learns to trust or to fear, to approach or to withdraw from new persons or situations. . . .No one else such a strong influence on a child's motivation, his value system, his self-concept, and his place in the world as do his parents and teachers.⁵⁹

Liddle goes on to say that because a child continues to spend much more time at home than at school; the schools can make little headway with the child if his home continues to foster inappropriate attitudes and habits. Teachers must find ways to overcome parental indifference to education and assist parents to become participants in a joint effort to assist in the educational enterprise of their children.⁶⁰

According to Liddle, Rockwell, and many others; one of the most effective measures of encouraging parents to participate in the educational process is through the direct involvement of the home visitations program.⁶¹

⁵⁸Gordon P. Liddle, Robert Rockwell, Educational Improvement For The Disadvantaged In An Elementary School Setting, Charles Thomas, Publisher, Springfield, Illinois, pp. 38-39.

⁵⁹Ibid., p. 47.

⁶⁰Ibid., p. 48.

⁶¹Ibid., pp. 48-50.

Negative parental attitudes are changed to positive endorsements when the parents realize that the school and teachers are concerned about the general welfare of the children and that meeting with school people can be pleasant, useful, and a common bond of interest is developed. The school personnel are concerned with the welfare of the children. Greater insight into the home environment is gained and its effect upon the child. Home visits are means of letting the parents know first-hand what their child and the teacher is doing at school. It is another means of breaking down the invisible barrier of communication problems between the home and the school.⁶²

The results of home visits increased the parental involvement in the educational and personality development of the children and therefore the student's academic achievement increased because of the interest and concern for their welfare. Parents became interested, teachers became interested and the entire school staff wanted to assist as partners for the educational process of children.⁶³

The Council For Adult Basic Education conducted a survey of educational needs of people in 1971 and three findings were mentioned:

1. The schools must have strong administrative leadership.
2. Teacher expectations for their students must be raised.
3. There must be better home-school communication patterns.

SUMMARY

Chapter II attempted to review the existing literature pertaining to understanding community education and teacher education regarding a

⁶²Ibid., p. 50

⁶³Ibid., p. 50

relevancy in dealing with disadvantaged children. Dean Ernest O. Melby of Michigan State University summarizes the chapter well as he so eloquently states:

.... What is needed in American education today is not a set of additions or band-aids for the existing traditional educational system, but rather new forms. These new forms pay less attention to product, means, methods, and instruments but give more attention to persons, process, ends and ideals.⁶⁴

Chapter II investigated the training of teachers, the pre-service educational programs, and the cooperative models of parental involvement in the educational process. One must utilize the community resources to deal with the home and school environments and unite them to the common goal of dealing with the problems of inner city, disadvantaged children. The disadvantaged youngsters can and will make tremendous contributions to our society. Teachers must make home visitations to the parents of these children to unlock the door of potential home involvement in the schools as educators, volunteers, aides, and contributors of a school enterprise. Parents can and do make a difference in educating and assisting the school in performing its functions in society. Disadvantaged children can succeed. They can grow. They can become useful contributors of society; if the parents and teachers were held accountable for their education.

V. M. Kerensky and Ernest O. Melby give further amplification to the summary of Chapter II's efforts to review of the literature as they state:

⁶⁴V. M. Kerensky and Ernest O. Melby, Education II: The Social Imperative, Midland, Michigan, Pendell Publishing Co., 1972, p. 182.

.....Teacher education . . . must be involved with the community. It is in the community that one can best acquire the human qualities required for relating successfully with people. Working with people of all walks of life tends to increase one's estimate of human potential . . . When one begins to become involved with all segments of the community, it becomes increasingly apparent that the worth of an individual cannot be measured by his verbal or quantitative prowess alone. Human beings have many qualities, characteristics, and attributes that shape their destinys and determine their contributions to society. Among them are curiosity, compassion, and persistence in the pursuit of a goal.⁶⁵

This tends to identify the concerns for education as a social service orientation profession. People must care about their neighbor. Teachers must care about children and expect great things from them regardless of skin color or national origin or place of residence. Parents must help their children. Students must learn. It is the social imperative for survival.

⁶⁵ Ibid., pp. 183-184.

Chapter III

THE DESIGN AND PROCEDURES

Introduction

The purpose of this chapter is to describe the research design, methodology and procedures used to conduct this study. Included in this chapter is a description of the setting in which the study will take place, the characteristics of the samples are identified and described from the total population, procedures for conducting the study will be discussed, the student-tutor questionnaire will be discussed. The instrumentation including the questionnaire and interview questions will be reviewed. Finally an explanation of the data gathered will be analyzed.

The Setting

Lansing, Michigan, is an urban industrial community of the central part of lower Michigan. Public supported education has been part of this city since 1848 when one teacher began holding classes in a small, frame schoolhouse. Since that time the educational system has passed through many successful phases of development until now it can offer the city's children a good education in keeping with the best practices of our times.

Historically, the entire community has enjoyed constant steady growth since the invention of the motor car. Sixty years ago the population here was 30,000 including an employment force of 5,000. At the present time there are more than 300,000 people living in the Greater Lansing area with approximately 155,000 living in the city school district.¹

From the few industries of 50 years ago, most of which were allied with agriculture, Lansing has over 200 industries -- many of them auto industry suppliers to the General Motors Corporation - Oldsmobile Division and the State Government for the State of Michigan.

As the city has grown so has the staff and educational plant of the city schools. The schools currently employ approximately 1,750 professional staff members for four senior high schools, five junior high schools, and forty-eight elementary schools.

The Lansing Pupil Membership Breakdown

Elementary population	-	18,145	
Junior High population	-	7,204	
Senior High population	-	6,729	
		<u>32,078</u>	subtotal
High School Completion	-	524	
Adult Basic Education	-	533	
Re-Entry Alternative	-	138	
		<u>33,273</u>	total school population ²

The instructional program of the school district is broad and comprehensive in both subject offerings and special supportive services for the pupils enrolled at all grade levels. The elementary schools, which enroll pupils in grades kindergarten through sixth, are primarily

¹Lansing Public Schools Brochure, 1972 edition, page 3.

²"Statistical Report on Lansing Public Schools", The State Journal, October 31, 1972, page 12.

concerned with instruction in the basic skills of reading, spelling, writing and other components of the language arts; arithmetic; science; and social studies. Classroom teachers and instructional specialists also provide instruction in art, vocal and instrumental music, physical education and health. The junior high schools, where the curriculum is designed to offer wide opportunity for students to explore several specialized areas such as: art, music, physical education, industrial arts, foreign languages, home economics, business education and the like, continue to build on the basic learning skills of the elementary school curriculum. The senior high school students in grades 10 through 12 engage in much more specialized study than at any time before their school careers. Here students elect academic majors in areas of the comprehensive curriculum. Incorporated in the regular program for Lansing School District pupils are extensive special education services for pupils who are physically, emotionally, or mentally handicapped. There are approximately 1,200 handicapped students served for the total 34,000 students.

Lansing residents passed a 21 mill operating proposal in August, 1971, which provided the Lansing Board of Education with a two-year tax levy upon which to plan and from which to finance school district operations for the 1971-72 and 1972-73 school years. Increased revenue also was obtained from the State of Michigan to augment local tax resources.³

The Lansing School District spends \$712.89 for instruction-per-pupil-per-year in 1972. This figure ranks Lansing as 38th out of 527 school districts in the State of Michigan for 1972.

³Ibid. p. 12.

Characteristics of the Samples

A. Tutor Sample. Previous records of the Mott Institute For Community Improvement show that 75-100 Michigan State University students enroll for the Urban Tutorial Program - Education 482 each quarter.

Two samples were selected for the study. The first sample, referred to in this study as the experimental sample, was composed of 20 students who enrolled in Education 482 for the winter quarter, 1972, and who volunteered to participate in the home visitations and reading aspect of the project.

The second sample, referred to as the control group, elected not to participate in the home visitations aspect of Education 482 during the winter quarter, 1972. The control sample was 35 students.

B. The School Population Sample. The school population will be four urban elementary schools in the Lansing School District.

School A has a school population of 268 students in grades K-4 and is part of a school cluster program. Students from grades 5 and 6 are bussed to another elementary school. The racial breakdown for the school is approximately 65 percent white and 35 percent black. Socio-economic-status is upper-lower class to middle class. The ratio of students to faculty is approximately 24 to 1.

School B has a student population of 389 students in grades K-6, and had a racial breakdown of 35 percent black, 15 percent Mexican-American, and 50 percent white. The socio-economic-status is middle-lower to lower-middle classes. The ratio of students to faculty is approximately 25.4 to 1.

School C has a student population of 256 students in grades K-2, and it is part of the cluster school program. Grades 3 and 4 are bussed. Additional students from grades 5 and 5 are bussed to School C. The racial breakdown of School C is 51 percent black and 49 percent white students. The socio-economic-status covers the entire three classes of lower, middle, and upper classes. The students-teachers ratio is approximately 25.8 to 1.

School D has a student population of 368 students in grades K-6 and has a racial breakdown of 64 percent white and 36 percent black students. The socio-economic-status is lower and middle class students. The students-teacher ratio is approximately 28.9 to 1.

Twenty underachieving students will be selected by their teachers and school administrators as having low reading scores as measured by the Stanford Achievement Test - Form X, given in May, 1972. The students selected will be in grades 2 and 3 and are in need of special tutoring assistance. School A selected approximately three students to participate in the program. School B selected approximately nine students for the study. School C choose three students for the special study. School D selected five students who would be willing to have special tutorial assistance. The total students selected for the special tutorial home visitation program is approximately twenty.

Several students were selected by the principals and supervising teachers as needing help; but upon contact with the parents several decided not to participate in the program for various reasons. In some cases, both parents are working and would not be at home for the tutors to make the visitations. The tutors either visited during the school day or followed their tutee home and visited with the parents at that time.

In the final analysis in all four of the schools several cooperating students upon recommendations of the supervising teachers and administrators were chosen from each of the four elementary schools and thereby making a total of 20 underachieving students.

The parents were contacted by the teachers and administrators and asked to cooperate in the project. The parents were interviewed after the project was completed to discover their attitudes toward the project, the school, and the value of home visitations.

PROCEDURES

- I. Select the children in grades 2 and 3 from the four urban elementary schools -- using as a criteria for selection low reading scores as measured by the Stanford Achievement Test - Form X.
- II. Notification of the underachieving children's parents by letter and follow-up by telephone calls. The teachers and principal will also help in the selection of the parents who will cooperate in the project.
- III. Selection of the urban tutors who would like to volunteer to participate in the home visitations aspect of the project.
- IV. Two class sessions with the urban tutors explaining the value and techniques of home visits and explanation of the Parents Teaching Reading Booklets.
- V. General session with the parents, teachers, administrators and urban tutors to give an overview of the project and to introduce the tutors to the parents; distribution of the first units of the P.T.R.
- VI. Visitation schedule of the tutors to the parent's homes:
 - A. Week of January 15 - first visitation with the coordinator
 - B. Week of January 22 - second visit in teams of two tutors
 - C. Week of January 29 - third visit again in teams
 - D. Week of February 5 - fourth visit and distribution of materials
 - E. Week of February 12 - fifth visitation
 - F. Week of February 19 - conclusion of program

VII. Follow-up and Evaluation of the Project:

- A. Follow-up with additional visits to the parents who may have missed the P.T.R. Materials.
- B. Evaluation of the tutor's attitudes and performance with the Student-Tutor-Questionnaire to both the experimental and control groups.
- C. Personal interviews of the parents who participated in the project as to the value of the project, any change of attitudes, and any additional input or involvement with the school staff and activities.
- D. Personal interviews with the supervising teachers and principals to determine any additional involvement of the parents as aides, colunteers, and the like. Also, to determine if the children's reading scores have improved significantly.

VIII. Conclusion of the Program - reporting the results to the tutors, parents, supervising teachers and parents.

Instrumentation

A combination of the Minnesota Teacher Attitude Inventory, Purdue Student Teacher Opinionnaire and the Levine & Feeney Attitudinal Analysis of Attitudes of Working in Inner City Schools, was used to test the attitudes of the Urban Tutors. The three tests will be henceforth called the Student-Tutor-Questionnaire (S.T.Q.). The S.T.Q. measured the urban tutors' attitudes regarding the home visitation aspect of the action project as indicated from the student teacher questionnaire mentioned in Chapter 1. An analysis of the data obtained through the administration of the Student-Tutor-Questionnaire provided information needed to test the proposed hypotheses and assumptions.

Questions and statements were also supplied by the author pertaining directly to the study. The questionnaire was called

pertaining directly to the study. The questionnaire was called the Student-Tutor Questionnaire and was used in the study. The reason for the author-made test was that a review of the literature revealed no instrument designed to assess tutor (teacher-trainees) attitudes regarding the efficacy of home visitations project proposed for the Urban Tutorial Program.

Borg's following recommendations were used as a guide to the general approach taken:

In many cases the research worker wishes to measure an attitude for which no scale is available. The author, for example, recently found it necessary to develop a scale to measure teachers attitudes toward ability grouping. Satisfactory attitudes scales can be developed by the research worker if he follows closely the procedures outlined in textbooks on psychological testing. The Likert technique is usually the easiest method for developing scales needed in research projects.⁴

The Student-Tutor Questionnaire was divided into five factors or five subscales.

Factor 1 - Rapport With Students - Samples feelings about treatment from students, perceptions of student behavior, understanding learning difficulties, acceptance by student, and the degree of satisfaction derived by the tutors from their contact with the elementary underachieving students.

Factor 2 - Rapport With Parents - Samples parental understanding of their underachieving child, measures tutors perceptions of inner city parental attitudes toward their children, student-tutor contact with parents and reception of parents toward tutors.

⁴Walter Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), p. 110.

Factor 3 - Special Reading Project - Samples reactions of tutors of parents and to the extent they help their children with their academic studies; reading in particular, and also samples perceptions of tutors regarding reading as a home and school sponsored activity, measures feelings of parents toward their child's school and acceptance of the home visitation project by parents as perceived by the tutors.

Factor 4 - Community Support of Education - Samples parental feelings as perceived by the tutors of the general school-community relations, parental support of school activities, and general feeling of living within the geographic school community area.

Factor 5 - Rapport With Supervising Teachers - Samples tutor's attitudes toward their supervising teachers in regard to dealings with the children, supportive reactions to the project, and overall tutor perceptions of the teacher-student relationship in the classroom.

ANALYSIS OF THE DATA

A pre-test of the Student-Tutor Questionnaire was given to twenty-five subjects (tutors) at the end of the fall quarter of classes at Michigan State University on December 3 and 4, 1972. The purpose of the pre-test was to check the items for clarity and if there were any ambiguous or unclear questions. The students' responses were recorded on computer cards and run through the 6500 Computer at Michigan State University.

A Reciprocal Averages Program (RAVE) was done on the pre-test forty-five items.

The Method of Reciprocal Averages is a technique whereby one can quantify qualitative data. The procedures employs a priori set of item response weights assigned by the investigator to initiate an iterative process which

converges to a weighting scheme which maximizes the internal consistency of the instrument.⁵

The Hoyt Internal Consistency Reliability Coefficient test was also done on the pre-test by means of analysis of variance. The overall reliability of the instrument was calculated as $r = .643$. The maximum reliability of the test was calculated to be $r = .93$. The breakdown of Hoyt Reliability for the five factors or subscales of the test were:

given as a correlation (r) =

Factor 1 - Rapport With Students	(r) =	.44
(Seventeen Items) & Standard Error	=	3.74
Factor 2 - Rapport With Parents	(r) =	.20
(Ten Items) & Standard Error	=	3.30
Factor 3 - Special Reading Project	(r) =	.49
(Nine Items) & Standard Error	=	2.26
Factor 4 - Community Understandings	(r) =	.27
(Four Items) & Standard Error	=	1.83
Factor 5 - Rapport With Supervising Teacher	(r) =	.81
(Five Items) & Standard Error	=	1.51

The responses of the Urban Tutors were reported on the Student-Tutor-Questionnaire. J. D. Finn's Multivariate and Analysis of Variance Techniques was employed to determine if a significance at the .05 alpha level has been reached between the experimental group (those tutors involved in the project and making home visits) and the control group (those tutors not involved in the project and not making home visits).

The tutors were personally interviewed following the completion of the project to determine their responses and attitudes toward the visitations and project as well.

⁵F. B. Baker and T. J. Martin, Fortap: A Fortran Test Analysis Package, Paper No. 10, Office of Research Consultation, College of Education, Michigan State University, July, 1970, pp. 8-10.

The parents involved in the project were also interviewed to determine their reactions to the validity of the project. The parents were asked if their children's reading achievement improved significantly even though they participated in six weeks of efforts. The parents were also asked if their child improved in his other school work. The parents were asked if their child's attitude toward school and the learning situation improved significantly. The parents reactions were recorded as to the effectiveness of the urban tutorial students visiting their homes. Reactions of the parents were recorded regarding the Parents Teaching Reading Booklets. Parents were asked if programs like this should be continued in the future for the Urban Tutorial Program, for the College of Education - Teacher Training Program. Lastly, parents were asked to express their feelings and attitudes about the school their child attends, about the school staff, and if their attitude about school is strong enough that they could volunteer their time and talents if their talents were needed for a school project in the future. Please refer to Appendix C for a comprehensive analysis of the parental interviews, the responses recorded to the questions asked, and the sample of the questions asked in the parental interviews.

SUMMARY

The purpose of Chapter III was to present the research design of the study, to restate the hypotheses and the related research questions that the study attempted to answer and to describe the tests and interview instruments that were used to analyze the data received in Chapters IV and V.

This setting for the study was selected as the City of Lansing, Michigan, a large midwestern urban city and capitol of the State of Michigan. The sample of students from four urban elementary schools were chosen to be underachieving students in reading in grades 2 and 3. The urban tutorial sample referred to as the experimental group was twenty students who volunteered to participate in the project and make a total of six home visitations to their pupils homes. The length of each visit was approximately one-hour-per week and the remaining three hours was at the student's school assisting with the children on a one-to-one tutoring basis or working with small groups in the classrooms.

The instruments and their correlation and normative use was discussed and as was indicated a combination of three tests was amalgamated into one test because no scale of measurement had been found to measure the amount of attitudinal change that takes place on the tutor's part as a result of home visitations and working with the pupil's parents. The test determined was the Student-Tutor-Questionnaire.

The procedures were discussed in relation to each individual's role. A time line was drawn as to the expected dates of completion. The methodology of the instruments was discussed and their correlation with attitudes toward children, the school, supervising teacher, parents, and the community, as well as the Parents Teaching Reading Program. The personal interviews of the parents were discussed along with sample questions and responses were indicated.

The findings will be reported in Chapters IV and V from the student-tutor-questionnaire and personal interviews of the parents and school staff.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

Introduction

The major purposes of this study were fourfold:

- (1) To describe attitude changes of urban tutors of Education 482 as they make home visitations to their tutees' homes.
- (2) To identify and to measure the effect of the home visitations on the elementary underachieving students' achievement in school.
- (3) To evaluate the effectiveness of the project in the attitudinal, action and domains on the tutors, the tutees, and their parents.
- (4) To describe and to measure the effect of the home visitations on parents' attitudes toward the project; toward the tutors; and toward the school.

In order to implement this study, two groups of tutors were selected: the experimental sample -- those students who volunteered to participate in the home visitations project and who helped the tutees' parents use the Parents Teaching Reading materials; and the control sample -- those students who did not make home visitations and who did not help the tutees' parents use the P.T.R. materials during the Winter Quarter of Education 482, The Urban Tutorial Program in 1972-73. There were 20 teacher trainees in the experimental group and 35 teacher trainees in the control group.

Two major hypotheses were presented in Chapter I with their appropriate research questions formulated. Each of those hypotheses

with the research questions will be analyzed separately. Also, teachers, parents, and tutors' comments will be synthesized in light of hypotheses posed and research questions asked. The data will be formulated, explained and analyzed in this chapter.

Research Questions Pertinent
to the Hypotheses and the Study

- RQ1: Is there a significant difference between the experimental group of tutors and the control group with regard to the tutor's rapport with students?
- RQ2: Is there a significant difference between the experimental group and the control group of tutors with regard to the tutor's rapport with parents?
- RQ3: Is there a significant difference between the experimental group of tutors and the control group with regard to the tutor's understanding of the Parents Teaching Reading Program?
- RQ4: Is there a significant difference between the experimental group and the control group of tutors with regard to community understanding?
- RQ5: Is there a significant difference between the experimental group of tutors and the control group with regard to the tutor's rapport with the supervising teacher?

All five research questions will be considered as dependent variables to the major question: Is there a significant difference between the experimental group and the control group with regard to overall attitudes? An additional question should be asked about the study.

- RQ6: Is there a significant relationship of the tutor's race, age, sex, and grade level tutored between the experimental group of tutors and the control group of tutors?

This research question was considered as a covariate or independent variable to the dependent variables of rapport with students, rapport with parents, tutor's understanding of the Parents Teaching Reading Program, community understanding, and the tutor's rapport with the supervising teacher.

Student Tutor Questionnaire

The Student Tutor Questionnaire (S.T.Q.), as a test instrument of tutors' attitudes was given following the completion of the Winter Term of classes on March 6 and March 8, 1973. The instrument was given to 55 subjects. It was determined through a volunteer basis who would be in the experimental group and who would be in the control group in January, 1973. The experimental group consisted of 20 tutors who worked with their tutees in four experimental schools: A--B--C--D in the Lansing area. The remaining group, the control group of 35 tutors worked in a variety of school settings in the Lansing area, with their tutees.

The Student Tutor Questionnaire (S.T.Q.) was an instrument developed by the author and had five subscales which related to the understanding of the first major hypothesis. Factor I or subscale I dealt with the tutor's rapport with the students; Factor II dealt with the tutor's rapport with the tutee's parents; Factor III measured the understanding of the Parents Teaching Reading; Factor IV dealt with the community understanding vector and community support of education; Factor V dealt with the tutor's rapport with his supervising teacher in the Lansing Schools.

All of these five subscales or factors contributed to an overall attitude of the tutors and these factors were used to analyze the significance of the first major hypothesis. Secondly, there were four covariates of race, age, sex, of the tutors along with the grade level tutored as dependent variables which were analyzed through a multiple regression analysis technique. The covariables of race, age, sex, and grade level tutored were included in the analysis.

Cell Identification and Frequencies

At this point it is necessary to explain the experimental and control groups and their component parts. There were a total of 20 tutors in the four experimental groups which consisted of four experimental schools. The control group consisted of 35 tutors in a variety of schools within the district. The total number of tutors in both the experimental and control groups was 55. Table 4.1 indicates the cell identification, school code and frequencies of tutors.

TABLE 4.1

CELL IDENTIFICATION, SCHOOL CODE, AND FREQUENCIES OF OCCURANCE

Cell	School	School Code	Number of Tutors
1	1	A = Experimental	3
2	2	B = Experimental	9
3	3	C = Experimental	3
4	4	D = Experimental	5
5	5	E = Control	35
Total N = 55			

Cell Means and Dependent Variables

To explain the hypotheses, it is first necessary to describe the dependent variables which contribute to the significance of the first hypothesis. Also, it is important to analyze the means of the dependent variables. The five dependent variables which will be considered later are sub-hypotheses which contribute to the major omnibus hypothesis. The five dependent variables or factors were considered as: Factor I = tutor's attitude and rapport with the students; Factor II = tutor's attitude and rapport with the student's parents; Factor III = the tutor's understanding of the Parents Teaching Reading Program; Factor IV is the tutor's understanding of the community in which he worked; and Factor V is the tutor's rapport with his supervising teacher. These factors are considered as dependent variables. Table 4.2 explains the mean scores for each variable, the number of tutors in the experimental groups of four schools and the number of tutors in the control group.

TABLE 4.2

CELL MEANS SCORES AND DEPENDENT VARIABLES

School	Number of Tutors	Rapport With Students	Rapport With Parents	Parents Teaching Reading	Community Understanding	Rapport With Supervising Teacher
1	3	59.333	31.000	35.666	15.000	23.333
2	9	64.888	35.666	39.111	15.222	20.000
3	3	58.666	36.333	37.333	12.000	23.333
4	5	61.400	37.200	39.600	14.800	20.400
5	35	59.800	33.371	33.342	13.857	19.000

Note: Schools 1, 2, 3 & 4 are experimental; School 5 the control school.

There was a difference on all five variables between the experimental group and the control group. An average mean score was taken for each variable and compared with the mean score of the variable for the control group. Table 4.3 illustrates the greater difference of each of the five variables compared with the control school.

TABLE 4.3

COMPARISON OF AVERAGE EXPERIMENTAL MEAN WITH CONTROL MEAN

Variable	Experimental Means Average	Control Mean	Difference (co/1 - co/2)
Rapport With Students	61.07	59.80	1.27
Rapport With Parents	35.04	33.37	1.67
Parents Teaching Reading Program	37.92	33.34	4.58
Community Understanding	14.25	13.85	.40
Rapport With Supervising Teacher	21.76	19.00	2.76

On all five variables the experimental group of tutors scored higher than the control group of tutors, when taking the average mean score for the experimental group and comparing it to the mean score of the control group.

For more detailed examination of the test results the author used a post hoc test to analyze the comparison of the intervals of the variables. Table 4.4 explains the Dunnet Test for Comparison of Intervals between the variables. The Dunnet Test was a post hoc test procedure done for an understanding of the significance of the five variables to the major hypothesis. The author reports on five variables; four were not significant and only one variable, the Parents Teaching Reading segment was very significant.

Null Hypothesis 1 was an omnibus hypothesis of the study and can be stated more simply as:

HO₁: There will be no difference in attitudes for tutors between the experimental group and the control group as a result of the project, as measured by the Student-Tutor-Questionnaire.

If the Null Hypothesis 1 is rejected because the probability level of significance does not exceed the .05 alpha level of confidence the alternate hypothesis would be adopted as:

Alternate
Hypothesis: There will be a difference in attitudes for
H₁ tutors between the experimental group and the
 control group as a result of the project, as
 measured by the Student-Tutor-Questionnaire.

The Finn Multivariate Analysis of Variance test instrument was used to determine if there was a difference between the overall attitudes of the experimental group and the control group as measured by the Student-Tutor-Questionnaire. The probability level of significance was set in Chapter I to be at the .05 alpha confidence level. The F-Test statistic of multivariate of mean vectors was determined to be at 2.1997 with 20 and 153.5146 degrees of freedom. The probability level was determined to be at less than 0.0039; which is within the range of

significance, at the .05 level. The major null hypothesis, then, was accordingly rejected, and the alternate non-directional hypothesis was accepted. An analysis of the data in Table 4.5 explains the significance.

TABLE 4.5

RESULTS OF A MULTIVARIATE ANALYSIS OF VARIANCE BETWEEN THE ATTITUDES OF THE TUTORS OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP, ON THE STUDENT-TUTOR-QUESTIONNAIRE

Groups	N	Dependent Variable	Mean Scores	S.D.	DF	.Two Tail "t Statistic"	Signi. Prob.
1.	3	Rapport With Students	61.07	5.5	20/ 153.514		
2.	9	Rapport With Parents	35.09	3.46			
3.	3	Parents Teaching Reading	37.92	3.64		2.1997	0.0039
4.	5	Community Under-standing	14.25	2.50			
5.	35	Rapport With Supervising Teacher	19.00	4.01			

* Groups 1, 2, 3 & 4 are experimental groups and 5 is the control group

** Total N = 55

*** Line of Analysis:

Through the Dunnet Post Hoc Test: \bar{X}_1 \bar{X}_3 \bar{X}_5 \bar{X}_4 \bar{X}_2
Confer Table 4.4

There was a significant difference between the experimental groups and the control group. It must be determined which variable produced the significance. The research questions posed in the beginning of Chapter IV were converted into sub-hypotheses and a one-way analysis of variance of the five dependent variables of (1) rapport with students; (2) rapport with parents; (3) tutors' understanding of the Parents Teaching Reading Program; (4) community understanding; and (5) rapport with the supervising teacher.

Research Questions Converted into
Null Sub-Hypotheses

RQ₁: Is there a significant difference between the experimental group of tutors and the control group with regard to rapport with students?

As seen in Table 4.6, the mean scores differed between the experimental groups and the control group with regard to the dependent variable - rapport with students. The analysis of variance indicated the significance probability to be 0.1162, which exceeded the established alpha level of 0.01. It was demonstrated that there is no significant difference between the mean scores of the experimental group and the control group in regard to the dependent variable of rapport with students.

TABLE 4.6

RESULTS OF A ONE - WAY ANALYSIS OF VARIANCE ON THE DEPENDENT VARIABLE:
TUTOR'S RAPPORT WITH STUDENTS ON THE
STUDENT-TUTOR-QUESTIONNAIRE

Sources of Variation	DF	M.S.	F	Significance Probability
Between Groups	4	51.68	1.95	0.1162
Within Groups	50	26.46		
Total (n-1)	54			

The second research question established the tutor's rapport with parents as the dependent variable. This question reads:

RQ₂: Is there a significant difference between the experimental group of tutors and the control group with regard to rapport with parents?

TABLE 4.7

RESULTS OF A ONE - WAY ANALYSIS OF VARIANCE ON THE DEPENDENT VARIABLE:
TUTOR'S RAPPORT WITH PARENTS ON THE
STUDENT-TUTOR-QUESTIONNAIRE

Sources of Variation	DF	M.S.	F	Significance Probability
Between Groups	4	33.11	2.76	0.0376
Within Groups	50	11.99		
Total (n-1)	54			

As Table 4.7 has indicated there was no significant difference between the experimental group of tutors and the control group in regard to the dependent variable: tutor's rapport with parents. The analysis of variance has revealed that level of probability of 0.0376 does indeed exceed the .01 alpha level. Therefore, there is no significant difference between the experimental groups of tutors and the control group with regard to the dependent variable: tutor's rapport with parents.

The third research question established the tutor's understanding of the P.T.R. materials as a dependent variable:

RQ₃: Is there a significant difference between the experimental group of tutors and the control group with regard to the dependent variable: Understanding the Parents Teaching Reading Program?

Table 4.8 revealed a strong difference in the univariate F of 6.9421 which is the most significant variable of all five. The analysis of

variance indicated the significance level of probability to be 0.0002 which does not exceed the established level of .01. Therefore it may be stated that dependent variable III - Tutor's Understanding of the Parents Teaching Reading Program does cause significance for the overall test of attitudes between the experimental and the control group.

TABLE 4.8

RESULTS OF A ONE - WAY ANALYSIS OF VARIANCE ON THE DEPENDENT VARIABLE:
TUTOR'S UNDERSTANDING OF THE PARENTS TEACHING READING PROGRAM

Sources of Variation	DF	M.S.	F	Significance Probability
Between Groups	4	92.37	6.9421	0.0002
Within Groups	50	13.30		
Total (n-1)	54			

Table 4.4: Dunnet's Test of Comparison of Intervals illustrated the relationship of variable III - Tutor's Understanding of the P.T.R. to the overall significance of the difference between the experimental group and the control group.

RQ4: Is there a significant difference between the experimental group and the control group of tutors in regard to the dependent variable: community understanding?

The data in Table 4.9 revealed that the mean scores for the two groups' dependent variable: community understanding are 7.86 and 6.29 respectively. The analysis of variance table showed a significance probability of 0.3021, which did not meet the criteria for significance of .01 alpha level for the dependent variables.

TABLE 4.9

RESULTS OF A ONE - WAY ANALYSIS OF VARIANCE ON THE DEPENDENT VARIABLE:
TUTOR'S UNDERSTANDING OF THE COMMUNITY

Sources of Variation	DF	M.S.	F	Significance Probability
Between Groups	4	7.86		
Within Groups	50	6.29	1.2501	0.3021
Total (n-1)	54			

The fifth research question establishes the tutor's rapport with the supervising teacher as the dependent variable. This question reads:

RQ₅: Is there a significant difference between the experimental group of tutors and the control group with regard to the dependent variable: tutor's rapport with the supervising teacher?

Table 4.10 does not indicate a significant difference between the mean scores of two groups of experimental and control tutors. The mean scores were: 24.84 and 16.13. The analysis of variance indicated the significance level of probability to be 0.2049 which exceeded the alpha limit of .01.

TABLE 4.10

RESULTS OF A ONE - WAY ANALYSIS OF VARIANCE ON THE DEPENDENT VARIABLE:
TUTOR'S RAPPORT WITH THE SUPERVISING TEACHER

Sources of Variation	DF	M.S.	F	Significance Probability
Between Groups	4	24.84	1.5404	0.2049
Within Groups	50	16.13		
Total (n-1)	54			

It appeared that there was no significant difference between the experimental group and the control group of tutors with regard to the dependent variable: rapport with supervising teacher. The level of significance probability exceeds the .01 alpha level.

Of the five dependent variables only one, Factor III - Tutor's Understanding of the Parents Teaching Reading Program was significant and contributed to the overall significance of the study. Factor III's significance was measured by the Dunnet Post Hoc Test for comparison between intervals. The other four factors or variables were not significant contributors to the overall level of significance. Because the factors were considered as dependent variables an alpha level of .01 was set for each variable; making a total of .05 confidence level.

Analysis of Covariants: Race, Age, Sex
and Tutor's Grade Level Taught

Was there a significant relationship to the five dependent variables when the covariance factors of race, age, sex, and grade level tutored are added to the dependent variables? Each covariate was added to the dependent variables and a decision was made as to the significance of each item. Bartlett's Chi Square Test was used.

It was determined that there was no association between the dependent and independent variables 24.456 with 20 degrees of freedom with a probability level of less than 0.223. It can be concluded that there was no significant difference when the covariates of race, age, sex, and grade level tutored are added to the dependent variables of rapport with students, rapport with parents, tutor understanding of the Parents Teaching Reading Program, community understanding, and rapport with the supervising teacher.

The total percentage of variation in dependent variables was accounted for which was equal to 9.3468 percent.

A test of significance of canonical correlations was done on the independent variables of race, age, sex, of the tutor and the grade level of children which the tutor taught. The data was analyzed through Table 4.11.

TABLE 4.11

TEST OF SIGNIFICANCE OF CANNONICAL CORRELATIONS

Correlations	Chi Square	DF	Significance Probability
1 Through 4	24.455	20	0.2331
2 Through 4	6.740	12	0.8744
3 Through 4	1.075	6	0.9827
4 Through 4	0.015	2	0.9924
* Note: Item 1 = Race Covariate Item 2 = Age Covariate Item 3 = Sex Covariate Item 4 = Grade Level Tutored Covariate			
** Note: Canonical Correlation 1 = 0.5705 or 6.50% of variation Canonical Correlation 2 = 0.3439 or 2.36% of variation Canonical Correlation 3 = 0.1526 or 0.46% of variation Canonical Correlation 4 = 0.0185 or 0.06% of variation			

A step-wise multiple regression test was then taken to determine what contribution each independent variable of race, age, sex, and grade level tutored made to the five dependent variables of the test instrument. Table 4.12 indicates what contributions each independent variable made to the equations:

TABLE 4.12

STEP-WISE REGRESSION TO ANALYZE THE CONTRIBUTION OF EACH
INDEPENDENT VARIABLE TO THE DEPENDENT VARIABLES

Covariate	Chi-Square	DF	Significance Probability Level	Total Percentage Variation
Race	12.0754	5	0.338	18.5%
Age	5.9673	5	0.309	16.4%
Sex	3.9507	5	0.556	9.3%
Grade Level Tutored	2.7777	5	0.7343	5.6%

* Note: Total Percentage Variation accounts for all five dependent variables.

It can be concluded that there was no significant relationship between the covariates which are cited as independent variables and the five dependent variables.

Null Hypothesis 2

The method for analyzing the data to test Null Hypothesis 2 will be made through interviews with the parents who participated in the Parents Teaching Reading Project. In total there were 20 parents who were visited by the tutors and helped their children with the P.T.R. materials. The author visited each participant and recorded the responses to 12 questions. Question 13 was left open for any additional comments that the parents wanted to make about the reading project, their role as parent-teacher, the urban tutors who visited them, about the school, or about the school staff.

HO₂: There will be a negative reaction in parental attitudes toward the school, the teaching staff, administrative staff as a result of home visitations by the urban tutors and the Parents Teaching Reading Program.

If the second null hypothesis can be rejected through the parental interviews the alternate hypothesis would thus be accepted as:

Alternate
Hypothesis

H₂: There will be a positive reaction in parental attitudes toward the school, the teaching staff, and administrative staff as a result of home visitations by the urban tutors and the use of the Parents Teaching Reading Program.

There are two additional research questions which need to be analyzed which accompany the second null hypothesis. They read as follows:

RQ1: Will there be an improved home-school communication as a result of the project?

RQ2: Will there be a greater home-school involvement as a result of the project, and manifest in parents working as aides, volunteers, and the like?

An analysis of the data of the 20 parents through the interviews will account for a rejection of the second null hypothesis and adoption of the alternate hypothesis as well as answer the two research questions posed which substantiate the hypothesis.

Following are the total responses to the questions asked of the parents participating in the study. Also included are the percentages of the affirmative and negative responses to the questionnaire asked during the parental interviews.

For further information and clarification of the parental questionnaire, refer to Appendix C.

PARENTAL INTERVIEW QUESTIONS FOLLOWING THE COMPLETION
OF THE HOME VISITATION PROGRAM

Question 1:

Responses:

Do you feel your child has improved
in reading as a result of the project?

Yes 17 No 3
85% 15%

Parental Comments:

Total = 100%

1. "Yes, definitely!"
2. "To some extent!"
3. "A little bit."
4. "No, he was a good reader already."

Question 2:

Responses:

Do you feel your child has improved in
his other classes as a result of the
project

Yes 15 No 5
75% 25%

Parental Comments:

Total = 100%

1. "My child is much happier about school."
2. "He is able to talk about his other subjects now."
3. "She has improved in arithmetic and spelling."
4. "He needs help with his attention span."
5. "My son is doing better in his other subjects,
especially in spelling and math."
6. "No, not really."

Question 3:

Responses:

Did you like the idea of your child's
tutor visiting your home?

Yes 20 No 0
100% 0%

Parental Comments:

1. "Definitely!"
2. "She showed a great deal of interest in my son."
3. "We enjoyed her coming once a week."

Question 4:

Responses:

Did the urban tutor instruct you
clearly about the reading materials?

Yes 20 No 0
100% 0%

Parental Comments:

1. "Yes, the tutor was a good teacher."
2. "She was very clear about the directions for the books."
3. "He will make a good teacher!"

Question 5:

Responses:

Did you complete all six units of the
Parents Teaching Reading materials?

Yes 7 No 13

35% 65%

Total = 100%

Question 6:

If not, how far did you get during the
six weeks time?

Number of Booklets Completed			Percent
VI	-	7	35
V	-	4	20
IV	-	3	15
III	-	3	15
II	-	2	10
I	-	<u>1</u>	<u>5</u>
20 total			100 %

Question 7:

Did you spend at least fifteen to twenty
minutes a day helping your child with
the reading materials?

Responses:

Yes 7 No 13

Parental Comments:

35% 65%

Total - 100%

1. "No regular time was spent helping my child."
2. "I helped him on weekends."
3. "We worked together at the materials about an hour at a time."
4. "He worked pretty much on his own."
5. "We both work, so it is pretty difficult to help our son."
6. "His father helped him, and he is learning English and reading as well."
7. "We worked with her when we could."

Question 8:

Responses:

Did you feel comfortable with the urban
tutors visiting your home?

Yes 18 No 2

90% 10%

Parental Comments:

Total - 100%

1. "Yes, she was very nice."
2. "Yes, definitely."
3. "It would have been better, if my son's teacher visited us!"
4. "I felt rather embarrassed, at times."

Question 9:**Responses:**

Would you like to see such a project continue in the future with additional urban tutorial students making home visitations to your homes to help with your child's teaching and learning?	Yes <u>19</u>	No <u>1</u>
	95%	5%
	Total = 100%	

Parental Comments:

1. "No, I am receiving psychiatric help for my personal problems, and I will not be home."
2. "Yes, many times we are unable to get to school because of conflicts in our schedules."
3. "It helps quite a bit."
4. "Home visits are much more effective than notes and phone calls from the school."
5. "If it helps the children do better in school."

Question 10:**Responses:**

Would you like to see the school staff make home visits to discuss problems which your child might encounter in school?	Yes <u>16</u>	No <u>4</u>
	80%	20%

Parental Comments:

Total - 100%

1. "I always felt comfortable going to school."
2. "The social worker and principal already visited my home."
3. "Teachers should keep the parents up to date with the happenings at school."
4. "I would like to discuss some things with his teacher."
5. "I would like to talk to the teachers about his progress."
6. "The teachers already visit my home because it is so close to school."

Question 11:**Responses:**

Do you have a better feeling about the school now that an attempt has been made to reach you and to involve you in your child's educational progress?	Yes <u>15</u>	No <u>4</u>
	75%	25%

Total = 100%

Parental Comments:

1. "Always felt comfortable about the school."
2. "Yes, I do!"
3. "It helps to let the parents know the right way to help their children."
4. "About the same."
5. "No!"

Question 12:

Responses:

Are there any ways that you might help the school such as volunteering your time and efforts to your child's teacher and school staff?	Yes <u>11</u>	No <u>9</u>
	55%	45%

Total = 100%

Parental Comments:

1. "I am already an aide and lunchroom supervisor."
2. "I would like to help, but there is a small baby at home and I do not have transportation."
3. "It is difficult to help because of small children at home."
4. "No, I don't have enough time; because I am completing my high school training, now."
5. "I am working now, perhaps next year I can become an aide."
6. "No, I'm going to a marriage counselor at present."
7. "I would like to help, but there are five small children at home."

Question 13:

Open-Ended Responses:

Are there any additional comments you would like to make about the reading project, your role as a parent-teacher, about the urban tutors, about the elementary school, and/or school staff?

Parental Comments:

1. "I would like to go to school to help his teacher, but I am working and have two other small children to care for."
2. "I really liked the project, I had many talks with the tutor about the boy. The teacher visited our home too."
3. "This is a fine project; my son needs a lot of help."
4. "I really liked the idea of the tutors visiting and helping my daughter."
5. "The tutor was tremendous! She took the time and was concerned about my son."
6. "I would like to help out; am very pleased that the school tried to help out. Right now I am receiving medical treatment."
7. "No comments!"
8. "I would like to go to the school for a parent-teacher conference."
9. "Everything was going well, but have six children at home."
10. "It was difficult because we live so far away from school."
11. "It is important for the school to communicate information to the home about the children."
12. "Enjoyed the program, she will make a good teacher. She was very clear about the directions about the booklets."
13. "I hope more schools will have tutors working with the children."
14. "It was okay; but I wish we could complete more books."

After one reviews the responses to the questions asked of the parents who participated in the study; it is a safe generalization to imply that the parents attitudes toward the school, the administrative staff, the teaching staff were positively directed as a result of the interchange of the urban tutorial students with the parents who participated in the study. Therefore H_{O_2} can thus be rejected and alternate hypothesis 2 can be adopted. Alternate hypothesis 2 would thus read:

H2: There will be a difference in parental attitudes toward the school, the teaching staff, the administrative staff as a result of the home visitations by the urban tutors and the Parents Teaching Reading Program.

Research Questions 1 and 2 are also answered by reviewing the parental responses to questions 10, 11, and 12. Therefore, there seemed to be a better home-school communication as a result of the project. However, in the analysis of research question 2; this question was the most difficult to answer. "Will there be a greater home-school involvement as a result of the project, and manifest in parents working as aides, volunteers, and the like?" Responses to question 12 indicate that many parents feel a responsibility to assist the teacher at school as an aide, but due to small children at home, or both parents working at full-time jobs; again it is difficult to be an aide or parental helper at school. Their responses were positive none the less.

Profile of Parental Responses

Most parents felt their child improved in reading as a result of the project. Many felt their child improved in his other classes such as arithmetic, spelling and English. Everyone liked the idea of

the tutor visiting the child's home. Everyone felt the urban tutor instructed the parents clearly about the reading materials. However, only about 35% of the parents completed all six units of the Parents Teaching Reading Program. When questioned further over 70% of the parents completed from four to six units of the booklets. Most of the parents worked with their children on the weekends or when the child was interested. The majority of the parents felt comfortable with the tutors visiting their homes. Ninety-five percent of the parents would like to see such a project continue in the future. The majority of the parents would like more interaction with the teaching and administrative staff of the school. Seventy-five percent of the parents had a better feeling about the school now that an attempt was made to involve them in their child's educational process. Only 55% of the parents said that they would like to help as aides and volunteers because many of them had smaller children at home. Some of the parents were either working, completing high school or adult education classes. However, their intentions were of a positive nature toward the school, the staff, and definitely toward the urban tutors. The majority of the parents enjoyed the program; they felt they received clear directions how they could assist their children improve in achievement in reading at school. To summarize the parental profile of the tutors visiting their homes and recorded through the interviews: "It's a good program as long as it helps the children!" The parents were very positive in their responses regarding the effectiveness of the Parents Teaching Reading Program.

Administrative and Teacher Comments
Regarding the Efficacy of the Project

All four principals were asked before the project and at the completion of the project their comments regarding the worth of teacher trainees (tutors) making home visitations and helping the parents to teach their children reading skills. Children and parents were then contacted by the principals and supervising teachers of grades two and three. Following are recorded comments regarding the efficacy of the project:

1. Principal of "A" Elementary School Comments:

"I think the idea of home visitations is a good one. It is important for parents to see the teacher as a real person. Many times, the parents are unable to attend parent-teacher conferences so the only other means of communicating information about the child or about school activities is through a phone call or home visit. I think the idea of the urban tutors making home visits was a good one; however many of the children live so far away because they are bussed. But, the idea is a sound one because the tutors can see the home contributions or problems which exist at home which affect the child's performance at school."

2. Principal of "B" Elementary School Comments:

"I think the tutor program has been very successful this term where the student makes home visits with the child. They tutor in a specific area. I do feel that maybe one or two visits a term might be enough and have the tutor follow up the lesson with a telephone call. . . .The level of expectations is much higher in some of these homes than the parent can assist with; therefore the tutor program helps not only the child but the parent in a positive way. . . .I make visits myself and ask my teachers to contact the parents about the children in a positive way at least once a week."

3. Principal of "C" Elementary School Comments:

"I believe home visits should be made very carefully. The parents should be notified in advance and either myself or our home-school counselor should accompany

the tutors at least for the first few visits. I also hope to convey some information to the parents about the school and its activities because many of these parents do not have telephones. In all, I thought it was a good project. . ."

4. Principal of "D" Elementary School Comments:

"I think the idea of home visits is a good one. However, I would like to have the parents meet together as a group where you can explain about the program and what their role as parent-educator will be. I have picked some children that need help and their parents are going to cooperate. In the final analysis, the tutors learned a great deal about the families - information that will assist them as teachers later on in their careers. Also, they (the tutors) were able to convey information back to me and to the children's teachers. Two tutors were especially effective in helping the parents with the reading skills project. . . I know the girls learned a great deal from the experience. I hope the children benefited.

The supervising teachers were also asked to comment whether the children improved in their reading skills and if they were happier children as a result of the project of urban tutors making home visits and helping the parents to become cooperating-educators to their children. Following are the supervising teachers' comments and reactions:

1. "He has made some progress, but it is difficult to measure the progress because of only six week's time. I also made a visit to the parent's home and helped the boy overcome some of his temper tantrums. The child has improved his attitude as well from the tutor's visits."
2. "Six weeks time is just too short a time to show any significant improvement in reading. However, the boy who the tutor was working with needs a lot of self-confidence and he is starting to come out of his shell now. I was very happy about the project and I thought it was a good idea for the tutors to visit the homes."
3. "I thought the project was helpful. The boy's father finally consented to come up to school to talk with me."

4. "He comes from a very poor family. In fact, the family has moved seven times in the last year just so the children could stay in school. I thought the program was all right; but I do not think home visits are necessary every week. I do try to notify the parents through a note or phone call of the child's progress."
5. "It's really difficult to visit the family because they live so far away and they do not have a phone. The boy does think the idea of a tutor visiting his home is a fine idea because he talks about her all the time. . ."
6. "The girl is doing much better in school as a result of the project; but it is difficult to assess if there was significant progress until May when the children are tested with standarized tests for reading. But she seems much more happy with school now."

The teachers felt the project was beneficial; but they were hesitant to express any significant changes in reading improvement because they felt that six weeks time was too short to make any significant progress for the children in reading. However, they did comment that the idea was an excellent one; overall, they felt the children had better attitudes about school as a result of the project.

The Urban Tutors' Comments and Reactions to the
Efficacy of Home Visitations and the Parents
Teaching Reading Program

Each tutor was asked to evaluate their experiences in Education 482, the Urban Tutorial Program, at the end of the term through a three to four page paper. Those who volunteered to participate in the project were asked to make comments about the visitations and about the idea of parents helping their children. Included is a sample of the tutors' evaluations of the project:

1. "My overall evaluation of my experience as an urban tutor would have to be positive. Although I have seen some sad things, I have learned many important things that I feel will be of value in the classroom and also for my own personal development as a good teacher. I

have been brought face to face with a problem where I have had to really dig to reach the root cause of it all. It has brought me to an individual basis which because of my unusually good circumstances while student teaching, I never had to deal with before. . . In making the home visits, I feel it has prepared me to become a more effective teacher. I can now see that it is important not only to recognize that one particular student has problems in school; but why he has these problems. I can also see the student from the teacher's point of view but also from the parent's point of view. I feel the home visitations have definitely made a difference in the child's performance at school. The mother has been helping him at home in reading and spelling once she knew what to do. His grades have improved and he gets his work done much more easily now. His main problem is his low attitude about himself. Hopefully, after discussing this deficiency with his mother, she will try harder to control her temper and build up his self-confidence. . . This has been quite an experience for me and hopefully I have done something to help him and his mother. . ."

2. "In conclusion, I have found my urban tutoring to be a very beneficial and satisfying experience. It has helped me to become aware of the problems and responsibilities which teachers in urban schools face. The home visits have given me the opportunity to become familiar with the home environment in which these children live and helped me to realize to an even greater extent what effect this environment can have on the child's performance in the class. I have received some new ideas for learning aids, but more importantly, I have learned to be more tolerant. I have come to accept and to understand people who are different from me and from my home environment. Education 482 has, for these reasons, helped prepare me for my future teaching experiences, both in and out of the classroom."
3. ". . . Working with these children has helped me to prepare for my classroom. The more experiences that I can have, the better a teacher I will be. The home visitations do help to some extent. It gave me a better look at what the child's environment is when he returns home from school. It also gives an idea of what the parents feelings are toward the child, the school, and the school's policies. As for the child's achievement through these home visitations - it may have an effect, but it was not noticeable with the boy. I do feel that home visits should continue because, if a person is going into the teaching profession he finds out that the child is not the only person he will encounter in his class and other school activities."

4. ". . . In working with his mother, what can I say only that she is timid and shy. Her feelings expressed to me that her son enjoys working with the booklets and that his work showed some improvement . . . I was pleased when she said the program did cause her to feel like she did have some communication with the school. . . As far as the home visits are concerned, they are a good idea so parents can know what their child is doing in school and how they can aid in helping the child to progress."
5. ". . . I do feel that being a tutor was a valuable experience for me. Hopefully, as I draw nearer to completing my program of studies at Michigan State University and the 'unrecognizable things' I learned from being a tutor will fall into place and will be helpful for future reference as an elementary teacher. . ."
6. "The Urban Tutorial Program has helped me to prepare myself for the classroom. I have had to deal with specific problems and how to find ways to deal with these problems. I've become more aware of individual problems and their complexity. Home visits have given me an understanding of some of the problems which a child faces when he returns home from school. The parents feel some improvement was made; they enjoyed the program now that they had specific directions on how they could help their child.."
7. ". . . The subject of home visitations is a very pleasant one. The visitation definitely helped me to become a more effective teacher. This is so because I was able to further my communication skills with the parents of my pupils, which in the teaching profession is one of obvious importance. I also believe that the visitations did contribute to the child's achievement, however there is no way of assessing the statement. But, I do feel the visitations speeded the development of rapport with the child. They should definitely continue and be made a common practice."
8. ". . . I think the P.T.R. Booklets were too easy for the boy I worked with. However, I am very optimistic about the home visitation program. I think that it should be continued and expanded. I really got to know the boy I worked with and the many problems that he had at home. It gave me some insights. . . I think the best time to make the visits is during the day instead of after school. Although, I don't feel I accomplished much with the home visitations, because the time was too short; however, they should be continued and expanded, and done during the school day."

9. "I think the (Urban Tutorial) program was great. I feel the program did a great deal to satisfy my needs to help children and to help me develop as a person. From my observations, I think the program takes a giant step in helping the students develop their self-confidence and self-image. . .If a child is going to make something of himself, he must believe in himself. The program of home visitations gives the child the personal attention that they need very badly. The course did more for me than getting an eagle on the monster hole of par five golf course. I feel confident that the children benefited as well. . ."
10. "This course (Education 482) proved to be one of excitement, seriousness and challenge in the understanding of views, values, and different emotions of the students. These are the elements a teacher should possess. . .A teacher should be able to understand the different home life styles, backgrounds, moods, actions, individual interests, and how one can unite these actions within the curriculum. I believe the home visits have challenged my 'know-how', and helped my to expand my general knowledge about students and how they perform."
11. "I feel that the home visitation idea is a worthwhile one. . . .By going into the home and surveying the situation, I learned what the best approach was for dealing with the child. On the whole, the urban tutorial class was one of the most useful and fulfilling classes I have taken. I look forward to the time when I will be able to convey and use my experiences as an urban tutor in a classroom situation of my own. . ."

On the whole the tutors' comments on the effectiveness were very positive. For the most part, they believed that their experiences in making the home visitations were worthwhile. They gave an honest evaluation of the project. The majority felt the visitations should continue and be expanded and helped prepare them to become more effective teachers.

SUMMARY

In this chapter the two major hypotheses stated in Chapter I were restated in their null form and analyzed. These which could be

rejected in the null form were restated at directional hypotheses. For purposes of summarization, the two hypotheses and their accompanying sub-hypotheses will now again be stated in question form and answered on the basis of the data gathered.

Question 1: Will there be a difference in attitudes for tutors between the experimental group and the control group, as measured by the Student-Tutor-Questionnaire?

An "F" statistic of 2.199 allowing 20 and 153.514 degrees of freedom with a significance probability of .0039 within the range of the .05 alpha level indicated that there was a significant difference between the two groups. A Dunnet Post Hoc test determined that dependent variable III, tutor's understanding of the Parents Teaching Reading caused the significance of the overall omnibus hypothesis, therefore null hypothesis 1 was rejected and the alternate hypothesis was adopted.

Through a Post Hoc Test it was determined that dependent variable III, tutor's understanding of the Parents Teaching Reading Program through a one-way analysis of variance that a significance was determined in variation between groups and within groups with an "F" statistic of 6.9421 allowing for four degrees of freedom between the experimental and the control groups and 50 degrees of freedom within groups with a significance probability of 0.0002 within the range of .01 alpha level for each of the five dependent variables. Therefore, dependent variable III, accounts for the significant variation between groups and causes the variation within groups.

Question 2: Is there a significant relationship between the covariates of race, sex, age, and grade level tutored between the experimental group of tutors and the control group of tutors?

It was determined through a chi square test for the covariates of race, age, sex, and grade level tutored of the urban tutors, that there was no significant relationship between the groups of tutors on the five dependent variables of: (1) tutor's rapport with students, (2) tutor's rapport with parents, (3) tutor's understanding of the P.T.R., (4) community understanding, and (5) tutor's rapport with the supervising teacher. The significance probability for race was 0.33; for age was 0.30; for sex was 0.55; and for grade level tutored was 0.73; all covariates well above the alpha level of .05 significance probability; allowing for five degrees of freedom for each covariate. Therefore, one can conclude that only 9.34% of variation was caused on the dependent variables by the four covariates of race, age, sex, and grade level tutored. Therefore, the null sub-hypothesis cannot be rejected and must stand.

Question 3: Will there be a difference in parental attitudes toward the school, the teaching staff, administrative staff as a result of home visitations by the urban tutors and the Parents Teaching Reading Program?

An analysis of the data of the 20 parents through the interviews accounted for a rejection of the second null hypothesis. Eighty-five percent of the parents felt their child improved in reading as a result of the project. Seventy-five percent felt that there was an overall improvement in their child's performance at school. One hundred percent of the parents liked the idea of the tutors visiting their home and everyone felt the tutor instructed the parents clearly about the materials. However only 35% of the parents completed all six units of the program. But 70% completed from four to six units of the reading materials.

Ninety-five percent of the parents felt the project should continue in the future. Eight percent of the parents expressed an interest in having the regular school staff make home visits to their homes. The important factor about feelings about school -- 75% of the parents expressed that they had better feelings about school. However, on the question on greater school involvement on the part of the parents; only 55% said that they could help as an aide or volunteer to their child's teacher. The majority felt that they either had too many small children at home, or that they were working or that they did not have transportation to help. But the overall feeling and attitude about greater school involvement was very positive.

The principals supported the efficacy of the project. Two principals took the time off from their schedules to introduce the tutors to the parents and went with them on their first several home visitations.

The supervising teachers were supportive of the project. However, they felt that six weeks is insufficient time to determine significantly if the children improved in reading and overall performance. However, they did note that the children seemed happier about school and that the children had more positive attitudes about school and the learning experience.

The tutors were very positive in their expression about the project and the home visitations. Many felt that through the home visitations and working with the parents was the best preparation they could get for their teaching careers. The majority of the tutors felt the home visitations were worthwhile and beneficial for the students in affective learning and developing cognitive skills. The majority expressed the feeling that Education 482 helped prepare them for teaching both inside and outside the classroom.

The final chapter will be devoted to a concise summary of the research, conclusions, implications and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter will be devoted to a summary of the study, followed by a discussion of the conclusions generated from the analysis of the data and questions for further study. As well as reflections of the author regarding the study.

SUMMARY

Purposes of the Study

1. The basic purpose of the study was to describe the attitudes of the urban tutors of Education 482 as they make home visitations to their tutee's homes.
2. Closely allied with this purpose was to compare and contrast the attitudes of the urban tutors who did not make home visits in regard to the five variables:
(A) Rapport with Students, (B) Rapport with Parents,
(C) Understandings of the Special Reading Project,
(D) Community Support of Education, and (E) Rapport with Supervising Teachers; with the tutors who did make the home visitations.
3. The study additionally sought to determine the effect of the home visitations and tutor's involvement on the students' attitudes toward school and learning.

4. Further, the study sought to determine the effect of home visitations and the urban tutors' involvement on the attitudes of the parents who worked with their children as assessed by personal interviews.

In order to explore these four related yet distinctly different purposes, two hypotheses and four research questions were developed. They will be discussed later in this chapter under Conclusions.

Limitations of the Study

1. As is true in any study, the validity of this study is affected by the degree of frankness and sincerity of response to the Student-Tutor-Questionnaire (STQ) and the responses of the parents to the personal interview questions following the project.
2. This study concerns itself only with the changes in attitude and understandings of volunteer tutors participating in the Education 482 and making home visitations of the winter term, 1972-73 as a new dimension for teacher trainees.
3. This study is further limited to four urban elementary schools and the underachieving students and their cooperating parents in the Lansing, Michigan, schools as the setting.
4. The findings of the study will be correlational and with the knowledge that attitudes are largely dynamic and change quickly.

Review of the Literature

A review of the previous literature was necessitated to explore the research done in the area of teacher education and its involvement with the home, student, and the community of the disadvantaged learner.

First, a description of the disadvantaged learner was provided in terms of his environment, goals, motivation, and expectations of his parents for him. This description was set against the backdrop of the current teacher education practices, as well as in the light of community education and the need for parental involvement in the home and school circumstances.

Second, a review of the teacher training programs was made and their inadequacies of training teachers to work in the inner city school environment.

Third, an attempt was made to examine current pre-service training program of colleges and universities of dealing with the inner city disadvantaged children. Especially noteworthy is the work done by Ira Gordon's Teacher Corps and other universities approach to teacher-trainees involvement and cooperation with the parents in the home and school setting. Examples were cited of direct experience of teacher-trainees of living, working, cooperating and understanding the inner city environment.

Fourth, three models of parental involvement with the home and school were suggested as possible alternatives for teacher trainees to deal with inner city disadvantaged youngsters. The first model centered in Gainesville, Florida and was coordinated by Ira Gordon and his staff to promote the idea of parent-educators to help teach their children in league with the schools and teachers who gave them materials and direction to work with the children. The second model centered in Hazel Park, Michigan, where through the vehicle of administrative and teaching staff visiting the homes of disadvantaged youngsters they elicited the help out in the classrooms and with activities in school, after school and the evenings.

The third model centered at Martin Luther King Elementary School in Flint, Michigan where a joint effort was developed by the school staff and the parents in the community through home visitations and planned lessons for the parents to help and in some cases to teach their children reading, spelling, mathematics, and social studies concepts and principles.

Other examples were cited of home and school contributions of parental involvement with their children in the school learning as well as home learning enterprise.

Last, from the teacher-training ventures cited, the pre-service education measures taken for inner city youngsters and the three models explored several conclusions are noticed. When the parents and school staff cooperate in the educational experience children's attitudes for school and education are improved and academic growth does take place because of the expectations of the teachers and parents are raised for their children. A modest amount of successful achievement does result.

Design of the Study

In order to determine and measure relationships among the variables of this study, two instruments were used. The Student-Tutor-Questionnaire was developed by the author to assess the teacher-trainees' attitudes toward the five sub-factors of (A) Rapport with Children, (B) Rapport with Parents, (C) Understandings of the Special Reading Project, (D) Community Understanding and (E) Rapport with Supervising Teachers. The tutors were assigned to two groups: (A) Control - those who did not wish to make home visits and participate in the parent-tutor project in reading and (B) Experimental - those who did make home visits and who volunteered to participate in the parent-tutor project of reading.

Finn's Multivariate Analysis of Variance Techniques were employed to determine if a significance at the .05 alpha level was reached between the experimental group and the control group. The tutors will also be personally interviewed at the conclusion of the project. The tutors kept journal records of their experiences with home visitations.

The parents were interviewed to determine if their attitudes had changed toward the school; the idea of teacher-trainees visiting their homes; if their children's attitudes toward school had changed and if they had made any academic growth gains in reading and in their other subjects.

The administrative staff and supervising teachers were asked to make comments regarding the efficacy of the project from the four experimental schools.

The urban tutors were also asked to evaluate their experiences of Winter Term, 1973, of Education 482 - The Urban Tutorial Program through three to four page papers at the conclusion of the program. The tutors comments regarding Education 482 and the effects of home visitations were included in Chapter IV.

Data from the administration of the study's instrument The Student-Tutor-Questionnaire was punched on computer data cards and submitted to the Michigan State University CDC 3600 computer for computational purposes.

CONCLUSIONS

1. On all five variables (Rapport with Students, Rapport with Parents, Understanding of Parents Teaching Reading Program, Community Understanding, and Rapport with the Supervising Teacher) the experimental group of tutors scored higher than the control group of tutors, but only on the variable, Understanding of Parents Teaching Reading Program, was there a significant difference.
2. There is no significant difference when the covariates of race, age, sex and grade level tutored are added to the dependent variables of rapport with students, rapport with parents, tutor understanding of the Parents Teaching Reading Program, community understanding, and rapport with the supervising teacher.
3. There was positive reaction to parental attitudes toward the school, the teaching staff, and administrative staff as a result of home visitations by the urban tutors and use of Parents Teaching Reading Program.
4. The following conclusions were found on the basis of the remarks of parents on the Parents' Interview Questionnaire:
 - a. Eighty-five percent of the parents felt that their child improved in reading as a result of the project.
 - b. Seventy-five percent of the parents felt that their child improved in other classes such as arithmetic, spelling and English.
 - c. All of the parents approved of the idea of the tutor visiting their home.

- d. All of the parents felt that the tutors instructed them clearly about the reading materials.
 - e. Ninety percent of the parents felt comfortable with the tutors visiting their home.
 - f. Ninety-five percent of the parents wanted the project continued in the future.
 - g. Eighty percent wanted the regular school staff to make the home visitations.
 - h. Seventy-five percent of the parents had a better feeling about the school.
 - i. Fifty-five percent of the parents felt that they might help the school as a volunteer worker.
- 5. Comments from the principals pointed out that they were very positive about the project and that they would like the project continued in the future.
 - 6. Comments from the supervising teachers pointed out that they were partially positive about the project. They were concerned that the duration of the project was too short to make definite statements concerning the reading gains.
 - 7. Comments from the tutors pointed out that they were very positive about the project.

Questions for Further Study

- 1. If the project of home visitations and parental involvement in the educational process had been extended longer than the six weeks period, would the tutors' attitudes have been the same or different?

2. Would significant reading achievement of the children result, if the parental involvement and the tutors home visitations had been extended to a semester or a full year?
3. Did the subjective opinions of the parents actually reflect their attitudes toward the school, the staff, and the urban tutorial students from the personal interviews conducted after the study was completed?
4. If the administrative and teaching staffs' reactions had been more negative than positive, what impact would it have had on the project and the findings?
5. If all the tutors were required to make home visitations and participate in the project instead of volunteering what impact would it have had on the project?
6. Would the replication of this study with a different group of tutors, a different group of parents, and different schools in a different geographic location with different procedures produce significantly different results?

Reflections

Conducting this study has been a most satisfying experience for me. Although the findings in most instances were positive, I have some concerns now that the length of the reading project, that is, six weeks, would have been extended to possibly 18 weeks, or a semester. I feel that a longer period of time for instruction in reading would have given me a more significant body of data for arriving at conclusions.

One of the most exciting experiences I had in the study was the dedication of the tutors who volunteered to participate in the study.

Participation in the study involved their attendance in several meetings, and their willingness to make home visitations. These activities were well beyond that required of student teachers. No a single person in the group balked at putting in the extra hours. Their professional behavior speaks well for them and I would certainly recommend them for a teaching position in any school district. I sincerely hope that they choose to work in an urban setting. Their talents are needed in such a setting.

Too often we think that parents in disadvantaged areas are not concerned about the education of their children. This study showed that these parents are vitally interested in their children and want to give of their time to help their children succeed in school. These parents are to be commended for their efforts.

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APPENDICES

APPENDIX A

THE STUDENT-TEACHER-QUESTIONNAIRE

The Student Teacher Questionnaire

Explanation of the Questionnaire:

This instrument is designed to provide you the opportunity to express your opinions about your work as a student teacher and the various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to check the appropriate responses as to how you feel the questions are pertinent to your situation.

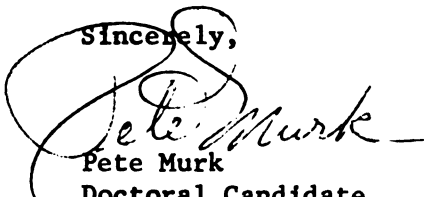
There are three sections to the questionnaire. Section I calls for personal data information. Section II is optional if you wish to remain anonymous. Section III is very pertinent, so please answer all of the questions.

Directions for the Questionnaire:

The entire questionnaire will probably take ten minutes of your time to respond to all three sections. Please check the appropriate blank that is closest to your opinion. Question 20 is left open for your comments that you would like to express.

Thank you for your time and effort.

Sincerely,

A handwritten signature in cursive script that reads "Pete Murk". The signature is written in dark ink and is positioned above the printed name.

Pete Murk
Doctoral Candidate
Michigan State University

Student Teacher Questionnaire

Section I - Personal Data Information

Sex of student teachers: Male: 35% Female: 65%

Mean age for the trainees: 21

Marital Status: Single: 84.8
 Married: 7.6
 Divorced or Separated: 7.6

Race of the trainees: White: 60.6 Black: 39.4

Class Standing: Juniors: 7.6 Seniors: 92.4

Major in College: Elementary Education: 63.6
 Special Education: 18.8
 Child Development: 18.2

Grades student taught: Pre-school & Kindergarten: 33.3
 Early Elementary (1, 2, 3): 42.4
 Later Elementary (4, 5, 6): 24.2

All sections total	100.00%
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A composite profile of the student teacher sample would resemble:

A white female student teacher, age 21, who was single, of senior class standing, who had majored in elementary education; and who taught early elementary children.

Section II of the questionnaire was optional; however, 46 responded to the questions and 41 did not respond; 13 questionnaires were not returned. The questions asked for name, address, phone, cite, school assigned, and the name of the supervising teacher. This section was optional and the respondents were not required to answer.

Section III -- Attitudes, Understandings & Involvement consisted of the following twenty questions. The percentages are given for each question.

1. How long have you been at your assigned student teaching position?

A. Ten weeks: 90.8 B. Fifteen weeks: 9.2 C. Twenty weeks: .0

2. What is the working relationship with your supervising teacher?

A. Extremely good: 44.8 B. Very good: 29.9 C. Average: 18.4 D. Poor: 6.9

3. What is the working relationship with the students you teach?

A. Extremely good: 25.3 B. Very good: 48.3 C. Average: 24.1 D. Poor: 2.3

4. How well do you relate to your student's needs?

A. Extremely well: 12.6 B. Very well: 51.7 C. Average: 27.6 D. Poorly: 8.0

5. In your opinion what should be the purpose of student teaching?

(Please rank your responses if there is more than one purpose)

A. To become more proficient in your subject matter: 4.6

B. To understand and to assist youngsters in learning: 65.5

C. To prepare for the profession of teaching: 25.3

D. To develop better community understandings: 4.6

E. Other: .0 (Please define:) _____

6. How would you classify the students in the school which you student teach?

A. Inner City youngsters: 70.1

B. Fringe youngsters: 12.6 (i.e. living on the outskirts of the city)

C. Suburban youngsters: 14.9

D. Rural youngsters: 2.3

7. What do you feel is the greatest learning problem or difficulty of your students?

(Please rank your responses if there is more than one learning difficulty)

A. Lack of home support for learning: 44.8

F. Other: 13.8

B. Poor reading habits: 24.1

Please define: _____

C. Poor mathematics understandings: 3.4

D. Lack of teacher understandings: 12.6

E. Poor teacher attitudes toward the youngsters: 2.3

8. In your opinion what is the greatest family problem that many of the students have?

(Please rank your responses if there is more than one family problem:)

- A. No father present in the home: 33.3
- B. No mother present in the home: 0.0
- C. Illness in the home: 0.0
- D. Separated or divorced parents: 27.6
- E. Brother or sister rivalry: 3.4
- F. Other: 35.6 (Please define: Economic & Financial; no parent-child communication)

9. How well do you understand the students where you teach?

- A. Extremely well: 24.1
- B. Fairly well: 65.5
- C. Not at all: 10.3

10. How well do you understand the parents or guardians of your students?

- A. Extremely well: 14.5
- B. Fairly well: 28.7
- C. Not at all: 56.3

11. How do you communicate information to the parents regarding their children?

- A. Send a note home to the parents: 14.9
- B. Telephone call to the parents: 17.2
- C. Make a home visit to the student's home: 4.6
- D. No communication with the parents at all: 42.5
- E. Other: 6.9 (Please define: parent-teacher appointment or conference)

Note:

Answer questions 12 through 15 if you make home visits, if not go on to question 16.

12. Have you ever made a visitation to one of your student's homes?

- A. Yes, several visits: 4.6
- B. Yes, one visit: 0.0
- C. No, not at all: 82.8
- D. No response: 12.6

13. Does your supervising teacher ever make home visits?

- A. Yes, often: 9.0
- B. Yes, sometimes: 5.0
- C. No, not at all: 69.0
- D. No Response: 17.0

14. Why did you make a home visit?

- A. For positive reinforcement of a child's work: 61.0
- B. Because of a child's reading difficulty: 15.0
- C. Because of a child being a discipline problem in your class: 0.0
- D. Because you were sent by your supervising teacher: 0.0
- E. No Response: 24.0

15. If you did make a visit to a student's home, how were you received by the parents or guardians?

- A. Enthusiastically received: 18.0
- B. Fairly well received: 57.0
- C. Very poorly received: 0.0
- D. If poorly received -- please explain: _____
- E. No Response: 25.0

16. If you did not make a home visit to your student's home, why not?

- A. Because you were not required to make home visits: 40.0
- B. Because you did not have the time in your schedule: 15.0
- C. Because you did not have transportation to make the visit: 16.0
- D. Because you felt insecure about visiting a student's home: 13.0
- E. Other: 16.0 (Please define:) Plan to make visits next year as teacher

17. Would you like to make home visits to increase your understandings of a student's intellectual, emotional, and physical home environment?

- A. Yes, home understanding is important: 94.0
- B. No, home visits are not important: 5.0
- C. Depends on circumstances: 1.0

18. Should home visits be required as part of the student teaching experience?

A. Yes, definitely: 59.8

B. No, not really: 39.1

19. Should home visits be required as part of the College of Education
Teacher Training Program?

A. Yes, definitely: 59.8

B. No, not really: 39.0 C. No Response: 2.2

20. Additional comments regarding the use of home visitations:

1. If done correctly with parental approval - it loses the value if it is enforced.
2. It's important to find out what kind of family the students come from so that I can work out an appropriate learning strategy for the student.
3. Personal records along with home visits would be most helpful to know the background of the students.
4. Home visitations should be required if the home situation is interfering with the students' school learning.
5. Home visits should be made by the principal and social workers primarily. However, if a need existed, I would make a home visit.
6. It is much better to view youngsters in their home environment.
7. Home visitations would be extremely valuable; if done early in the school year.
8. Visiting the home can be a very sensitive area. Despite the fact that I feel it is an important area for gaining insight into the child, I do not feel a student teacher should be forced to do it.
9. Only if student teachers want to make these home visits -- they should not be a requirement.
10. I feel the home has the most influence over the child and his learning habits so it is of great necessity to know what the child experiences at home.

APPENDIX B

THE STUDENT-TUTOR-QUESTIONNAIRE

THE STUDENT-TUTOR QUESTIONNAIRE

This instrument is designed to provide you with the opportunity to express your opinions and attitudes as a student teacher (urban tutor) and the various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential. Please do not omit any items.

DIRECTIONS FOR RECORDING RESPONSES

Each of the following statements is followed by five responses. Please indicate how important you feel each statement is by circling one of the following responses that is closest to your opinion:

Circle the appropriate number if you strongly agree with the statement.

Circle the appropriate number if you agree with the statement.

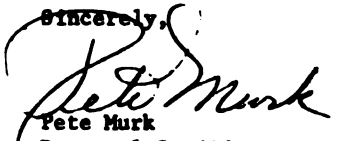
Circle the appropriate number if you are undecided about the statement.

Circle the appropriate number if you disagree with the statement.

Circle the appropriate number if you strongly disagree with the statement.

Thank you for your efforts,

Sincerely,


Pete Murk
Doctoral Candidate
Michigan State University

Student-Tutor Questionnaire

Please circle the appropriate Response to the following questions:

Factor I - Rapport With Students:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The students seemingly appreciated the help I gave them with their school work.....	5	4	3	2	1
2. The students met my expectations for them.	5	4	3	2	1
3. My work as a student teacher (urban tutor) was hindered by the student's parents.....	5	4	3	2	1
4. Most of the actions of the students irritated me.....,	5	4	3	2	1
5. The students treated me with respect.....	5	4	3	2	1
6. The relationship with my students was very good, in that I was able to meet their needs.....	5	4	3	2	1
7. The purpose which I deem most important for student teaching (urban tutoring) is to understand and to assist the students in learning.....	5	4	3	2	1
8. The student's greatest learning difficulty was the apparent lack of home support for learning.....	5	4	3	2	1
9. The student's greatest family problem was that there was no father present in the home.....	5	4	3	2	1
10. The low achieving student probably is not working hard enough and applying himself to his true potential.....	5	4	3	2	1
11. It is not difficult to understand why the students want to come to school so early in the morning before opening time of school.....	5	4	3	2	1
12. One should be able to get along with almost any child.....	5	4	3	2	1
13. A student should be always fully aware of what is expected of him at school.....	5	4	3	2	1
14. Work standards should vary with the needs of each student....	5	4	3	2	1
15. Teachers who are liked best probably have an understanding of their students.....	5	4	3	2	1
16. A teacher should not be expected to burden himself with a pupil's problems.....	5	4	3	2	1
17. Success is more motivating than failure in students.....	5	4	3	2	1

Factor II - Rapport With Parents (Parental Understanding).

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
18. Parents of children in inner city schools are really interested in how their child does in school.....	5	4	3	2	1
19. Parents of children in inner city schools appreciate it when a teacher works unusually hard with a child...	5	4	3	2	1
20. Home environmental changes are primarily responsible for the difficulties children experience in doing well in school.....	5	4	3	2	1
21. Parents of children in inner city schools are likely to be against the teacher.....	5	4	3	2	1
22. Inner city children would learn better if these teachers and parents would work harder with them.....	5	4	3	2	1
23. Pupils should be required to do more studying at home...	5	4	3	2	1
24. A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home..	5	4	3	2	1
25. Teachers are responsible for knowing the home conditions of every one of their students.....	5	4	3	2	1
26. I find the contacts with students and their parents, for the most part, highly satisfying and rewarding.....	5	4	3	2	1
27. Parents in inner city schools consider the teachers no more than baby sitters for their children.....	5	4	3	2	1

Factor III. Special Reading Project - Parents Tutoring Children

28. The student's reading achievement would improve if parents would spend more time reading to their children.....	5	4	3	2	1
29. Parents can become "Partners In Education" by participating in school sponsored activities.....	5	4	3	2	1
30. Parents can help their children by volunteering their time and talents to their children's teachers.....	5	4	3	2	1
31. The student's reading achievement would improve if the parents aided in the teaching of their children.....	5	4	3	2	1
32. Reading is an activity that is home and school sponsored...	5	4	3	2	1
33. Visits to the homes of children who have difficulties in reading can be beneficial to teachers, students as well as parents.....	5	4	3	2	1

Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree

34. It is unlikely that parents who tutor their children can make a difference in the education of their children..... 5 4 3 2 1
35. Home visitations to students' homes do make a difference in students' increased reading achievement..... 5 4 3 2 1
36. It is unlikely that cooperation between parents and teachers makes a difference in the child's desire to succeed in school..... 5 4 3 2 1

Factor IV. Community Support of Education.

37. It is unlikely that people in the community, generally, have a sincere and whole-hearted interest in the school system..... 5 4 3 2 1
38. Most of the people in the community understand and appreciate good quality education..... 5 4 3 2 1
39. It is unlikely that this community would be a good place to raise a family..... 5 4 3 2 1
40. Parents in this community are supportive of school related activities and appreciate personal contact by the school staff of events and activities through home visits..... 5 4 3 2 1

Factor V. Rapport With Supervising Teacher.

41. My supervising teacher showed a great deal of initiative and creativity in teaching..... 5 4 3 2 1
42. My supervising teacher really understands the students. 5 4 3 2 1
43. My supervising teacher tried to make me feel comfortable while I was helping the students..... 5 4 3 2 1
44. My supervising teacher made effective use of our conferences and discussions..... 5 4 3 2 1
45. My supervising teacher is supportive of my contact with the parents and children..... 5 4 3 2 1

APPENDIX C

PARENTAL INTERVIEW QUESTIONNAIRE

Parental Interview Questions Following The Completion Of The Project

1. Do you feel your child has improved in reading as a result of the project? Yes 17 No 3
85% 15% = 100%
2. Do you feel your child has improved in his other classes as a result of the project? Yes 15 No 5
75% 25% = 100%
3. Did you like the idea of your child's tutor visiting your home? Yes 20 No 0
100% 0% = 100%
4. Did the urban tutor instruct you clearly enough about the reading materials? Yes 20 No 0
100% 0% = 100%
5. Did you complete all six units of the Parents Teaching Reading materials? Yes 7 No 13
35% 65% = 100%
6. If not, how far did you get during the six weeks time? VI-7, V-4, IV-3, III-3, II-2, I-1 Booklets completed _____
7. Did you spend at least fifteen to twenty minutes a day helping you child with the reading materials? Yes 7 No 13
35% 65% = 100%
8. Did you feel comfortable with the urban tutors visiting your home? Yes 18 No 2
90% 10% = 100%
9. Would you like to see such a project continue in the future with additional urban tutorial students making home visits to your homes to help with your child's teaching and learning? Yes 19 No 1
95% 5% = 100%
10. Would you like to see the school staff make home visits to discuss problems which your child might encounter during school? Yes 16 No 4
80% 20% = 100%
11. Do you have a better feeling about the school now that an attempt has been made to reach you and to involve you in your child's educational process? Yes 15 No 5
75% 25% = 100%
12. Are there any ways that you might help the school such as volunteering your time and efforts to your child's teacher and school staff? Yes 11 No 9
55% 45% = 100%
13. Are there any additional comments you would like to make about the reading project, your role as a parent-teacher, the urban tutors, the elementary school and/or school staff?

APPENDIX D

PARENTS TEACHING READING MATERIALS

Parents Teaching Reading

through
M.I.C.I.



Written by
Carolyn Farquhar
Elaine Weber

M O N D A Y

Directions for Cover Page. The two mice are saying MMM mmm - meaning mmm, mmm good. This week we are going to learn about the letter M, m, and the MMM sound. When people like something they often say mmm mmm. The mmm sound is made by pressing the lips together and making a humming sound.

Directions for Page 1. The MMM sound goes with the letter M. The arrows show the way to make the capital letter and also the lower case letter. Begin at the top of the letter and go down with each stroke. The lower case m curves over and down on both the second and third strokes. Show the child how to make the letters. Ask him to choose a crayon and make a copy of the letter as indicated by the dots and arrows, figures 1-6. As the child learns the shape of the letter encourage him to make more letters.

Directions for Page 2. Discuss pictures. Stress the beginning sound. Each of the pictures on page 2 are objects that begin with the letter "m".

Look at one picture at a time ask the child for the name of the object. Repeat the name, stressing the "m" mmm sound like mmmoon.

If the child gives another name for the object, ask him for others names it could be called.

Repeat the names of each object stressing the "mmm" sound. If the child doesn't volunteer that all the pictures begin with the "mmm" sound, tell the child. Let child color pictures as a reward.

Directions for Page 3. Show the child the picture of the moon. Show him the strange shaped boxes at the bottom of the page. Explain that these boxes are a puzzle. On the second page of the directions for Monday are four strange shaped boxes which match those on page 3. Have the child cut the boxes out, match and paste the boxes at the bottom of page 3. What do the four letters spell when they are pasted in the right order?

Discuss the picture of the moon with the spacecraft and the stars. Discuss the facts that have recently been learned about the moon through space travel but also contrast that information with the kinds of ideas people used to make up about the moon being made of green cheese; and the shadows giving the impression of an old man's face - so the man on the moon.

Directions for Page 4. Read the story about the moon. Be sure that the child understands that this is a make-believe story so he doesn't mix up the pretend for fact. Ask the questions at the end of the story. After discussing the story and questions, ask the child to make up a story about the moon. Why or why not is this story real, is his story real?

Directions for Page 5. Recall the practice making the lower case m on page 1. Make the letter m in the air. Have the child trace over the letter m at the top of this page with his crayon. Begin the letter o at the top in the middle, going down the left side of the letter as the arrow indicates. After he has traced both

Monday

of the o's show him that the n is similar to m except that there is only one curve-and-down stroke. Finish tracing the words and write the word moon in free hand. Let the child color the pictures for a reward.

Finger Play - "Monkey Shines" (We talked about a mouse on the moon, how about this?)

"Monkey Shines"

I had a little monkey.
He learned to climb a string.
He learned to climb a tree.
He climbed most everything!

(Climb hand-over-hand. Get on your tiptoes and stretch.)

One night he climbed a moonbeam.
Until he reached the sky.
He grabbed the nearest star point.
The moon was floating by.

(Extend left arm. Clench fist. Wave with right hand.)

"It's chilly on your moonbeam.
Excuse me! I must sneeze."
"God bless you!" said the moon man.
"Have some of my green cheese."

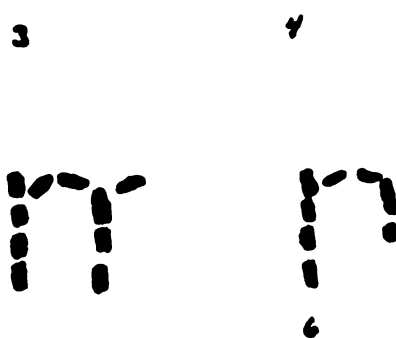
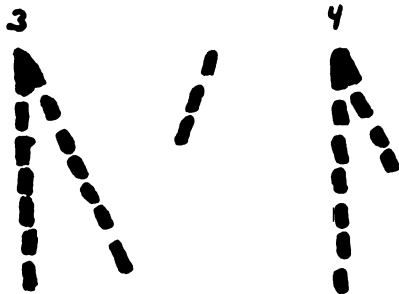
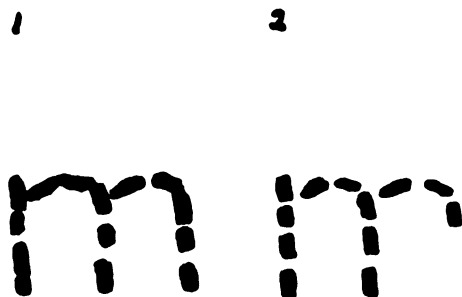
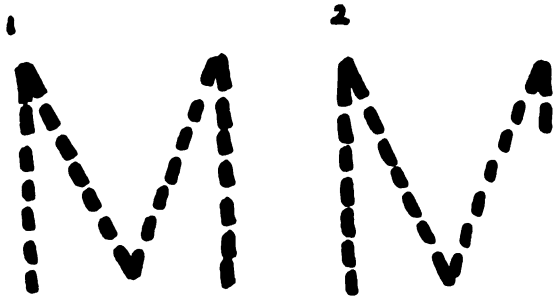
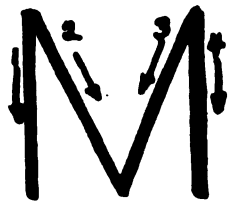
(Make sneezing sound. Cover mouth with right hand. Continue to hand with left.)

"No, thank you," said the monkey.
"I don't like the smell."
He let go of the star point
And down to earth he fell.

(Wave, "No," with right hand. Hold nose with left.)
(Fall down.)
(Keep slumping.)

Pell mell! Oh, well!
Monkeys don't belong on moonbeams,
do they?

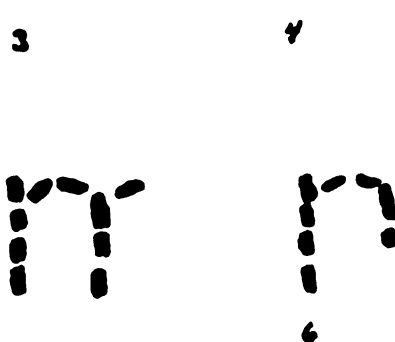
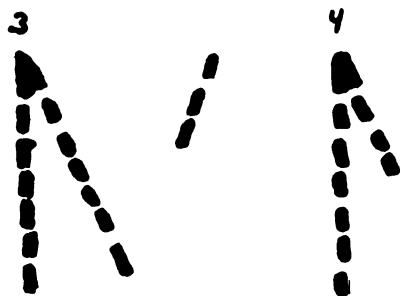
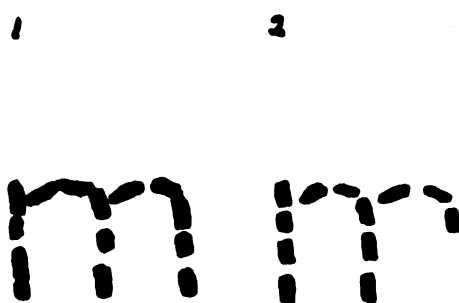
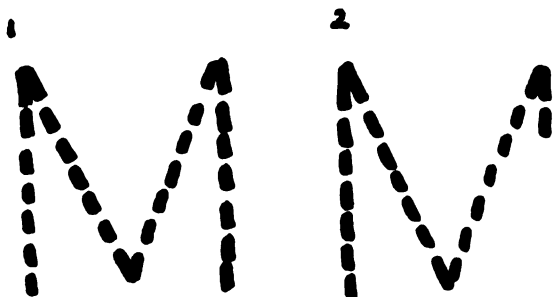




6

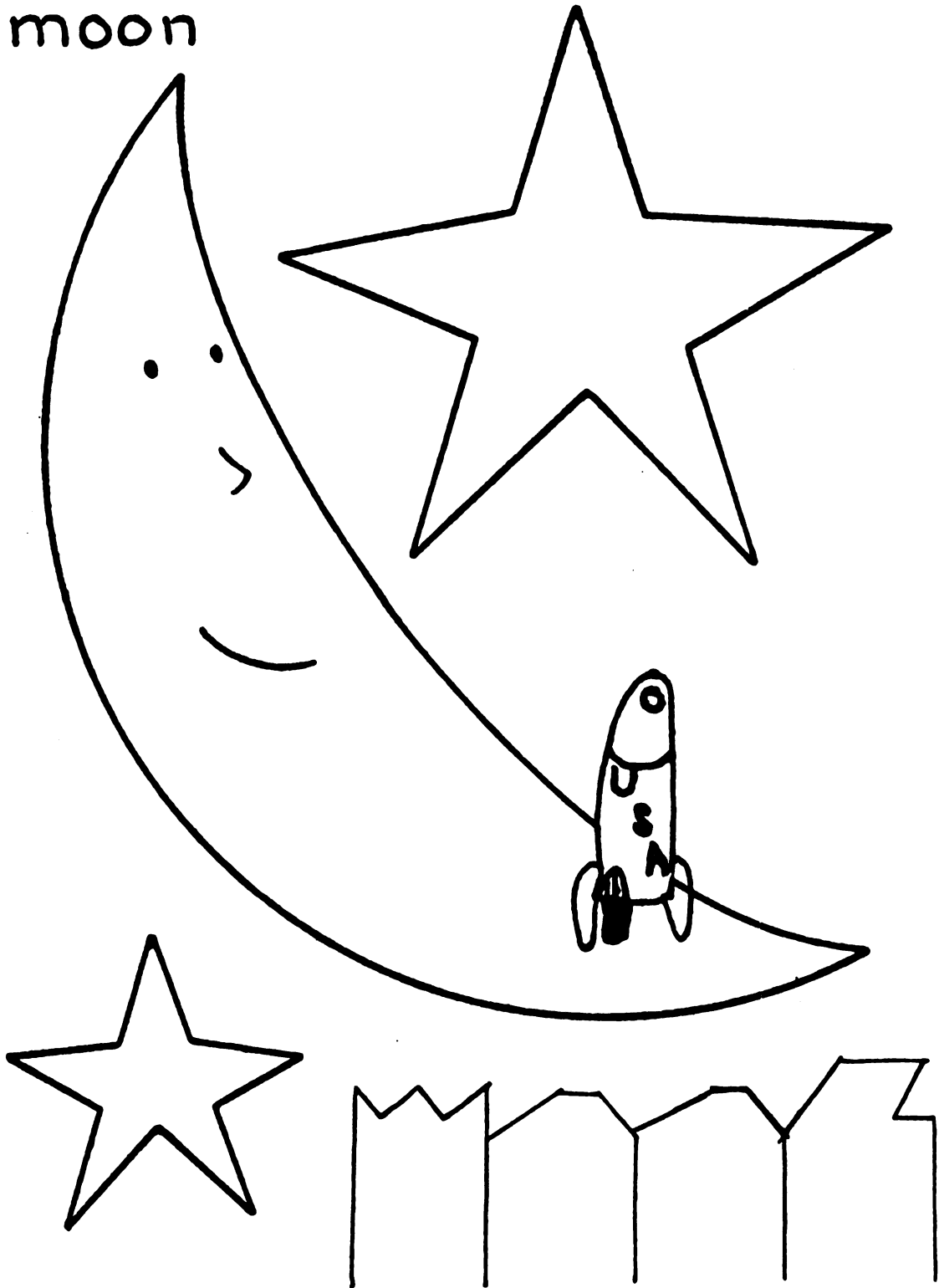
5







moon



THE MOUSE ON THE MOON

See the moon in the sky. He is made of golden green cheese. Once upon a time there was a mouse who was sent to the moon in a rocket ship. Naturally, he liked green cheese a lot. When he saw that the moon was made of green cheese he became very excited. He took a bite out of the side of the moon. The mouse liked the cheese so much that he decided to take another bite. He kept nibbling until part of the moon was gone. The little mouse thought it might be better if he saved the rest of the moon for later. The next night he came back and ate some more of the moon cheese. Every night he came and nibbled a little bit more till only a sliver was left.

Suddenly the mouse began to wonder about what would happen to the world if he ate the moon all up, so he decide not to eat any more of the moon. The moon began to grow and grow and grow and grow. One night when the moon was a big bright shining ball of cheese the mouse couldn't help going closer and closer to the moon again so he could get a little nibble of the golden green cheese. He took another nibble and another and another.

And that same little mouse has been coming back and eating the moon for many, many years and will keep on coming back for many more years.

Questions

1. Was this a real or a pretend story? Why?
2. What is the moon made of?
3. Why did the moon become a sliver?
4. What happens next to the moon?

T U E S D A Y

What letter did we learn about yesterday? How does it sound? Remind the child if necessary. Review with the child yesterday's activities.

Directions for Page 6. One side of the page is a big picture. In the first row the big picture is called a square (four sides each same length). Find the little picture in that same row that looks just like the big one. Make a big X on it.

In the next row the big picture is called a triangle. "Look carefully at the little pictures. Find the little picture in the same row that looks most like the big one. Mark the answer with a big X." Continue telling the child to find the little picture that looks most like the big one. Mark with a big X.

Directions for Page 7. Discuss the picture of the mice. Can you tell from the picture whether it will be "real" or a "pretend" story? Why or why not?

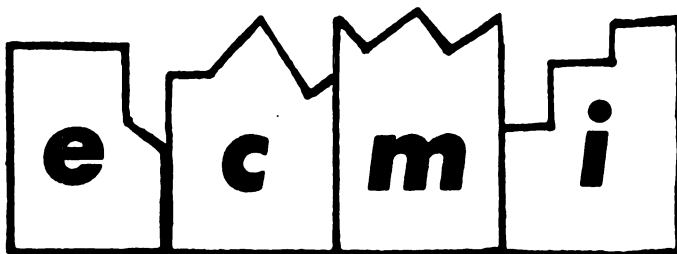
Directions for Page 8. Read the story about Millie and Mollie. Ask the questions at the end of the story. Ask the child what he knows about mice? Can he make up a story? Is it real or pretend?

More pieces to make word puzzles are at the bottom of this page. Look at the shapes of the boxes at the bottom of page 7. Find a shape that looks like it might fit on the page and cut it out. When you have cut all the necessary pieces out, see if the word spells m-i-c-e. If it does you were right. Paste the pieces to the page.

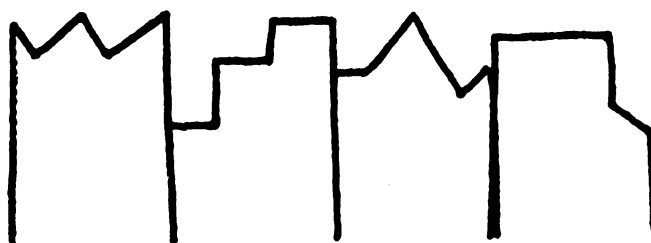
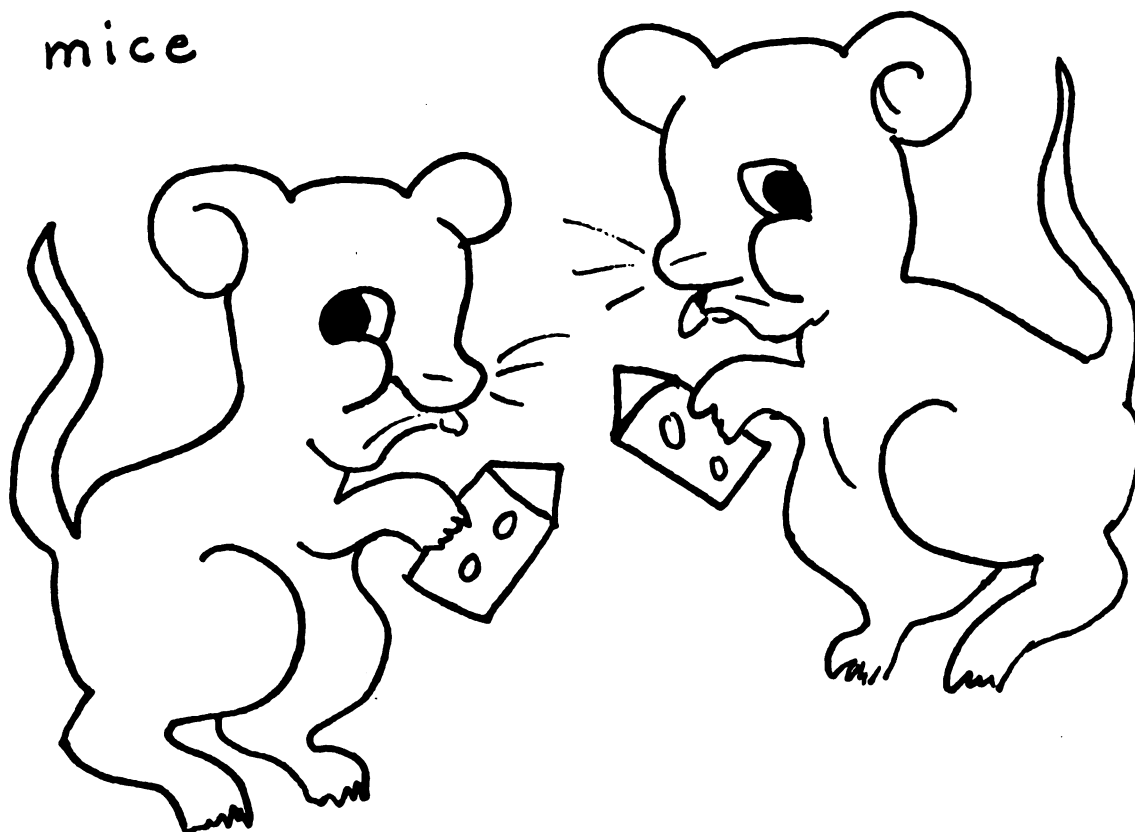
Review the finger play for "Monkey Shines" in Monday's directions.

Directions for Page 9. Tell the child to look at the first picture in the first row and then at the three letters under the picture. Does the word pictured begin with the sound of mmm, sss or tah? Have him circle the beginning letter. Go on with the rest of the page.

Directions for Page 10. Look again at the pictures on page 2 of Monday's lesson. Cut out the pictures and paste them to the shape they match on page 11. Where the cutting lines are too small tell the child to cut along the dotted line around the small parts.



mice



MILLIE AND MOLLIE MICE

Millie and Mollie were little mice who lived in a hole in the wall. They scampered back and forth across the kitchen every night when the lights were out and everything was quiet.

They looked for little crumbs of food to nibble.

One night they were surprised to find a great big chunk of cheese. All of a sudden Mollie stopped and told Millie to wait a minute. Something was funny! "Let's go around and see what it is." said Mollie. As they crept nearer toward the cheese they noticed that the cheese was on a piece of wood with a spring on it. Millie remembered how Mortimer Mouse had gotten his tail caught in a spring like that several weeks ago.

Mollie decided to leave, but Millie wanted that cheese. She looked around for something strong and found a toothpick. She asked Mollie to come and help her drag the toothpick over to the trap. They pushed the end of the toothpick against the spring, and that sprung the trap. They were both startled by the big bang of the trap. After a few seconds of silence, however, they crept over to see what had happened to the cheese. Much to their surprise they found the cheese on the floor cut in two pieces. They excitedly picked up the cheese and nibbled away at it.

Questions

1. What are the mice's names?
2. Where did the mice go at night?
3. What worried the mice?
4. What happened to the cheese?



m s t



s m b



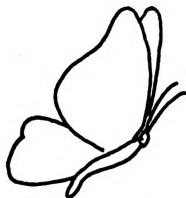
s m t



g b t



s m f



b s f



b t m



t b s



m t s

W E D N E S D A Y

Directions for Page 11. Have the child look at the first letter in the top row. Find the letter in the top row that matches the first letter (m) and draw a circle around that m. Continue with the other rows on the page.

Directions for Page 12. Discuss the child the fact that each country has its own money. In our country our government uses coins and bills. Discuss kinds of coins and amounts. Discuss safe-keeping of money.

Have the child cut out the puzzle pieces at the bottom of this page and match the shapes to the shapes at the bottom of page 12. Help the child check his puzzle word with the word "money" beside the picture. If the words match let him paste the puzzle pieces in place and color the picture.

Help the child hear the sounds as he looks at the letters.

Directions for Page 13. Read the story and discuss the questions.

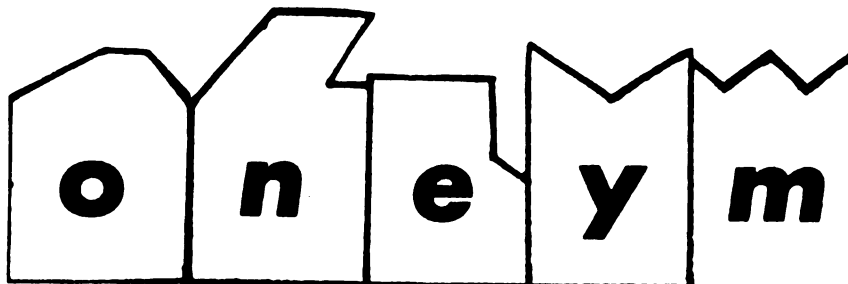
Directions for Page 14. Have child look at the squares at the top of this page. Each box of 9 squares is a tic tac tow game. Look at the first game in the top row. Make a line on any row of three letters in a row that are the same.

At the bottom of page 14 are boxes each with two letters. Circle the letters in a box if they are letter partners (capital and lower case) and cross them out if they do not match.

Directions for Page 15. Discuss the activity, mentioning objects and what is happening. Have child draw a line under the words that begin with m like the mittens at the top of the page. Draw a circle around the things that begin with b, like the bell. Put a cross on the words that begin with t like a turtle.

Directions for Page 16. Look at all the money that has fallen out of each of the purses. Let's help take care of the money. Find each purse it belongs in. On one bill in each set of money is a word beginning with m (man, my, me, more, most, mix, or mine). Have child print the same word on the bill right beside it, and print the word again on the purse at the end of the string in which the money goes.

End with a finger play. Review the finger plays that the child likes most.



Underline the letter in each row → which matches the small m at the beginning of the row.

m **m** **y** **i** **t**

m **e** **v** **z** **m**

m **h** **m** **q** **g**

m **r** **p** **m** **a**

m **m** **w** **n** **u**

MAX THE SHINY DIME

Max was a shiny new dime. He was living in a magic purse that held money for Michelle the tooth fairy.

One night Michelle was especially busy because so many, many little boys and girls had lost teeth and hidden them under their pillows for Michelle to find and change into bright shiny coins.

Michelle dropped her purse as she came into Mark's house. All the money flew out and rolled all over the floor and under the bed. Michelle found all the coins and picked them all up.

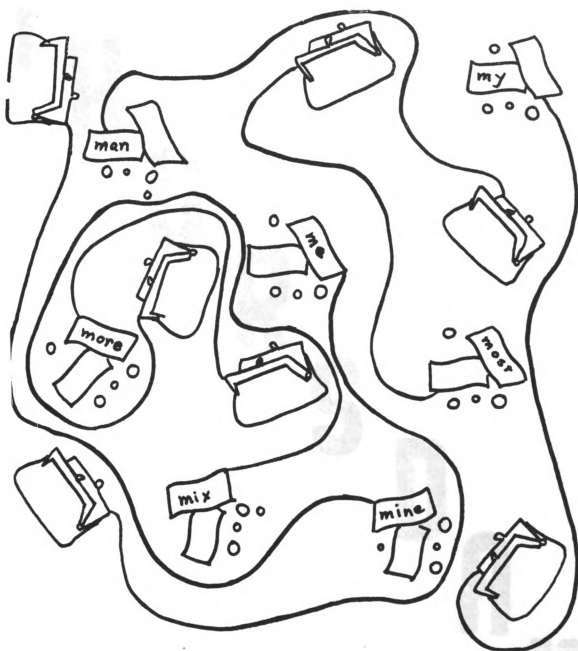
Max was so shiny and bright that Michelle chose Max to put under Mark's pillow. Max was so proud of himself that he shone all the more as he thought of how happy he would make Mark the next day.

Questions

1. What was Max? How many names of coins do you know?
2. Where did Max live?
3. What happened next to Max?
4. Why was Max happy?

b	b	b	m	m	m	s	t	s	m	m	m
b	b	t	f	f	f	t	t	t	m	n	m
t	t	t	m	m	m	s	s	s	n	n	n
S	S	S	T	L	T	B	B	B	C	C	C
B	B	S	L	L	L	H	H	H	C	S	S
B	B	B	T	T	T	B	H	B	S	S	S
N	M	N	b	b	b	F	E	F	d	d	d
M	M	M	b	h	b	F	F	F	d	b	b
N	N	N	h	h	h	E	E	E	b	b	b

<i>B b</i>	<i>M b</i>	<i>Mm</i>	<i>S t</i>
<i>T m</i>	<i>B s</i>	<i>T t</i>	<i>S s</i>



T H U R S D A Y

Directions for Page 17. Have child look at the first box in the top row. Tell him to draw a circle around the two words that are alike. Continue with the rest of the page in the same way.

Review the Monkey Shines from Monday's directions of this week. Repeat several times so the child knows the verse as well as the actions.

Directions for Page 18. Discuss the picture. What is the monkey doing? What kinds of things do monkeys like to eat? Mention that monkeys come from warm climates where there are coconuts, fruits, etc.

Let the child cut out the puzzle pieces at the bottom of this direction sheet. Tell him to match the shapes of the letters to the shapes at the bottom of page 18.

Look at the puzzle word - monkey. Help the child hear the sounds of the letters in the word.

Directions for Page 19. Read the story and discuss the questions.

Ask the child if he would like a monkey for a pet. Why would he be a good pet? Why not?

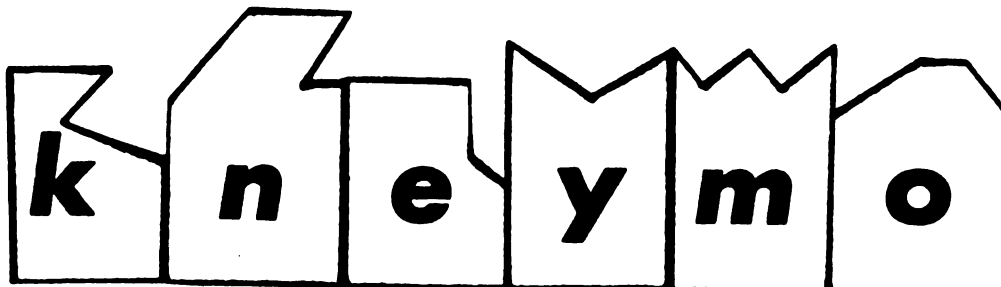
Directions for Page 20. Have the child say the name of the picture. Tell him to put M in the first block if he hears M at the beginning of the word and print M in the second block if he hears M at the end of the word.

Directions for Page 21. Discuss the picture, mentioning objects pictured and the activity. Encourage the child to describe as much as he can. (colors, kinds of food, relationships - mother, father; son, daughter; sister, brother; etc.).

Directions for Page 22. Help child hear sound of first letter in each of the pictured words. In each of the lists tell child to draw a circle around the words that begin like the word under the pictures.

At bottom of the sheet trace M and m. Tell child to write the name of what he sees in the picture at the bottom of the page. Go back to the picture of the monkey in the story if necessary.

Let the child color and cut the pictures. Use extra pages for cutting, coloring and pasting.



house	horse	am	man	my	my
mouse	mouse	man	may	up	may
more	most	see	she	to	toe
more	store	she	the	no	to
mine	mix	moon	me	monkey	turkey
fix	mix	me	see	money	monkey
moon	moon	fire	mine	box	boy
most	more	mine	mice	ball	box
Mexican	Mexico	map	mop		
Mexican	Kitten	top	mop		

MIKE THE MONKEY

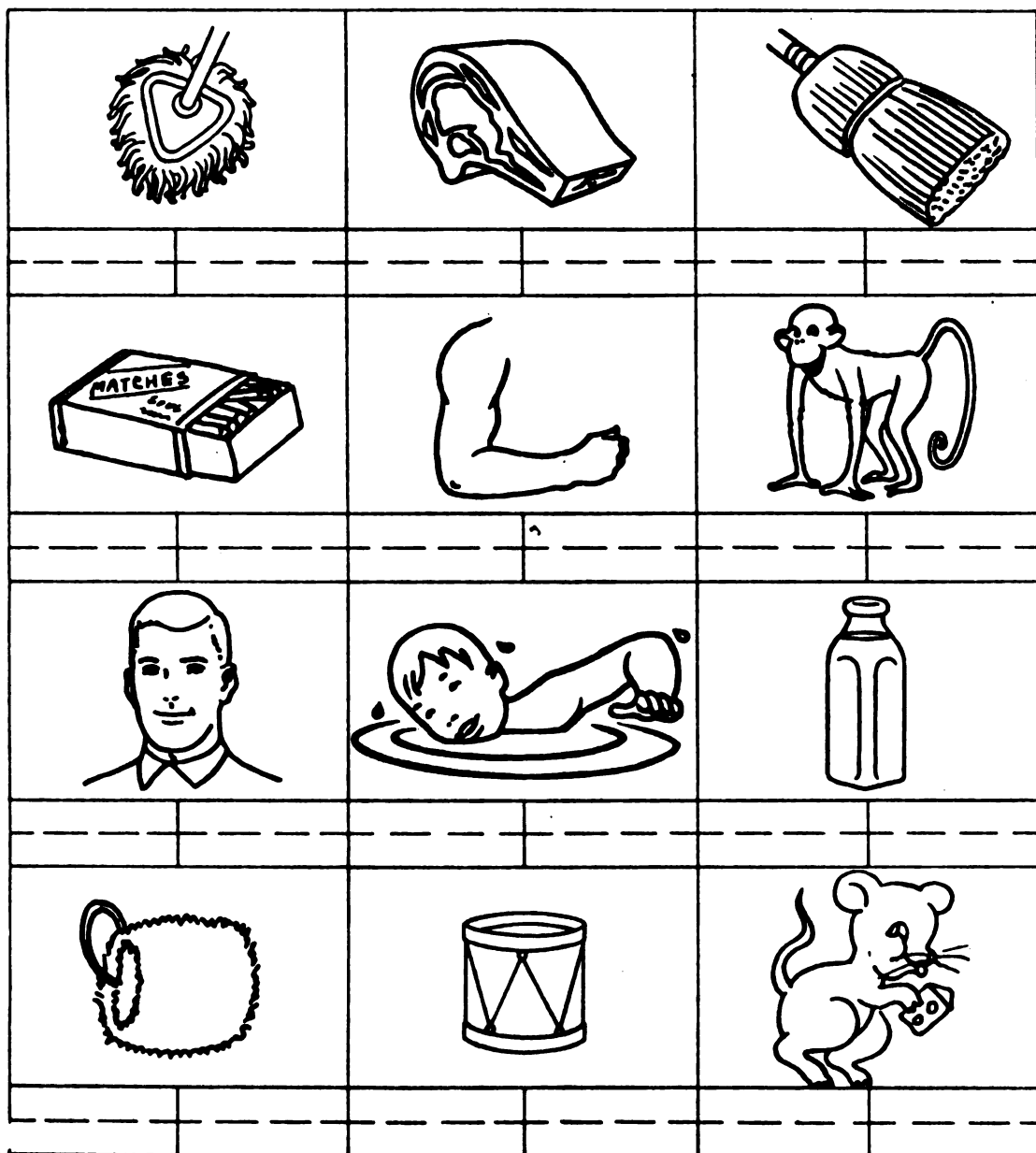
Mike was a monkey. He lived in a pet store. Mr. Miller, the owner of the pet store, fixed up the front window in the pet store so Mike could play and eat there.

Mike liked being in front at the window. He liked the warm sun that shone in on him much of the day. He liked to watch the men and women and boys and girls who came along the street.

Mike liked to have the people stop at his window and watch to see what he was doing. Often Mike would swing from branches Mr. Miller had made for Mike to play on. He liked to see the people laugh and smile at him through the window. Mike liked to roll over and jump from one place to another. People would stand by the window for a long time just to watch Mike play.

Questions

1. Where did Mike live?
2. Why did Mike like living there?
3. What did Mike do?
4. Why did he enjoy it?



s t m b



Mother and Father like to fish.

Sue likes to ride in a boat.

Tom has a big fish.

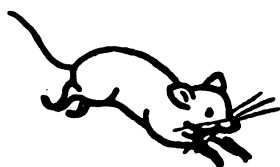
BEGINNING LETTER m

Say each of the words under the pictures.

What is the first letter in each word?



milk



mouse



man



moon

Draw a ring around the words that begin like the word under the pictures.

money

nail

leaf

Monday

calf

many

month

mill

basket

turtle

ice cream

lamp

many

move

tail

picture

yard

morning

think

ten

mouth

sister

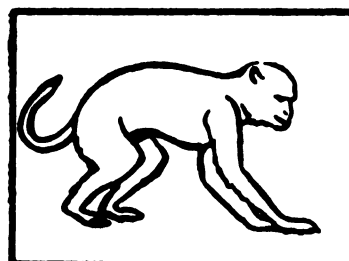
meat

month

Trace these letters.



Write the name of what you see in this picture.



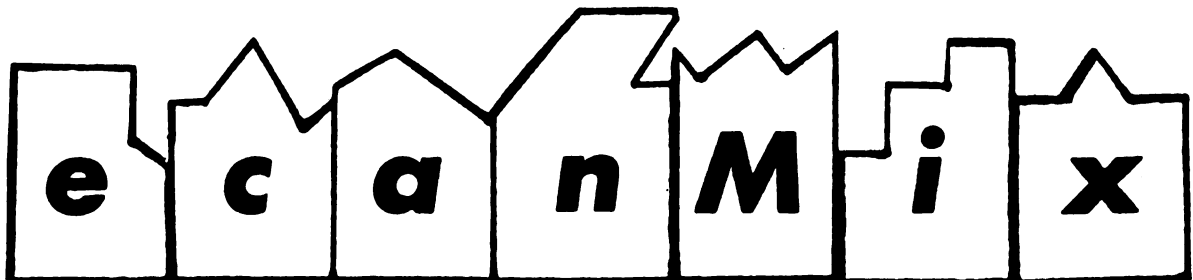
F R I D A Y

Directions for Page 23. Have the child cut out the puzzle pieces at the bottom of this page and match them to the shapes at the bottom of page 23. The letters should spell Mexican. Look at the word at the top of page 23. Show the child the letters as you say "Mexican."

Discuss what it means to be Mexican. Bring in the Spanish background.

Directions for Page 24. Read the story and have the child answer questions.

Directions for Pages 25-28. Give the child the test on these pages.



Mexican



MEXICANS

Mexico is a country south of the United States border. People who live in Mexico are called Mexicans. It is warm most of the time in Mexico.

Many of the Mexicans like to make things with their hands. They weave bright colored blankets, shawls, and material for other clothing. They weave big straw hats and baskets. They mold many different kinds of pots and bowls.

Mexicans like making merry music for fiestas. They like celebrating special holidays with dancing and feasting. Mexicans are happy people.

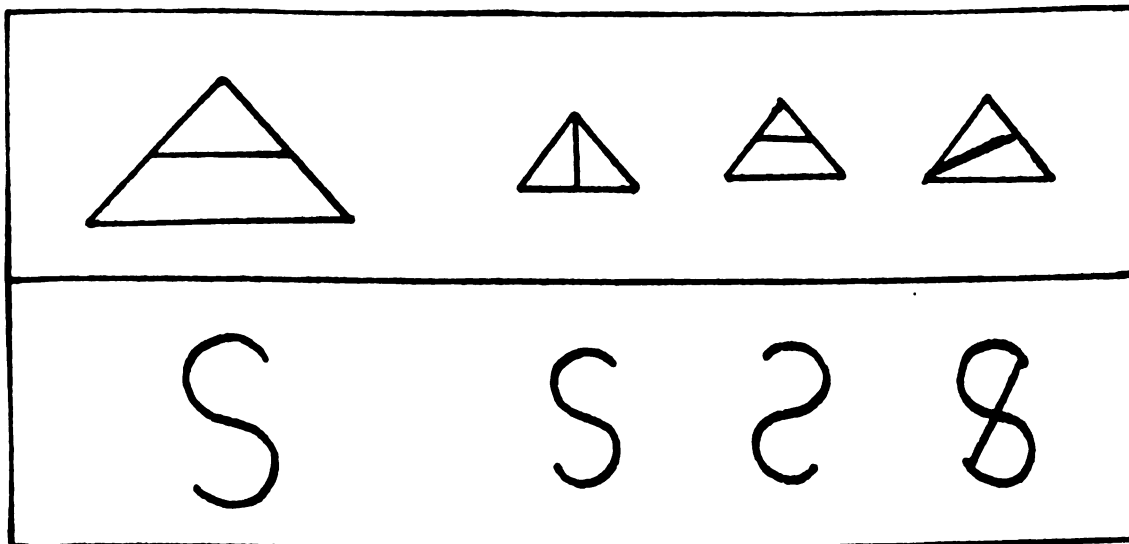
Questions

1. Who are Mexicans?
2. What do Mexicans like to make?
3. What do Mexicans like to do?
4. How do Mexicans celebrate holidays?

TEST

Look at the big figure at the beginning of the top row. Find the little picture in that same row that looks just like the big one. Make a big X on it.

In the next row look at the big picture. Find the little picture in the same row that looks most like the big one. Mark the answer with a big X.



(2) _____

Look at the first box of 9 squares. Make a line on any row of three letters in a row that are the same.

Make lines on any row of three letters in a row that are the same in all of the other boxes.

f	t	f	s	s	s	d	b	d	m	m	m
t	t	t	r	r	r	b	b	b	m	n	m
f	f	f	s	r	s	d	d	d	n	n	n

(8) _____

Each cat wants to catch a mouse. Follow the line from each cat to his mouse.
Have the child print on his cat the word printed on the mouse. (2 points each)



(8) _____

There are two letters in each box at the bottom of this page. Circle the letters in the box if they are letter partners (capital and lower case) and cross them out if they do not match. (2 points each)

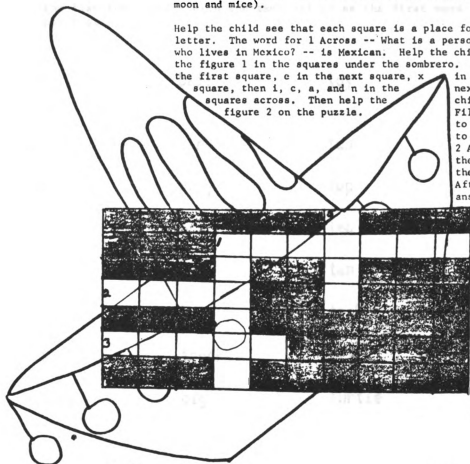
Sz	Bb	Tl	Nm
Tt	Mm	Ss	Bd

(8) _____

The cross word puzzle is made up of words that we have read about in stories this week (Mexican, monkey, money, moon and mice).

Help the child see that each square is a place for one letter. The word for 1 Across -- What is a person called who lives in Mexico? -- is Mexican. Help the child find the figure 1 in the squares under the sombrero. Put M in the first square, e in the next square, x in the next square, then i, c, a, and n in the squares across. Then help the child find the figure 2 on the puzzle.

in the next child find Fill in the letters to spell the answer to the question for 2 Across -- What did the little mouse in the spaceship eat? After filling in the answer for 3 Across, look at figure 1 again, this time looking down. M is the first letter, n is the third letter and e is the fifth letter down. The word that fits these squares is the answer for Who is Mike in the story. (monkey) Help child finish the puzzle. Let the child answer the questions himself.



ACROSS

1. What is a person called who lives in Mexico?
2. What did the little mouse in the spaceship eat?
3. What fell out of the fairy's purse?

DOWN

1. Mike lives in a pet store. Who is he?
5. Mollie and Millie are two little

5 points each word - 2 for knowing answer. 1 for printing word. (15 total) _____

Look at the first word in each list (going down). Draw a line under each word in the list that begins with the same letter as the first word in the list. (1 point each)

see	ball	toy	moon
sing	bark	fun	mother
run	baby	top	more
set	bat	tea	may
say	door	tan	make
same	barn	tick	not
six	truck	mix	money
monkey	big	turtle	music

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