

AN ASSESSMENT OF ATTITUDINAL CHANGE AS A  
RESULT OF TWO MODELS OF PREPARING  
TEACHERS FOR INNER-CITY SCHOOLS

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
WILLIAM HENRY L'VELL GREENE  
1971



This is to certify that the

thesis entitled

AN ASSESSMENT OF ATTITUDINAL CHANGE AS A  
RESULT OF TWO MODELS OF PREPARING  
TEACHERS FOR INNER-CITY SCHOOLS

presented by

William Henry L'Vell Greene

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Secondary Education  
and Curriculum



Major professor

Date Dec. 10, 1971

## ABSTRACT

### AN ASSESSMENT OF ATTITUDINAL CHANGE AS A RESULT OF TWO MODELS OF PREPARING TEACHERS FOR INNER-CITY SCHOOLS

By

William Henry L'Vell Greene

The purpose of this study was to assess which of two model treatments would produce the greatest change of attitudes held by prospective teachers toward inner-city schools. The models were designated Treatment I and Treatment II. Treatment I was administered on three successive days. Treatment II was administered one day per week for three weeks. The treatment consisted of a simulation game, a small group attitude inventory session, a large group attitude inventory session and a lecture.

To compare the treatments, the following hypotheses were tested:

- 1: The attitude mean scores of prospective teachers in Treatment I will be higher than the attitude mean scores of prospective teachers who participated in Treatment II.
- 2: The attitude mean scores of prospective teachers in Treatment I whose parents have completed some college will be higher than the attitude mean scores of prospective teachers in Treatment II whose parents have completed some college.

- 3: The attitude mean scores of male prospective teachers participating in Treatment I will be higher than the attitude mean scores of male prospective teachers participating in Treatment II.
- 4: The attitude mean scores of female prospective teachers participating in Treatment I will be higher than the attitude mean scores of female prospective teachers participating in Treatment II.

The hypotheses were tested using multivariant analysis of covariance. The findings were that an over-all positive attitude change did occur and that that change was a result of interaction of the factors of the sex of the prospective teacher and whether his/her parents had or had not attended college. The investigation supported the following conclusions:

1. Males whose parents have had some college will have more positive attitudes towards inner-city schools if they participate in Treatment I.
2. Males whose parents have had no college will have more positive attitudes toward inner-city schools if they participate in Treatment I.
3. Females whose parents have had some college will have more positive attitudes toward inner-city schools if they participate in Treatment I.
4. Females whose parents have had no college will have more positive attitudes toward inner-city schools if they participate in Treatment II.



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A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1971

Green

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**1972**

## DEDICATION

To Malachi, Mattie, and Malachi whose  
continuous faith in a son and brother  
"who would never amount to anything"  
made this task possible.

## ACKNOWLEDGMENTS

To Dr. Samuel Corl, my chairman, truly a friend.

To Dr. Donald Nickerson, a constant source of  
guidance and encouragement.

To Dr. Troy Stearns, a most pleasing gentleman.

To Dr. Marvin Grandstaff, the true scholar of  
the "new society."

To Dr. Vandel Johnson, his honesty, concern, and  
support will forever serve as a model.

To The Fergusons, The Henrys, The Petteways, and  
The Redds, who provided me the love, faith,  
and relaxation needed to complete such a task.

A special word of thanks to Gene, Ted, Claodith,  
and Lynette.

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## CHAPTER I

### INTRODUCTION

#### Need for the Study

A critical issue facing colleges that train teachers and boards of education that hire teachers is the training of teachers for the inner-city. Previously the criteria for the selection of teachers has included traditional academic programs and professional qualifications. In education only the student has been held accountable for his failure or success. Now, because of the long history of failure by large segments of the population, namely the inner-city population, to succeed in school, it seems conceivable that it is the schools that are dysfunctional rather than the population itself.

Students, parents, and community leaders are demanding that teachers and administrators be held accountable for school performance. Here, the subject is the teacher: not his academic qualifications that have heretofore not included a desire to teach or ability to be empathic to a given population but the teachers' attitude toward the "inner-city school" as a generic concept.

The importance of the classroom teacher as the critical factor in the school environment cannot be over emphasized. Strom wrote that the critical point in the

educational process is the point of direct contact with the children--the teacher.<sup>1</sup> Thus the educational progress of the child is greatly determined by the teacher, for the teacher controls the learning process by his interaction with the student. Consequently the teacher's success or failure will depend upon the teacher's sensitivity in relating to the student, accepting the student as a person, and as a product of his environment. This sensitivity is further explained by Berman. She wrote that to perceive the intentions of another in the way that the other person desires demands open channels of communication and honesty in relations on the parts of the persons involved.<sup>2</sup> "If blandness or insincerity characterizes the world of either the perciever or the percieved, the message is lost in translation."<sup>3</sup> Inlow supported the above point of view. He reported that " . . . human growth proceeds along many dimensions, the cognitive being only one. Thus teaching and evaluation always must relate broadly to the totality of the individual."<sup>4</sup> He further stated that teaching commits

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<sup>1</sup>Robert D. Strom, The Inner-City Classroom Teachers' Behavior (Cleveland, Ohio: Merrill Books, Inc., 1966), p. 1.

<sup>2</sup>Louise M. Berman, New Priorities in the Classroom (Cleveland, Ohio: Charles E. Merrill Company, 1968), p. 33.

<sup>3</sup>Ibid.

<sup>4</sup>Gail M. Inlow, Maturity in High School Teaching (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 21.

instructional leaders to observe pupil behavior with a clinical eye and to interpret such behavior insightfully. For the teacher to perform any of these effectively he must be able to evaluate positively those students whom he is teaching. Further support for this point was given by Inlow in discussing the subject of the teacher's interaction with parents. Inlow suggested that friendliness, tact, sincerity, and naturalness are requisites for a positive interaction process. He further pointed out that a willingness to listen an ability to empathize, and skill in controlling the obstructive emotions are no less requisite.<sup>1</sup>

The necessity of interaction of parents, teachers, and students was stated by Bookover and Erickson who wrote that changes in the school achievement will occur when the norms of the school are modified so that all persons with whom the student interacts believe he can learn.<sup>2</sup>

Carl Rogers supported the idea that the classroom teacher is the most important component in the educative process.<sup>3</sup> He stressed the importance of the teacher's attitude and behavior in the classroom. The additional quality of the interpersonal relationship between teacher

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<sup>1</sup>Ibid., p. 23.

<sup>2</sup>Wilbur B. Brookover and Edsel L. Erickson, Society Schools and Learning (Boston: Allyn and Bacon, Inc., 1969), p. 95.

<sup>3</sup>Carl B. Rogers, "Humanizing Education: The Person in the Process," ASCD News Exchange, IV (April-May, 1967), p. 2.

and student is very important, according to Rogers. He maintains that a strong belief that the student can learn is the most important asset a good teacher can have. The genuineness of the teacher is manifested in his ability to love, accept, and trust his students in addition to the development of an empathic understanding of them.

Recognizing the importance of the teacher as a critical factor of student performance in the educational setting and the necessity for the teacher to positively value his students, an educational experience for pre-service teachers was designed to provide pre-service teacher education students the opportunity to evaluate and/or change their attitudes toward the inner-city school.

The problem was whether than experience produces a greater positive change when it is spaced apart or concentrated. Findings of this research should contribute to the existing body of knowledge available concerning pre-service education programs for inner-city students. If the results of this study indicate that there is a positive attitude change that is dependant upon the method of administering a given treatment, then other designers of experiences relevant to the preparation of teachers for the inner-city may wish to incorporate this experience into similar programs.

The philosophy of the methods program at Michigan State University is that the secondary school teacher must teach both students and subject matter. The student is the



primary focal point and the subject matter is secondary. This position results from the belief that before a teacher can begin effective classroom instruction, there has to have developed a sense of trust or some degree of rapport between the student and the teacher. The structure of the secondary methods program (two hours general preparation and three hours specific subject matter preparation) allows the general section to concentrate on developing an awareness of the psychological and sociological competencies needed to deal with young people in the secondary school which would assist the prospective teachers in achieving maximum effectiveness in instruction. Strategies for teaching specific subject matter are left to specialists from the various departments throughout the University.

The staff of the Secondary Methods Program at Michigan State University which consisted of one Coordinator and three Graduate Assistants recognized the importance of the teacher's attitudes toward the performance of the student, and that a lack of understanding of the meaning of school to an inner-city student magnified many of the educational problems associated with that student. The staff hypothesized that prospective teachers held negative attitudes toward the inner-city and that an educational experience should be incorporated into the course to allow examination of these attitudes and encourage the development of positive, student-oriented attitudes.

### Purpose of Study

The purpose of this study was to assess which of two (2) model treatments of training teachers in urban education would produce the greatest change of attitude toward inner-city schools in prospective teachers. The treatment consisted of a simulation game, a small group attitude inventory session, a large group attitude inventory session, and a lecture.

The methods of administering the treatment were designated Treatment I and Treatment II.

#### Treatment I

Treatment I was administered in three successive nights, each session being two and one-half hours long.

#### Treatment II

Treatment II was administered one-day per week for three weeks with each session being two and one-half hours long. In order to determine the above, the following major hypotheses were tested:

Hypothesis 1: Prospective teachers participating in Treatment I will experience a greater positive change of attitude toward inner-city schools than the prospective teachers participating in Treatment II.

In addition to the above major hypothesis, the following related research questions will be tested.

- 1: Prospective teachers in Treatment I who had a parent or parents who completed some college or graduated from college will have more positive attitudes than prospective teachers in Treatment II whose parents have completed some college or graduated from college.
- 2: Prospective teachers in Treatment I who had a parent or parents who had not completed any college work will have more positive attitudes than prospective teachers in Treatment II whose parents have not completed any college work.
- 3: Female prospective teachers participating in Treatment I will have more positive attitude change toward inner-city schools than female prospective teachers participating in Treatment II.
- 4: Male prospective teachers participating in Treatment I will have a more positive attitude change toward inner-city schools than male prospective teachers participating in Treatment II.

### Definition of Terms

#### Prospective Teachers

Prospective Teachers refers to students enrolled in a teacher training program who, upon completion of that formal program, will be certified to teach at the secondary level.

#### Inner-City School

Inner-city School refers to those schools located in the core city in low socio-economic areas. These schools have large Black populations who are of low socio-economic status.



### Attitudes

Attitudes refer to the manner of feeling or position that is made or taken toward a person, thing, symbol, event, or other stimulus.

### Population

The population was students enrolled in Education 327, Methods of Teaching in the Secondary School, at Michigan State University. Students enrolled in this class are those who are preparing for the Michigan Secondary School Teaching Certificate. This course is taken prior to student teaching. The students are generally juniors and seniors from thirteen disciplines.

Students participated in this study on a voluntary basis by enrolling in "modules" (workshops) entitled, "Teaching Non-Whites." Treatment I students were Education 327 students during the Winter Term of 1971; Treatment II students enrolled Spring Term, 1971. The description of the workshops was the same both terms. (See Appendix for Education 327 course description and procedure for selection of modules.) The total number of students participating in these workshops was 108.

This experience was administered in three sessions each being 2.5 hours long. It included a simulation game,

small group interaction, large group interaction, and a lecture.

The first session consisted of the simulation game "Washington Heights."<sup>1</sup> "Washington Heights" attempted to simulate a depressed community occupied by a minority group and controlled by an outside majority. The object of the experience was to present a situation such that the prospective teacher could, as far as a simulation game would allow him to, (1) empathize with the inhabitants of a depressed community, (2) develop a sensitivity to what kids from depressed communities bring to school, (3) to examine the school-community-institution relationship in respect to school-community expectations and school-community realities, and (4) to be able to recognize and be sympathetic to persons who view the school differently. After the game, a prolonged and detailed talk-down was held for the students, to evaluate what happened to them and their peers during the game.

The focus of session two (2) was on small group discussion. The large group was divided into small groups and each was assigned a facilitator. The facilitator's role was to keep the discussion on the given topic, act as a resource person, and to manipulate the discussion such that true opinions would be extracted.

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<sup>1</sup>Peter F. Flynn, "The Empathic Affect of a Socio-Dramatic Game on Prospective Inner-City Teachers" (unpublished Ph.D. dissertation, Michigan State University, 1971).

The session began with the showing of the movie "A School Fights Back," produced for the Muskegon Heights School District, in Michigan. The movie was an examination of what had happened to the district as a result of being integrated. Also it introduced and explained particular programs that had been initiated to ease the racial tensions in the schools and how the school was made livable for Blacks. In the film, particular attention was given to the feelings of Black students and the Black community.

After the movie the small groups focused on an examination of their attitudes toward the inner-city schools and its clientele. To generate discussion, the students were asked to react to several questions. Initially the student was to verbalize to his group (a) why he was in the workshop and (b) why he was interested in teaching in the inner-city. Secondly, the participants were to talk about the simulation game from the first session, relate the game to their responses to (a) and (b) and compare their feelings and behaviors with the feelings and behaviors of the other participants.

The third exercise of the session was designed to examine the nature of the relationship of the school to its clients. To do this the participants were instructed to react to the following:

The effect of reinforcing the cycle between prejudice and racism is to make the victims into criminals and to excuse the structures that are really responsible. We don't blame the school system for the poor performances of Black children, we blame the kids for being unable to learn. The children are

called problem children, underachievers, or disadvantaged and are punished by insuring increasing disadvantage for their uncooperative nature.

To bring the statement into perspective, they were asked to perform the following tasks:

Task 1: Agree with and support the statement.

Task 2: Disagree and criticize the statement.

In addition, they were asked to employ Tasks 1 and 2 on the following statements:

1. A change of philosophy by the school will change the effect of teaching.
2. The students lack incentive which retards school motivation.

After completing the above, the group discussions centered on "what people are" and "what education should be." Discussion of the former was facilitated by reacting to the following statement:

Input I. Many of us tend to assign people to a set of general classes and assume that by the act of crude classification they are understood. If we know a person's race, class, occupation, religion, marital status, and sex, we have a clear, fixed image of what he is. One problem with these stereotypes is that however accurate or inaccurate they are in global terms, they are too convenient. We stop with them, erroneously believing that we understand a person through them.

Task 1: How does this relate to your concept of Blacks?

Task 2: Do you have stereotypes, no matter how remote they are?

Task 3: Do you interact with Blacks, Chicanos, or Indians or do you interact with people?

Discussion of the latter was facilitated by the participants involvement with the following:

Input I. Most, if not all, educational programs for Blacks aim to change them into White middle-class-like people. The belief that White "values" are superior to Black "values" has no basis.

Task 1: Agree with and support the statement.

Task 2: Disagree and criticize the statement.

The final activity for the session was a supportive-critical message giving exercise. Each group member was instructed, "Is there anything supportive, or critically supportive, you would like to say to any member of the group? If so, do not call that person by name or give any indication to whom you are referring; just make the statement." After each person who wants to say something has had his say, a short discussion-reaction period followed.

The third and last session was composed of small group and large group activities. To establish continuity of the group process initiated during the last session, the groups (with the same persons in each group) began the session with the following exercise.

In this exercise you will unfrivolously play the role that you will arbitrarily be assigned. You are to discuss the relationship of the described community and the school; how each does or does not compliment the learning process; the implications for the teaching process, etc.

Remember to stay within your roles.

## X = Ghetto Resident

Concerned about his plight, politically aware, articulate, calls a spade a spade, intelligent, knows he has not gotten what he is able to achieve, and loyal to his neighborhood, admits positive and negative components of neighborhood. Suspicious of outsiders.

## Y = Liberal Social Critic

The progressive helper who feels the Ghetto Resident has been wronged by society. He supports "rehabilitation" programs that are economic, spiritual, and political. A lay eutheic.

## Z = The Neutral Observer

He feels that the ghetto exists because it's all a part of the scheme of things. Some are rich; some, almost rich; and some, poor. Maybe if they work harder, things will improve.

The progress of middle-class education in the ghetto is doomed. It is not relevant. Specifically, middle-class English is a second, not primary, language in the ghetto: Drill, conversation, vocabulary study and the other elements of the language arts are limited to the classroom, period. There is little or no reinforcement at home, on the corner, in the poolhall, or on the street. How could there be? The ghetto has its own dialect, its own vocabulary. There is also little interest in social history courses: the growth and development of middle-class America is a reality with which they will not or cannot identify. The story of middle-class America is not dramatically their story. The drama of the present social change enveloping the ghetto is their story. While mathematics and science are relevant, there is no motivation to learn. There is no immediate reward for learning--no clothes, no food, no prize of any sort. Learning for the sake of learning is unknown and holds no value for the ghetto child.

What does? Material objects for one. The new alligator shoes, the diamond ring, the custom-made suit or dress--anything new, everything new. Only what can be seen has a value. The ghetto attitudes are basically self-accommodating. Law and order in the ghetto will be maintained as long as it does

not interfere with needs or wants. When it does, the law does not apply. See something you want, take it; see something you need, take it. Respect for property--forget it. New meanings are applied to middle-class words. To lend is to give; to borrow is to keep. "Lend me a nickel, lend me a dime," really means that nickel or that dime is now mine. Stealing carries no stigma. Just don't get caught. Where the middle class has its virtues, honesty and loyalty; the ghetto has its virtues, in juxtaposition. Clever lying is often necessary for survival. Loyalty to another exists only so long as it does not become a threat or an inconvenience. Twisted virtues these may be, at least to the middle class; nevertheless, they are there. And there is the moreal structure of the ghetto, which flows from the natural order of things.

Pressuring a child to achieve can be explosive. Imagined slights or indignities trigger emotional rage.

The non-so-hard-pressed middle class does not react violently to pressure. The leveled emotionalism of the middle class promotes a plodding toward reachable goals. The frantic pace of the ghetto permits no such luxury. In fact, only immediate goals and immediate results are tolerated.

A long-term sense of responsibility is seldom established in the ghetto male. In light of these circumstances, the ghetto mother usurps the father role and a matriarchal society results.

Admist this frustration, the school provides comedy relief from intolerable home and life situations. The students learn early how best to turn the school scene to what they think is their advantage. Most are capable of creating only bedlam; all things emotional prevail. The atmosphere is so mentally scattering and exhausting that any problem or subject that requires concentration is, too difficult. Thinking is, after all, hard work. Their substitute for application to academic goals is a witty frivolity, for there is humor in the ghetto as well as sordidness.

The next task was to read the following statement and respond to the "initial reactors."

Control of one's destiny is the best predictor of performance. Despite the very large achievement

differences between Whites and Blacks at the ninth and twelfth grades, those Blacks who gave responses indicating a sense of control of their own fate achieved higher on the tests than those Whites who gave opposite responses. This attitude was more highly related to achievement than any other factor in the student's background or school?

Initial Reactors: 1. What attitudes keep non-white kids thinking they do not control their environment?  
2. What things in the environment can reverse this feeling? Or can it be reversed? If so, how? If not, why?

Before moving into a large group, the group leaders were asked to answer as many of the students' questions as time would permit. The group leaders were graduate students who were experienced inner-city teachers. They were not included as subjects in the study.

For the last hour the students were brought together in a large group. To spur group interaction, they were asked to find a solution to the following instructional crisis depicted in the caricature on the following page.

Following the feedback from the students, the session continued as on a lecture-discussion format focusing on:

- (1) teacher attitudes and how they affect learning;
- (2) teacher orientation vs. student orientation;
- (3) good-teaching as a possible alternative;
- (4) curriculum as it relates to the student; and
- (5) bridging the consumatory-preparatory gap.

### Collection of Data

Demographic data were collected during the administration of the instrument. In both treatments, the prospective teachers were asked to respond to the instrument before beginning the treatment and after the last activity.





### Instrument

The instrument used to assess the attitude change so that the two groups could be compared was a Semantic Differential of fifty descriptive scales developed by C. E. Osgood.<sup>1</sup> Twenty bipolar objective scales with high evaluative weighing were chosen for this study. According to Osgood the user of his scales, when wanting to index attitudes, should select only those scales which have high loadings on the evaluative factor across concepts generally and negligible loadings on other factors as determined from his factor analytic scales. Test and retest reliability for Osgood's Semantic Differential can be found in the Measurement of Meaning by C. E. Osgood, G. J. Suic and P. H. Tannenbaum.

The scales were matched with the concept, "Inner-City Schools." Pre-test and post-test forms of the instrument were identical.

The Semantic Differential requests responses from meanings. Meanings are derived from experience. Since no two individuals have identical experience, it follows that no two individuals will perceive precisely the same meaning in any given word. Hence an assumption of the semantic differential is that the backgrounds of the prospective teacher determines his affective reaction to the stimulus concept.

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<sup>1</sup>C. E. Osgood, C. J. Suci, and P. H. Tannenbaum, The Measurement of Meaning (Urbana, Illinois: University of Illinois Press, 1957), pp. 34-37, 82-84.

The positive or negative direction of attitude is determined by the marking or selecting of polar terms by the prospective teacher. If the score falls toward the positive pole, the attitude is positive, if toward the negative pole, the attitude is negative.

### Design of the Study

The following design was employed:

<u>Pre-Test</u>	<u>Treatment</u>	<u>Post-Test</u>
$X_1$	$O_1$	$X_1$
$X_2$	$O_2$	$X_2$

This design was chosen so as to allow pre-testing, post-testing, and different treatments. With this design both groups are distinguished and can easily be compared.

### Treatment of Data

The semantic differential allowed an assessment of the prospective teacher's attitude change. This assessment was determined by the directional movement toward either the positive or the negative pole over each scale. The scales were numbered one through seven with seven being the most positive and one being the most negative. The total score for each respondent was computed by adding the numerical value of each response.

The statistical procedure used on the analysis of the data was the multivariate analysis of variance. The

data were analyzed on a Fortran computer program entitled "Multivariate: Univariate and Multivariate Analysis of Variance and Covariance, A Fortran IV Program, Version 4, June 1968," developed by Jeremy Finn at the University of Buffalo, Buffalo, New York.

#### Limitations of the Study

1. Participation was limited to those prospective teachers who elected to enroll for this particular workshop.
2. The design did not attempt to control for history. History would be the specific events happening between the pre-test and post-test in addition to the experimental variable.
3. The study was self-limiting in that the Semantic Differential measured the connotative meaning of stimulus concepts by prospective teachers.
4. The study was conducted in a large midwestern industrial city. In all probability the characteristics of the prospective teachers in this study will differ significantly from those conducted in other parts of the country.

#### Plan and Content of this Thesis

This chapter has presented the statement and nature of the problem to be investigated. It also contained the methodology, procedures, description of the population, definition of terms, description of the treatment and the research instrument.

Chapter II is a review of the literature relevant to the investigation.

Chapter III is an analysis of the data.

Chapter IV contains the research findings and the conclusion of the study.

## CHAPTER II

### REVIEW OF LITERATURE

For the last decade educators and sociologists have relentlessly pointed to the widening educational gap between the nation's affluent and the nation's poor. The lack of education has been identified as a primary causal factor that relegates an individual or a group of individuals to low socio-economic status. The central city has been suggested as a primary point of concern because that area is a pocket for the poor, uneducated citizenry. The central city or "inner-city" as it has been labeled is generally made up of minority groups that have been alienated from and denied the educational and economic opportunities afforded to the majority of the population. Thus, the educational process of the inner-city school is a concern. However, it must be recognized that the school itself can not as a singular institution ameliorate the socio-economic condition of the inner-city.

It has been suggested that when preparing teachers for the inner-city attention must be given to the attitudes of those prospective teachers. Gertrude Noar pointed out:

The teacher candidate needs to understand not only what makes the child tick but also what motivates himself. Somewhere, sometime during his years in college, he should experience a confrontation. . . . There is no longer any doubt that the very nature of our culturally philologicistic society imposes on the college the necessity of so preparing teachers that they are free of irrational prejudices.<sup>1</sup>

The necessity of the confrontation that Ms. Noar refers to is evidenced by the following account.

I remember vividly the first day I was to report to work. For two weeks before this day I had nothing but apprehension about my job. I felt determined to go at least one day and if it didn't work out I would quit. My first professional duty was to appropriate classrooms. The room was crowded, hot and sticky with high-pitched voices of constantly-talking students. To get over to the counselor's office I had to pass through a myriad of students. In order to get into the counselor's office I had to weave somehow through the unfamiliar crowd. All of a sudden I felt real panic inside. I was very much aware that at that moment I was the only white person in a room filled with two hundred strange faces. I had never been in a place with so many colored people, let alone in the minority. I thought I would suffocate or faint.<sup>2</sup>

The problem faced by this teacher is not academic. It was a problem of attitude, fear, and a lack of understanding. A problem of not knowing herself while amidst people unlike herself. This teacher, if she is going to provide effective instruction will need to undergo certain behavior and/or attitude transformations. Why?

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<sup>1</sup>Gertrude Noar, Teaching and Learning the Democratic Way (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), pp. 119-121.

<sup>2</sup>R. Chapman, "Teaching is Also Learning," The Bulletin of the National Association of Secondary School Principals, 52:23-27 (October, 1968).

Alan Wilson<sup>1</sup> in studying the effects of social attitudes on the academic attainments of urban school children found that "the normalization of diverging standards by teacher" crystallized different levels of scholastic achievement. He concluded that teachers adapt their attitudes toward academic attainment and their concepts of scholastic excellence to the composition of their student bodies. David Gottlieb found that the race of the teacher influences the type of attitude he has regarding his students.<sup>2</sup> He assessed the views of Negro and Caucasian teachers toward students in a northern urban community. He found differential perceptions of students by their teachers. White teachers typically selected adjectives indicating that Black students are "talkative, bossy, high-strung, as hellions, and fun-loving." Black teachers view the same students as "happy, cooperative, energetic, ambitious, and fun-loving." The majority of the teachers agreed that the students did not possess qualities usually associated with middle class children.

The attitudes held by experienced teachers are not markedly different from those held by prospective teachers.

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<sup>1</sup>Alan B. Wilson, "Social Stratification and Academic Achievement," in Education in Depressed Areas, ed. by Harry Passow (New York: Teachers College, 1963), p. 234.

<sup>2</sup>D. Gottlieb, "Teaching and Students: The Views of Negro and White Teachers," Sociology of Education, XXXVII (1963), 353.



Grambs<sup>1</sup> found that undergraduate students in education expressed "good," tolerant attitudes toward students of all groups in our society, but that the degree of acceptance dropped markedly if the personal lives of the future teachers were involved. When attitudes toward students were studied, inhabitants of urban areas were rated lowest with the Blacks occupying the lowest ranking of groups on a Bogardes-type social distance scale.

Charles Silberman<sup>2</sup> noted that the teacher's negative attitude toward inner-city students centers around class prejudice as well as color prejudice. He stated that " . . . many teachers who have just moved up into the middle class may feel threatened by contact with lower class children; the youngsters remind them too much of their own origins."<sup>3</sup>

Hogan and Boca<sup>4</sup> conducted a study of the attitudes of undergraduate education students at a large mid-western university toward teaching in the inner-city. Sixteen per cent of the students surveyed stated that they preferred not to teach in the inner-city. ". . . teaching in the inner-city tends to destroy a teacher's enthusiasm for teaching,"

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<sup>1</sup>Jean Grambs, "Are We Training Prejudiced Teachers?" School and Society, LXXI (1950), 196-198.

<sup>2</sup>Charles E. Silberman, Crisis in Black and White (New York: Random House, 1964), pp. 3-16.

<sup>3</sup>Ibid.

<sup>4</sup>Edmon O. Hogan and Thelma Boca, "Undergraduate Education Students' Opinions Regarding Teaching in the Inner-City" (unpublished paper, Michigan State University, March, 1968).

and ". . . values of inner-city children are in conflict with teachers' values" were the two primary reasons given by secondary majors for not wanting to teach in the inner-city.

The Michigan Public School Racial Census<sup>1</sup> conducted in 1967 by the University of Michigan Survey Research Center indicated that teachers' attitudes toward minority groups are negative. It stated that,

(1) Teachers have more negative attitudes toward their pupils in classes with a larger proportion of Negro pupils and (2) it appears that the greater the proportion of Negro pupils in a class the lower the teacher's rating of their pupils' academic ability and motivation.

Clark<sup>2</sup> employed a group of white students to interview a sample of white teachers in the New York inner-city. Fifty per cent of the subjects stated that Negroes were inherently inferior in intelligence and, therefore, could not be expected to learn. They believed that the humanitarian thing to do was to conduct schools as custodial institutions rather than educational institutions. Clark viewed these responses as an excuse for deliberate non-professional behavior.

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<sup>1</sup>Michigan Department of Education, First Michigan Public School Racial Census (Lansing, Michigan: Michigan Department of Education, 1967), p. 3.

<sup>2</sup>Kenneth B. Clark, "Clash of Cultures in the Classroom," in Learning Together, ed. Moyer Weinberg (Chicago: Integrated Education Associates, 1964), pp. 18-25.

Ryans<sup>1</sup> concluded that there are three key characteristics that differentiated between good and poor teachers. They are:

1. good teachers had good attitudes favorable to pupils;
2. enjoyed pupil relationships;
3. were generous in their appraisal of the behavior and motives of other people.

This study covered a span of one hundred separate research projects and 6,000 teachers. Ryans noted high positive relationships in classrooms between observers' assessments of "productive pupil behavior" (e.g., assessments presumed to reflect pupil alertness, participation, confidence, responsibility, self-control, initiating behavior, etc.) and observers' assessments of previously identified patterns of teacher behavior which refer to understanding, friendly classroom behavior, organized business-like classroom behavior.

The studies cited so far indicate that teachers and pre-service teachers (undergraduate assumption) reflect the values of society as a whole in holding negative perceptions of minority students. Green stated that teachers, both Negro and White, who teach in inner-cities are aware of the fact that their schools are perceived as being low status and low prestige schools, which cause them to have lower self-esteem when assigned to disadvantaged areas. He concluded that it is crucial that educators foster the idea

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<sup>1</sup>D. G. Ryans, "Some Relationships Between Pupil Behavior and Certain Teacher Characteristics," Journal of Educational Psychology, LII (1961), 82-91.

that an assignment to a school in a disadvantaged area can be a worthwhile experience rather than a form of punishment.<sup>1</sup>

There is a necessity for teachers to be totally aware of the realities of the neighborhoods, homes, peer group associations, etc. that inner-city students bring to school with them. Prospective teachers must also make the transition of student to teacher: take responsibility for their actions, exhibit genuine feelings, and promote actions or processes that would contribute to the elimination of unwholesome social environments. The need for improved teacher education for the inner-city is urgent.

Smith noted,

The fault (of the collapse of the urban school) lies within the larger society that fails to acknowledge the existence of black people and subsequently trains teachers and constructs curriculums and materials for a presumably monolithic white middle class society. Teachers have failed because for the most part, they don't know any thing about, care little about, and have not been trained to teach their black and brown pupils.<sup>2</sup>

To assist in preparing teachers for the inner-city some scholars have sought to inject the intense examination of the traits of Blacks, Chicanos, Puerto Ricans, and other groups. Little attention has been given to the examination

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<sup>1</sup>Robert L. Green, "After School Integration What? Problems in Social Learning," Personnel and Guidance Journal (March, 1966), 704-710.

<sup>2</sup>D. H. Smith, "Preparation of Teachers for the Central City," Teacher Education Issues and Innovations, Yearbook of the American Association of Colleges for Teacher Education (Washington, D. C.: AACTE, 1968), p. 50.

of the predominant culture and its institutions. Smith<sup>1</sup> and Carroll<sup>2</sup> recommended a program which allows prospective teachers to become more aware of their attitudes and beliefs by developing empathy for inner-city people. Inman recommended that, "the pre-service program of teacher education should seek to develop in each teacher a sense of genuine respect and empathy for the students."<sup>3</sup>

Washington<sup>4</sup> conducted an investigation to assess changes in the attitudes of prospective teachers as a function of their experiences in pre-service education courses. He used the Osgood Semantic Differential to investigate the attitudes held by prospective teachers toward inner-city schools. The study was conducted on a sample of 250 prospective teachers, 125 in the control group and 125 in the experimental group.

In Washington's study, the pre-service program that was developed included pictures, micro-labs and group discussions. The content of the program was focused on

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<sup>1</sup>Ibid., p. 51.

<sup>2</sup>E. G. Carroll, "Adjusting Our Teaching--Adapting to Other Values," Elementary English, 46:172-172 (February, 1969).

<sup>3</sup>T. H. Inman, "Educating Teachers for the Disadvantaged," The Journal of Business Education, 43:268-269 (April, 1968).

<sup>4</sup>Kenneth R. Washington, "Additudinal Change of Students as a Function of Experiences in a Pre-Service Education Program" (unpublished doctoral dissertation, Michigan State University, 1970).

racism in education, teacher perceptions of inner-city schools, attitude introspection, racism in the whole society, and attitude assessment.<sup>1</sup>

In the study Washington compared the attitude mean scores of participants and non-participants, female and male participants, and participants whose parents had a college education to participants whose parents did not have a college education.

Washington<sup>2</sup> found that there was not a significant statistical difference between the control and experimental groups. He also found no significant difference in the mean scores based on sex. The study did substantiate that the mean scores of prospective teachers whose parents had a college education were higher than those whose parents had not.<sup>3</sup>

Flynn<sup>4</sup> studied the effectiveness of a sociodramatic game as an affective method of preparing teachers for the inner-city. Two questions were posed: (1) Do prospective teachers who play the game express attitudes more similar to those of inner-city residents than those expressed by prospective teachers who have not played the game? (2) Are prospective teachers who have played the game more empathic toward inner-city people than those who have not played the game?

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<sup>1</sup>Ibid., p. 36.

<sup>2</sup>Ibid., p. 47.

<sup>3</sup>Ibid., pp. 49-60.

<sup>4</sup>Flynn, op. cit.

Flynn found that the groups which participated in the game when tested had greater similarity with the inner-city norm group than those who did not participate. The treatment groups also projected more (one part of the measurement required the participants to answer the instrument--Flynn Attitude Inventory--as they thought an inner-city resident would) than the non-participant group. The pre-test showed that there were no significant differences between the game players and non-game players before the game was played.

Flynn found that the sociodramatic game was a useful method for preparing teachers for the inner-city. The study was significant in that it was effective in eliciting attitudes from prospective teachers that were similar to those expressed by inner-city residents.

A significant portion of this investigation deals with the change of attitude toward inner-city schools as a result of participating in either of two time-limited groups.<sup>1</sup> An effort was made, by reviewing the literature, to establish a theoretical basis for prediction of attitude change as a result of participation in such groups. Anecdotal and descriptive research is available. Unfortunately, the enthusiasm that characterizes description of time-limited groups is not reflected in vigorous research activity.

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<sup>1</sup>A time-limited group is one whose existence is for a predetermined length of time.

### Summary

The literature that has been reviewed in this chapter forms the theoretical basis of this study. The first portion of this chapter focused on material indicating that teachers have negative perceptions of inner-city schools and students. Also indicated were the roles of the teacher as perceived by the inner-city teacher. Silberman and Grambs demonstrated that teachers and prospective teachers hold similar attitudes toward inner-city schools and its clients and that these attitudes revolve around class prejudice as well as color prejudice. The relationship of teacher attitudes as they affect teacher behavior was discussed.

Part Two of this chapter supported the hypothesis that pre-service education can and should provide the teacher an opportunity to examine his values and beliefs within the context of being prepared to teach in the inner-city. Writings by Smith indicated the necessity for pre-service training. Smith and Carroll cite the necessity of a program for attitude and belief introspection. Specific studies of this nature by Flynn and Washington indicated that pre-service programs do have an effect on the attitudes of pre-service teachers.



## CHAPTER III

### ANALYSIS OF DATA

The purpose of this study was to assess which of two model treatments would produce the greatest change of attitude toward inner-city schools. One treatment, Treatment I, was administered in three successive nights, while Treatment II was administered on day per week for three weeks.

In order to compare the treatments, the following major hypothesis was tested:

Hypothesis 1: The attitude mean scores of prospective teachers in Treatment I will be higher than the attitude mean scores of prospective teachers who participated in Treatment II.

In addition, the following sub-hypotheses were tested:

- 2: The attitude mean scores of prospective teachers in Treatment I whose parents have completed some college will be higher than the attitude mean scores of prospective teachers in Treatment II whose parents have completed some college.
- 3: The attitude mean scores of male prospective teachers participating in Treatment I will be higher than the attitude mean scores of male prospective teachers participating in Treatment II.
- 4: The attitude mean scores of female prospective teachers participating in Treatment I will be higher than the attitude mean scores of female

prospective teachers participating in Treatment II.

The hypotheses were tested using multivariant analysis of covariance. Analysis of covariance is useful when matching factors (in this case, sex and college) are introduced into an experiment designed primarily to study qualitative factors. A result of the introduction of the matching factors is that interest may not only be in the individual effects of the two factors, but the joint effect which is interaction. This study measured the effect of different model treatments on the prospective teacher's attitude. Interaction may have existed because a particular treatment may have been especially effective when applied to certain subjects.

The statistical procedure used to analyze the data was the Multivariant Analysis of Covariance program developed by Jeremy Finn at the University of Buffalo. This program allows for the testing of main effects of the treatment and for significant interactions. It also allows comparison of the two groups of unequal size with respect to all relevant variables.

The input parameters are reported in Table 1. Cell identification and frequencies are presented in Table 2.

In analyzing the data, there is a need to determine whether the mean scores of the treatments differ significantly from each other. The statistical total used to test for significance of differences between several means is

TABLE 1.--Input Parameters

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Number of variables in input vectors	= 2
Number of factors in design	= 3
Number of levels of factor 1 (Treatment)	= 2
Number of levels of factor 2 (Sex)	= 2
Number of levels of factor 3 (College)	= 2

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TABLE 2.--Cell Identification and Frequencies

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		Cell	N
T <sub>1</sub>	M	C	1
		NC	2
	F	C	3
		NC	4
T <sub>2</sub>	M	C	5
		NC	6
	F	C	7
		NC	8

---

T = Treatment  
 M = Male  
 F = Female  
 C = College  
 NC = No College

TOTAL N = 108

analysis of variance. Analysis of variance produces an F value. The significance of the F value is that the larger the F value the less likely it is that the population is equal. The level of statistical significance adopted in this study is .05. If the F value exceeds the .05 level of significance, the hypothesis will be rejected.

In using the given method to analyze the data, the main effects of the treatment will depend upon the existence or the non-existence of significant interactions. That being so, the data generated from the tests for interaction will be presented. It is presented in the form of null hypotheses.

#### Treatment, Sex, and College Interaction

Null Hypothesis stated:

- a. There will be no significant interaction of the treatment, factor sex, and the factor college.

Diagrammatically, the hypothesis states that where

$T_1$ = Treatment I	$S_M$ = Male	$C$ = College
$T_2$ = Treatment II	$S_F$ = Female	$C_X$ = No College

the following interactions will not occur.

$T_1 - M - C$	$T_2 - M - C$
$T_1 - M - C_X$	$T_2 - M - C_X$
$T_1 - F - C$	$T_2 - F - C$
$T_1 - F - C_X$	$T_2 - F - C_X$

An analysis of variance yields an F value of 0.0025 with 1 and 99 degrees of freedom. P is less than .9602. At the .05 level, the null hypothesis is accepted.

The acceptance of this hypothesis establishes that there was no three-way interaction in effecting changes in attitudes. Therefore, there can only be interaction between two factors which will spur changes in attitudes. At this point the interaction can occur with males whose parents have/have not attended college and with females whose parents have/have not attended college.

#### Treatment and Sex Interaction

Null hypothesis stated:

- b. There will be no significant interaction between the treatment and the factor sex.

Diagrammatically, the hypothesis states that where

$T_1$  = Treatment I

$S_M$  = Male

$T_2$  = Treatment II

$S_F$  = Female

the following interactions will not occur:

$T_1 \leftrightarrow S_M$

$T_2 \leftrightarrow S_M$

$T_1 \leftrightarrow S_F$

$T_2 \leftrightarrow S_F$

An analysis of variance yields an F value of 2.7658 with 1 and 99 degrees of freedom. P is less than 0.0995. At the .05 level, the null hypothesis is accepted.

The acceptance of this hypothesis indicated that sex as a singular factor does not significantly effect the attitudes within the treatment.

### Sex and College Interaction

Null hypothesis stated:

- c. There will be no significant interaction between the factors sex and college.

Diagrammatically, the hypothesis states that where

$S_M$  = Male

$C$  = College

$S_F$  = Female

$C_X$  = No College

the following interactions will not occur:

$S_M \leftrightarrow C$

$S_F \leftrightarrow C$

$S_M \leftrightarrow C_X$

$S_F \leftrightarrow C_X$

An analysis of variance yields an F value of 4.0589 with 1 and 99 degrees of freedom. P is less than .0467. At the .05 level the null hypothesis is rejected.

The rejection of the hypothesis means that the factor of sex when combined with the factor college accounts for significant changes in attitude. It establishes that the educational background of the home has a significant effect on the ability of the prospective teacher to receive the effects of the treatment.

Treatment and College Interaction

Null hypothesis stated:

- d. There will be no significant interaction of the factor college with the treatment.

Diagrammatically, the hypothesis states that where

$T_1$  = Treatment I

$C$  = College

$T_2$  = Treatment II

$C_X$  = No College

the following interactions will not take place:

$T_1 \leftrightarrow C$

$T_2 \leftrightarrow C$

$T_1 \leftrightarrow C_X$

$T_2 \leftrightarrow C_X$

An analysis of variance yields an F value of 5.7727 with 1 and 99 degrees of freedom. P is less than .0182. At the .05 level, the null hypothesis is rejected.

Here, as in null hypothesis (c), the factor college interacts with another as part of the design. The rejection of this hypothesis suggest that the college factor will significantly affect the outcome of each treatment.

Null hypotheses (c) and (d) show that the difference of treatment alone will be the total contributor to the outcome of the study. The rejection of the hypotheses means that the data will not yield over-all effects in the comparison of Treatment I with Treatment II.

A significant interaction suggests that even if treatment differences do exist, in order to specify exactly

how the treatments differ, and to make individual predictions of attitude change, one must look within levels of the other factors (Sex and College). The presence of interaction effects is a sign that in any predictive use of the experimental results, effects attributed to particular treatments representing one factor are best qualified by specifying the level of the other factor. This is extremely important if one is going to try to use estimated effects in forecasting the result of applying a treatment to an individual; when interaction effects are present, the best forecast can be made only if the individual's status on both factors is known.<sup>1</sup>

To compare the treatments at the sex by college and treatment by college interaction levels, a post hoc analysis was utilized. This technique for comparisons is applicable to the situation where a preliminary analysis of variance and F test has shown over-all significance. This method allows post hoc comparisons to evaluate any comparisons among means.<sup>2</sup> The significance of the comparison may be found by the use of the following formula:

$$Y'_t = Y_t - \beta_{yx} (X_t - \bar{X})$$

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<sup>1</sup>William Litlays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1966), p. 39.

<sup>2</sup>William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart, and Winston, 1963), p. 483.



t = no. of cells

X = .48522 (Raw Regression Coefficient)

The cell means (X and Y) and the adjusted post-test means are presented in Table 3. The graphic representation of the post hoc analysis is presented in Figures 1 and 2.

TABLE 3.--Cell Means and Adjusted Post-Test Means.

	Cell	X	Y	Y'
Treatment I	1-Male College	48.833	90.500	92.05
	2-Male No College	59.375	67.0625	65.10
	3-Female College	50.650	78.700	79.42
	4-Female No College	36.611	56.611	65.88
Treatment II	5-Male College	49.600	65.200	66.40
	6-Male No College	50.250	54.250	55.16
	7-Female College	61.600	72.533	68.24
	8-Female No College	61.214	74.500	70.39

Rows are cells

X = Pre-test      Standard deviation for X = 16.4320

Y = Post-test      Standard deviation for Y = 19.5622

Y' = Adjusted Post-Test Means

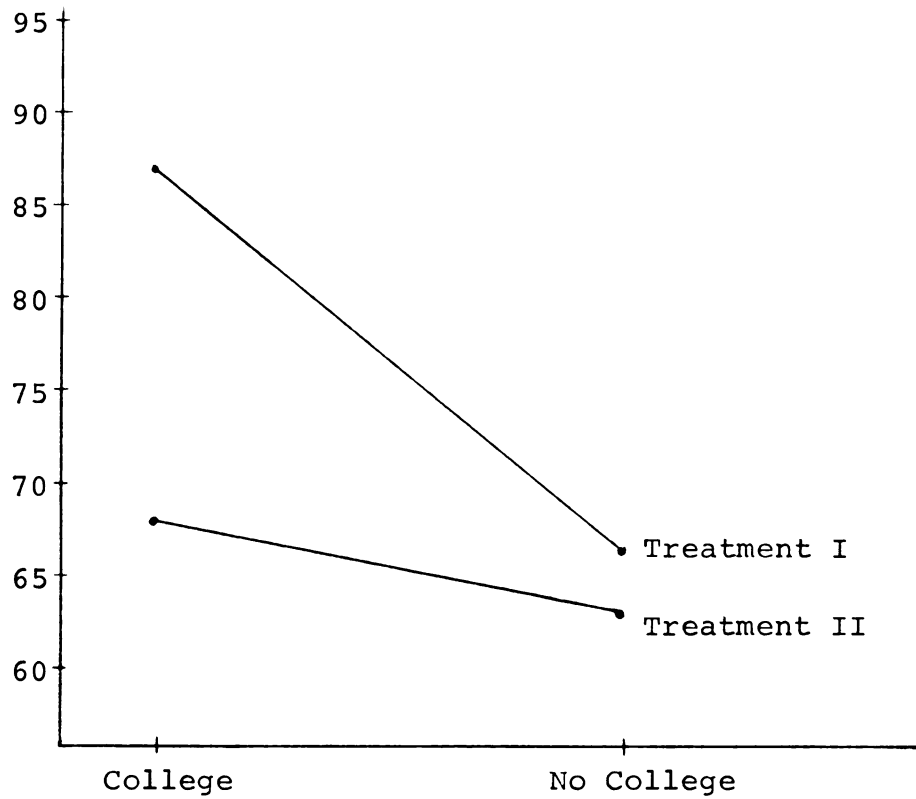


Figure 1.--Graphic Representation of the Post Hoc Analysis of Treatment by College Interaction.

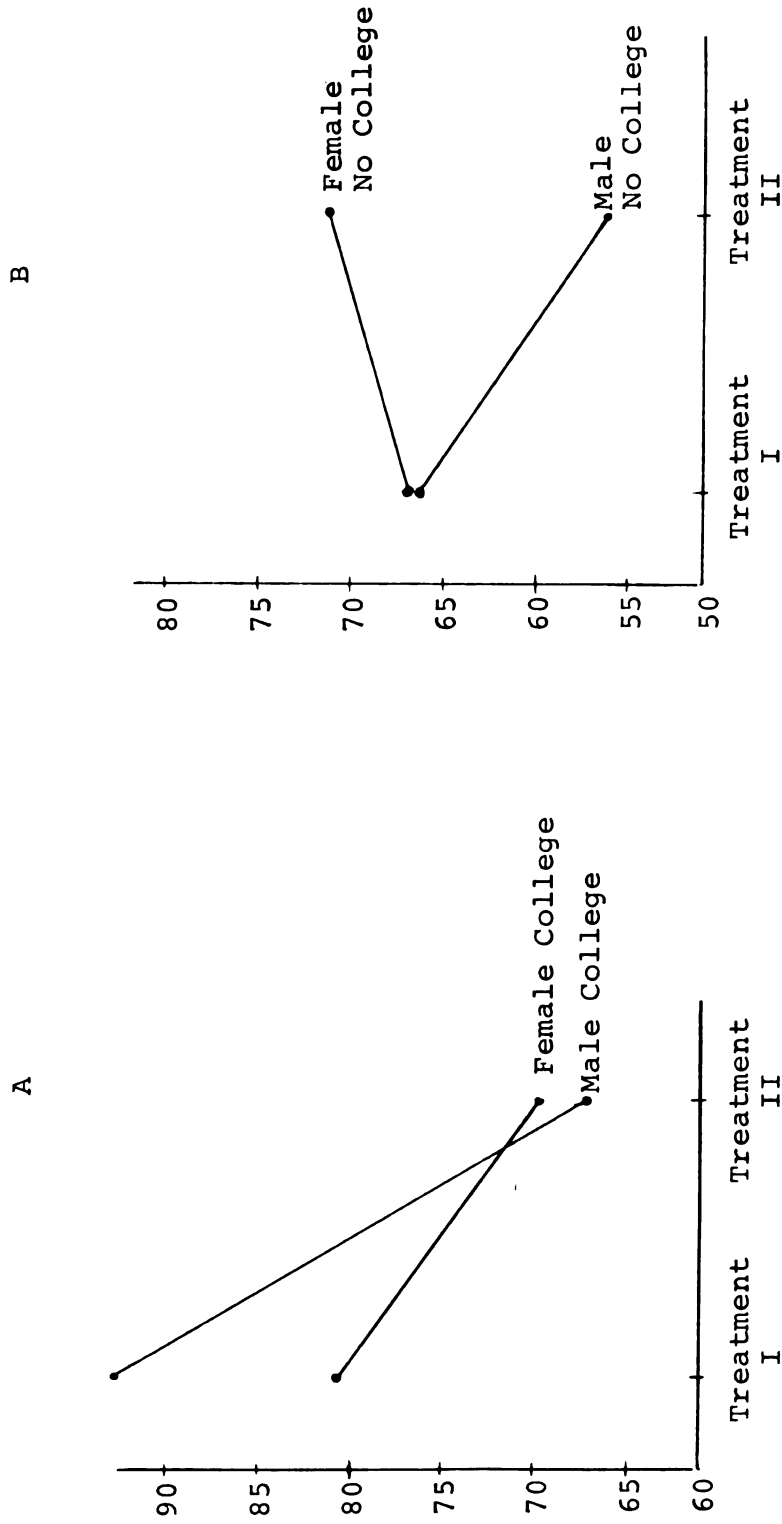


Figure 2.--Graphic Representation of Post Hoc Analysis of Sex by College Interaction.

By examining Figures 1 and 2, the affects of the two significant interactions can be seen. In this method of analysis cross interaction and ordinal interaction can be observed.

Treatment by college interaction (Figure 1) shows an ordinal interaction. The ordinal interaction is yielded as the P value approaches 0.00. Sex by college shows a cross interaction, the P value of sex by college is approaching 0.05. As the P value approaches 0.05 the lines move to intersect.

#### The Effects on Treatments

The major hypothesis tested was:

The attitude mean scores of prospective teachers in Treatment I will be higher than the attitude mean scores of prospective teachers who participated in Treatment II.

Symbolically:  $H_0: M_1 > M_2$

$M_1$  = Prospective teachers in Treatment I

$M_2$  = Prospective teachers in Treatment II

A univariate analysis of variance yields an F value of 3.9635 with 1 and 99 degrees of freedom. P is less than 0.0493. At the .05 alpha level the hypothesis is accepted.

The acceptance of this hypothesis, because of its mean rejection, has to be considered in view of the data generated by testing the null hypotheses c and d. In them, significant interaction was noted in the college factor

which would necessitate taking a closer look at the input factors rather than over-all effects. It should be noted that post-test mean scores for Treatment I was 73.0933 and the mean scores for Treatment II was 66.6207. The standard deviation was 19.5622.

### Effects of College

The effects of college were to be examined by testing the following hypothesis:

The attitude mean scores of prospective teachers in Treatment I whose parents have completed some college will be higher than the attitude mean scores of prospective teachers in Treatment II whose parents have completed some college.

Symbolically:  $H_0: M_1 > M_2$

$M_1$  = Prospective teachers in Treatment I  
whose parents have completed some  
college

$M_2$  = Prospective teachers in Treatment II  
whose parents have completed some  
college

In testing for significant interactions it was found that college could not be taken as a singular attitude change. There was established a functional relationship between (1) sex and college and (2) treatment and college. The effects of college could not be reported singularly. It was examined in relation to sex and to treatment.

Table 4 shows that both males and females in Treatment I had more positive attitudes than males and females in Treatment II. The hypothesis was accepted.

TABLE 4.--Mean Scores of Prospective Teachers Whose Parents Have Had Some College

---

	$T_1$	$T_2$
M	90.5	65.2
F	78.7	72.53

---

M = Male  
F = Female

$T_1$  = Treatment I  
 $T_2$  = Treatment II

---

In addition the following hypothesis was tested:

The attitude mean scores of prospective teachers in Treatment I whose parents have not completed any college will be higher than the prospective teachers in Treatment II whose parents have not completed any college.

Symbolically:  $H_0: M_1 > M_2$

$M_1$  = Prospective teachers in Treatment I whose parents have not completed any college

$M_2$  = Prospective teachers in Treatment II whose parents have not completed any college

In reporting the data relevant to this hypothesis, the same adjustments that were made for the previous hypothesis were made for this one.

Table 5 illustrates that Treatment I males whose parents had not attended college had more positive attitudes than males in Treatment II. For females Treatment II females had more positive attitudes than females in Treatment I.

TABLE 5.--Mean Scores of Prospective Teachers Whose Parents Have Had No College

---

	T <sub>1</sub>	T <sub>2</sub>
M	67.0625	54.250
F	56.611	74.500

---

M = Male  
F = Female

T<sub>1</sub> = Treatment I  
T<sub>2</sub> = Treatment II

---

#### Effects of Sex

The following hypotheses were proposed to test the effect of treatment on sex:

The attitude mean scores of male prospective teachers participating in Treatment I will be higher than the attitude mean scores of male prospective teachers participating in Treatment II.

Symbolically:  $H_0: M_1 > M_2$

M<sub>1</sub> = Male prospective teachers participating in Treatment I

M<sub>2</sub> = Male prospective teachers participating in Treatment II

The attitude mean scores of female prospective teachers participating in Treatment I will be higher than the attitude mean scores of female prospective teachers participating in Treatment II

Symbolically:  $H_0: F_1 > F_2$

$F_1$  = Female prospective teachers participating  
in Treatment I

$F_2$  = Female prospective teachers participating  
in Treatment II

It would be redondant to present data on these hypotheses. The effects of sex has been shown in the analysis of the null hypotheses and the preceeding hypotheses.

#### Summary

This chapter was a presentation of the analysis of the data generated in testing the generated hypotheses. The first null hypothesis was accepted which ruled out triple interaction; that is, that all three factors affected the attitudes of the participants. A significant interaction was found on the sex by college treatment by college levels, which indicated that subsequent hypotheses and interactions would be evaluated singularly, not over-all effects. At that point a post hoc analysis was used to compare treatment effects. A discussion of the findings and their implications will be presented in Chapter IV.



## CHAPTER IV

### REVIEW OF THE STUDY

The purpose of this investigation was to assess which of two model treatments of training teachers in urban education would produce the greatest change of attitude toward inner-city schools in prospective teachers. One treatment was administered in three successive nights while the other was administered on day per week for three weeks.

The experience was focused on inner-city education and was coordinated by the author with the help of significant advisors. The experience or treatment consisted of a simulation game, a small group attitude inventory session, and a lecture.

The Osgood Semantic Differential was the instrument employed to assess the attitude change of the prospective teachers. A pre-test and a post-test, using the same instrument, were given before the experience and after the experience. The study utilized 20 bipolar adjectival scales with high evaluative weighing. The scale was matched with the concept of "inner-city school" (see Appendix III). The scales were numbered one through seven with one representing the extreme negative reaction and seven the extreme positive

reaction. The total score for each instrument was computed. The range of scores was 20, extremely negative, to 140, extremely positive. Demographic data were collected. Significant difference in the group means, sex, college, and treatment, was tested by analysis of variance.

A review of the literature supported the assumption that teachers and prospective teachers have negative attitudes toward the inner-city school. It was also established that teacher attitudes are a critical factor regarding success and failure of the inner-city student. Studies by Washington and Flynn supported the belief that pre-service education can affect the attitudes of prospective teachers.

#### Review of the Findings

The research findings of this investigation support the following conclusions:

1. Males whose parents have had some college will have more positive attitudes toward inner-city schools if they participate in Treatment I.
2. Males whose parents have had no college will have more positive attitudes toward inner-city schools if they participate in Treatment I.
3. Females whose parents have had some college will have more positive attitudes toward inner-city schools if they participate in Treatment I.
4. Females whose parents have had no college will have more positive attitudes toward inner-city schools if they participate in Treatment II.

### Significance of the Findings

The significance of this investigation can only be determined by its implications for pre-service teacher education programs. Teacher education centers when examining this study will find that the attitudes held by prospective teachers toward inner-city schools are negative, but that pre-service education may be the appropriate "place" to attempt to effect a significant positive change.

A major finding of the study was that an over-all positive attitude change did occur, but that coupled factors, such as sex and treatment, college and sex, and sex and treatment provided evidence that in order to effect the greatest change of attitude further group subdivisions should be made. For example, Treatment I produced the greatest change of attitude for males with parents having college backgrounds, but Treatment II is better for females whose parents have had no college.

It is urgent that teacher education programs focus on the preparation of teachers for the inner-city. The success of those who teach in the inner-city will not depend on their ability to "rap," "jive," "be cool," mastery of subject matter, niceness of personality, their hip clothes, long hair, "wire rims," or other visual manifestations of "hipness." Much of their success will depend upon the attitudes these teachers hold toward the inner-city school and its clients.

The primary implication of the study is that there is a way. Chairmen of Departments of Education must institute findings of this nature into pre-service programs.

Recommendations for Further Study

1. This study should be replicated on all prospective teachers taking Methods of Teaching in the Secondary School.
2. A longitudinal study should be conducted to determine long-range effects of the educational experience.
3. The study should be replicated on a population of Black prospective teachers.
4. The study should be replicated on homogeneous groups as indicated in the findings.
5. A study should be made to compare the effects of this educational experience on Black and White prospective teachers.

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## APPENDICES

APPENDIX I

THE WASHINGTON HEIGHTS SIMULATION GAME

THE WASHINGTON HEIGHTS SIMULATION GAME

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The objective of the game is to communicate the struggle, in the midst of powerlessness, that people of the inner city are going through in their move for community control. In developing the game, some things were kept in mind. First, what was being communicated is a fundamental problem in the inner cities of America. Second, that this problem is one of powerlessness, resulting in alienation, of the residents of black ghettos and barrios. Socio-drama, coupled with some role-playing, and the flavor of a simulation game combined to give the result that the members of the group playing the game would hopefully develop an empathic feeling for Black people in the inner city, who are struggling for self-determination.

The game has been played by up to 75 players, but it is probably best played with 16-36. With 24 players, four people are needed to run the game. One of the four people running the game (call him Leader #1) takes the group for a briefing session before the start of the game. During the briefing session Leader #1 tells the participants that the object of the game is simply,-

" If you like the situation that you find yourself in, do everything you can to enhance and maintain it. If, on the other hand, you find yourself in undesirable circumstances, do everything you can to change your situation. Generally, the rules of this game are the rules of the game of life. "

The participants are further told that they should try to forget their actual identities and backgrounds, and that they will be given cultural, economic and sociological data about their identities for the game. Leader #1 then asks for questions and avoids doing any more than saying what he has already said in different words. After about five minutes of 'non-answers' the participants are told that there are a few more rules.

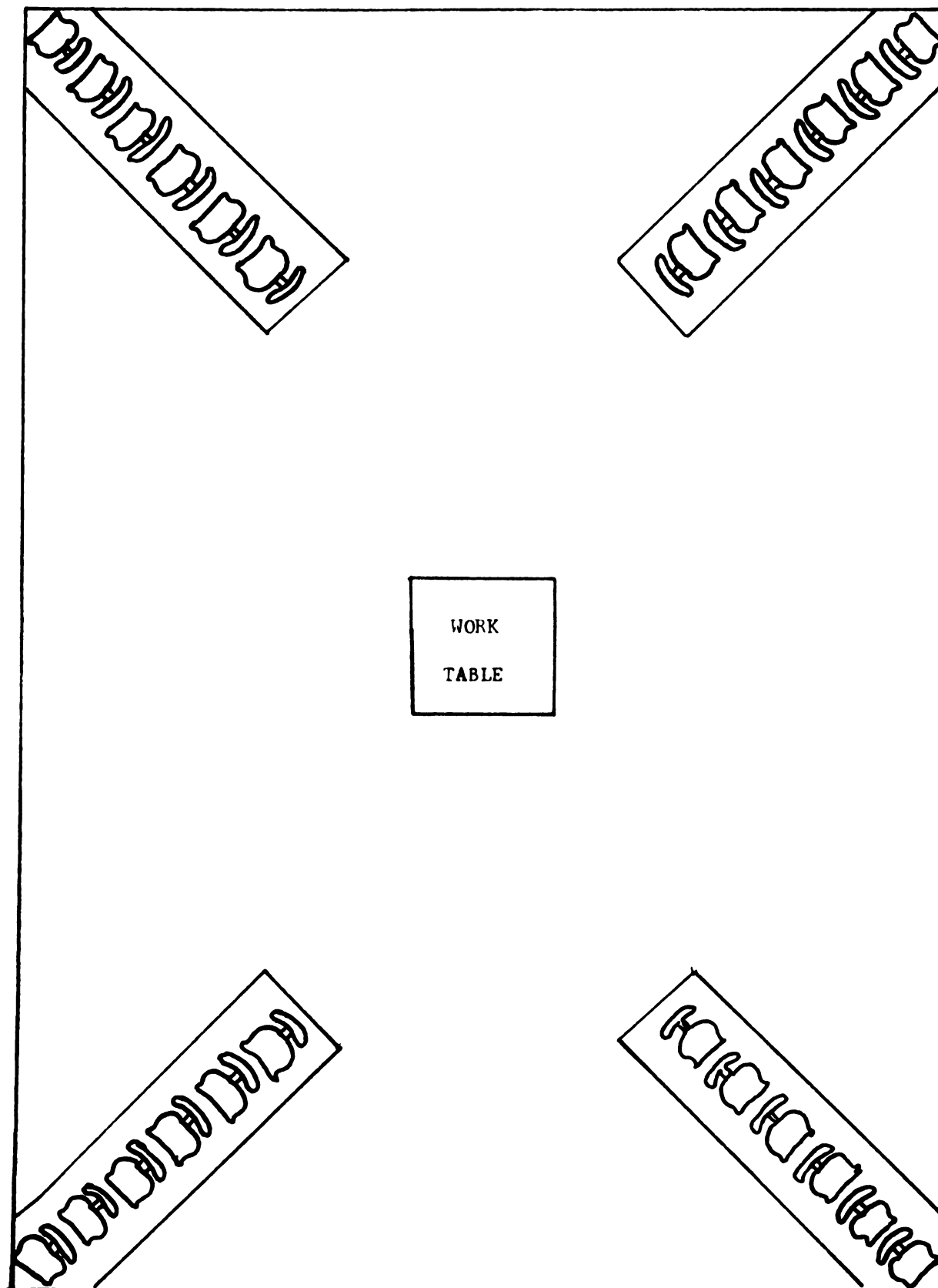
" There will be no smoking; Secondly, players are not allowed to wear watches or timepieces during the game;(This is done for a couple of reasons- to deprive them of a little personal liberty and also, to somewhat disorient them in terms of time) Thirdly, the person assigned to your group is your only source of information or resources of any kind. "

While the briefing session is going on, the other three leaders should be setting up the room. The set-up is crucial to the success of the game. (See Diagram of ROOM SET-UP) For 24 players, chairs are set up six in a straight row facing into each of the four corners of the room. This is done to impede inter- and intra-group communication. Around each of the rows of chairs masking tape is put down on the floor. The players are told that this represents the boundary for their residential area. If there is a clock in the room, it should be covered. In the middle of the room a work table is placed for the leaders, on which are placed the materials for the game. This table also serves as a meeting place for the leaders. A record player is also set up on which at loud, but not unbearable volume, a modern jazz record is played. The remaining chairs in the room are overturned and piled on top of each other, establishing separations between residential groups. Each area is strewn with wadded newspapers and available litter.

Meanwhile, back in the briefing session, the watches have been collected, and people have ceased smoking. (It's quite alright if the leaders are smoking; in fact, if they have the filthy habit, it's encouraged!) At this point the players are told that there is a time limit- they are not told what this time limit is, because in fact there is not a hour and minute prescribed time involved - and that they should play with that in mind. Each leader is assigned to a group. The players are told that the game is sectioned into reaction periods and information periods. The playing of music and the dimming of lights indicates that a reaction period is going on and that they should play with the game objective in mind. When the music stops and the lights are up it is an information period. Finally, the group is told to stay in the room until the game is over.

ROOM SET-UP \* (for 24 players)

\* Diagram does not show overturned chairs or strewn wastepaper.





The room is dimly lit and the record is turned on and one group at a time the players are led into the room and seated in their residential area by their group leader. When everyone in the group is seated, the leaders meet at the table which they have set up in the middle of the room. They talk quietly with one another, making sure that the members of their residential group do not talk with each other or turn around or move their chairs. If there is any of this 'deviant behavior' the group leader quietly asks the 'deviant' if there is any problem or if there is anything that the leader can do. After a few minutes of quiet squirming, each leader goes to his group, the music is stopped, the lights turned up and Information Period #1 begins with the group leader passing out the following message to each player:

" GREETINGS:

You are a member of a minority group known as Xenoos.

The community you are living in is Washington Heights, a predominantly Xeno area of the inner city. Most of the housing is sub-standard. Those people who are employed, are involved in menial labor. The schools in the community are outdated and are not serving the needs of the students. The school board is appointed and elected city-wide and has one Xeno member out of 15, and he lives in a suburban area.

The people who are in charge, including your group contact person, are majority. Majority is the term used to describe the ethnic cluster which makes up the majority of the country's population.

Try to think of yourself not as the only Xeno in Washington Heights, but rather as if you were acting in behalf of a large number of people living in your neighborhood. What you do affects the lives of other Xenoos! This completes the first information period. "

The group leaders reconvene at the work table and a reaction period begins,- lights dim, record player up. After a couple of minutes, or less if the residents become anxious, each leader goes to his group and tells them that he understands their plight, that he is there to take care of them and they should sit tight because in a moment he will have some more information for them. Any type of suggestion on the part of a player should be parried with the idea that they should wait for some more information,- " Get all the facts first .",-before doing anything.

Then with the lights up and the music down another information period begins.

## Information Period #2 "Community Facts"

One at a time the following facts are handed to each player on a slip of paper:

- Community Fact: Apartment houses, stores, businesses, bars, concessions and theaters are for the most part owned by persons who live outside your community and they take their profits home, of course. "

"Community Fact: Maternal mortality rates at birth are four times higher for non-Majority people. "

" Community Fact: The infant mortality rate in your community is three times that of most suburban areas. "

" Community Fact: Most of the 14,000 rat-bite cases in 1969 came from neighborhoods like yours. "

" Community Fact: The crime rate in your community is double the national average; crimes against persons in your district are thirty-five times that of high income Majority districts. "

" Community Fact: In your community the juvenile delinquency rate is two and one-half that of New York City as a whole; 16% of the people have venereal disease; almost 50% of the children are on Aid to Dependent Children; and 25% of the adults are on public assistance. "

As the members of each group react to situations by making requests or demands, the group leader should appear to be very open and concerned. Leaders should squelch any move for change, by glossing over the matter. The importance of a request should be played down. In some instances, the leader should even refuse to bring the request before the group of leaders for consideration. The leader should ask the group or the person requesting something whether the request reflects a personal need or a community need. Constantly, the leader should keep his group aware that he is going to take good care of 'his people' and that he wants them to get ahead in the game. The leader should be calming, and tell his group that they don't have anything to worry about.

From this point on into succeeding reaction periods the game leaders need to be very alert and do quite a bit of ad-libbing, because the players will most likely begin to ask questions and make demands. A leader can always bring the concern of his group before the other leaders around the work table for their advice in handling the problem.

## Information Period #3 "Survey News"

- " News Item: Survey shows: Average Xeno college graduate makes a little less than the average Majority high school graduate. "
- " News Item: Survey shows that poor Xenoës have lower incomes than poor Majorities. "
- " News Item: The gap between Xeno and Majority family income has increased over the past five years. "
- " News Item: Of the 900 counties that are covered by the 1964 Civil Rights voting law, less than 100 to date have abided by the law. "
- " News Item: The unemployment rate for Xenoës has remained double that of Majorities since 1947. "

Reaction Period

## Information Period #4 "Disturbing News"

- " News Item: Moon Flights costing \$15 Billion  
\$3 Billion Poverty Program Aiding Xenoës Cut "
- " News Flash: Vice-President sees clear and present danger in Xeno militancy. Says there is no reason not to enforce the McCarran Act and use detention camps. "
- " News Item: Food stamp program cut in southern states. 3.5 million Xenoës affected. Federal officials today cut back the food stamp program in ten southern states. The spokesman for the Senate investigating committee said that the program, which was controlled by local elected officials, who are all Majority, was grossly mis-managed. In at least two instances local officials absconded with large quantities of stamps and federal funds. A prominent member of the Xeno movement said that in his opinion this was another atrocity in a systematic attempt at Xeno genocide by the Majority. "
- " News Item: Decentralization of schools defeated in state legislature. "
- " News Item: Senator Westland paid \$157,000 yearly not to grow cotton. Unfortunately, his unemployed Xeno plantation workers are given only \$35 weekly in unemployment compensation. "

Reaction Period

## Information Period # 5 "Radical News"

- " News Item: Youths riot in Newark as temperature soars to 107.  
Xeno spokesman blames unemployment. "
- " News Flash: Radical Xeno group raided by police on suspicion of maintaining an arsenal. Four Xenoës dead. No guns found. "

- " News Item: National Xeno Convention hears call to Xeno Power; Liberal Majority members bow out calling remarks inflammatory and racist. "
- " News Item: Organizer sentenced to thirty years.  
Lee Otis Johnson, young Xeno organizer at Texas Southern University, was sentenced to thirty years in jail for possession of marihuana. The possession allegedly took place six months prior to the indictment. This was Johnson's first offense. Johnson was active in the Xeno movement and spoke with increasing frequency at meetings over the past two months. "
- " News Item: Xenoes move for community community control of schools in Chicago. "
- " News Item: Xenoes seize municipal buildings in Los Angeles. "
- " News Item: Xenoes declare war on state of California; Electrical power failure linked to Xeno move.  
Ron Caluga, leader of the Organized Xenoes for Equality, presented Governor D.Valley with the formal declaration of war via telegram today.  
Now in it's twelfth day the power blackout has crippled the entire West coast. A spokesman for the Pacific Power Company stated that the failure is due to a break in a major cable line in the Etsel Forest. This location has been determined since all other cables have been inspected. Presently, a small group of armed Xeno revolutionaries have surrounded the spot where the suspected cable break is and are preventing power company workmen from getting to the break. "
- " News Item: Xeno radicals 'nationalize' local industries. A small group of Xeno radicals seized several grocery, liquor and clothing stores and three small factories in the predominantly Xeno section of Atlanta early yesterday morning. The radicals are reportedly heavily armed, and will talk to or permit entry only to Xenoes. Mayor Sellers, who is Majority, has threatened to call in the National Guard. "

### Reaction Period

#### Information Period #6 "Personal Setbacks"

- "Personal Message: We are sorry to inform you that your request for public assistance has been denied. "
- " Personal Message: We are sorry to inform you that because of over-production and reduced sales, the section in which you work must be temporarily shut down. We sincerely hope that you can make other arrangements for gainful employment. "
- " Personal Message: This is to inform you that your child has been suspended from school for inciting to riot. That is, he was among a group of speakers at a noon rally, which broke into fistfights and property destruction of the school. He will not be readmitted until you accompany him to the principal's office and show cause why he should be allowed to return to school. "

Reaction Period

## Information Period # 7 "Grievance Responses"

As group members become upset with their conditions, they begin to make requests and demands. These demands are countered with personal messages from the central group of leaders. They go in this sequence:

" Personal Message: Your request for action on the issue you mentioned has been considered. You will be pleased to know that the matter has been referred to the proper committee and we will inform you of any decision. "

" Personal Message: The committee has made recommendation on the matter you inquired about. The administration is considering the recommendations for feasibility. We will let you know of the outcome in due time. "

" Personal Message: The administration has taken the recommendations of the committee under careful consideration. The administration finds the recommendations impossible to implement at this time. This does not mean that the matter is dropped. We will continue investigation. Thank you for your concern. "

" Personal Message: We fully understand and empathize with your situation. We are doing everything in our power to arrange a meeting to 'clear the air.' Meanwhile we will attempt to rectify the situation. Please be patient. "

" Personal Message: There will be a meeting to hear the grievances. The meeting will convene in three minutes. A representative from the main office will be present. Please be prepared to present your case. Please be prompt. "

After the meeting, an attempt to committeeize the matter is again made. If the Xenoes don't go along with this, and try anything like a demonstration, they are given the following:

" Personal Message: The event which you request is in violation of ordinance 983.12. We urge you not to proceed with this event or we will be forced to arrest you and anyone with you. At this point you will be deprived of your rights under the 'rules of the game.' "

If they persist and do anything disruptive they are given this:

" Personal Message: We regret to inform you that you are hereby placed under game arrest. From this point on you will remain in your seat and not participate in any way in this game. "

To keep groups in line it may be necessary to provide some sanctions for deviant behavior and some positive reinforcement for conforming behavior.

The next set of handouts are designed with these purposes in mind. They are called "Give and Take"

Give-

- " News Item: One-hundred Xenoos accepted into job training program in Washington Heights. "
- " News Item: Xeno appointed to administrative advisory committee. Liberals acclaim the move as a major breakthrough. Militant Xenoos call it tokenism. "

Take-

- " Personal Message: We regret to inform you that the schools in your district will be closed indefinitely. Please do not send your children to school. "
- " News Flash: Drugs Kill Youth  
74th Xeno here in 1970  
17 year old Washington Heights Boy added to roll that includes 143 adults. "
- " Personal Message: We are sorry to inform you that your building has been chosen for an urban renewal site. It will be necessary for you to vacate immediately. "
- " News Item: Three Xeno girls killed in church bombing.  
Federal Marshall suspects Klan. "

Other sanctions and reinforcements can and should be ad-libbed by the group leaders. For instance, a group leader might improve sanitation services or open a health clinic. But these changes should come about slowly and be used to stave off (or provoke) the rebellion.

In all fairness, it should be pointed out that by this point, most groups are no longer paying any attention to their group leader and in some cases, are tearing up the slips of paper before reading them.

Usually within a half-hour or forty-five minutes the groups break down and are milling around. The groups find out eventually that they are all Xenoos and they will probably try to 'elect' leaders to bring things to order and give direction to the players of the game. At this point, those of us running the game take on the roles of agitators and move in and out of the large group, pointing out that the conditions in their communities have not changed and will

not change until the residents return to their communities and take their seats. The leaders also point to the elected leaders and call them 'demagogues' , 'power-hungry militants' and 'self-seeking dictators' .

The players usually go for their watches, which have been left in a box in plain view, and light up cigarettes. These actions of 'self-indulgence' make for good points to question their sincerity in improving the conditions of Xenoos. The players will also probably want to turn the record off.

When the point has been made, - things are relatively chaotic, the players are experiencing anxiety from their powerlessness, an impasse has been reached - time should be called.

Then comes what is probably the most important part of the learning experience, the 'talk down'. During this session, everyone gets some coffee and puts the chairs in a circle and the players are encouraged to talk about their experiences, cognitive and affective awarenesses derived from playing the game.

In the past people have expressed hostility, self-directed and especially towards those who were running the game. ( During one running of the game a woman in her early thirties punched one of the leaders during the agitation phase. On other occasions the leaders have been bodily put out of the room, while the players talk things over.)

This section of the game has lasted as long as two hours, following a structured session of less than an hour. People should be urged to talk about how they relate this game to real life experiences of other people. Avoid having the players comment on the game as an educational device or its technical aspects until everything else that needs to be said is said. (It might be helpful to point out that all the information used in the game is based on fact, taken from newspapers and resources such as the Kerner Commission Report.)

Still the 'talk down' should concentrate on the inner states of the players.

Caution: At times things will not go as they have been outlined here.

Therefore it is necessary for those running the game to be able to create responses and conditions for the players. But this cannot be done capriciously.

It must be done out of a consistent and well thought out sensitivity to the movement of Black and Brown people for liberation in the inner cities of America.



## APPENDIX II

### PERSONAL DATA FORM



PERSONAL DATA FORM

1. Age \_\_\_\_\_.
2. Sex \_\_\_\_\_.
3. Highest level of education attained by your father.
  - \_\_\_\_\_ a. No College
  - \_\_\_\_\_ b. Some College
4. Highest level of education attained by your mother.
  - \_\_\_\_\_ a. No College
  - \_\_\_\_\_ b. Some College

APPENDIX III

INSTRUMENT

## INSTRUMENT

### INSTRUCTIONS

The purpose of this study is to measure the meaning of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_: unfair

Fair \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_: X : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong \_\_\_\_\_: X : \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: weak

strong \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: X : \_\_\_\_\_: weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active \_\_\_\_\_: \_\_\_\_\_: X : \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: passive

active \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: X : \_\_\_\_\_: passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the concept you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or is the scale

is completely irrelevant, unrelated to the concept, then you should place your checkmark in the middle space:

safe : : : Y : : : dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

: : : X : : :  
This Not This

(2) Be sure you check both scales for every concept---  
DO NOT OMIT ANY.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier on the test.

Make each item a separate and independent judgment. Work at a fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

NOTE: There are no "right" or "wrong" answers---we want your first impressions.

## INNER-CITY SCHOOLS

Nice \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Awful  
 Calm \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Agitated  
 Sick \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Healthy  
 Worthless \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Valuable  
 Ugly \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Beautiful  
 Good \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Bad  
 Stale \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Fresh  
 Dirty \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Clean  
 Fair \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Unfair  
 Poor \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Rich  
 Sad \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Happy  
 Peaceful \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Ferocious  
 Tasty \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Distasteful  
 Kind \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Cruel  
 Sweet \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Sour  
 Unpleasant \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Pleasant  
 Honest \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Dishonest  
 Foul \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Fragrant  
 Sweet \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Bitter  
 Profane \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Sacred

APPENDIX IV

EDUCATION 327 SYLLABUSES



Education 327  
The Contract Method

The course in which you are enrolled is taught by a modification of the "contract method." If we are to bring meaning to what we "preach" we must practice some of the more recent methods of teaching in our own courses. Many of them are exemplified in the structure of this course.

We subscribe to the idea that there are many kinds of teachers and many kinds of teaching. There is no right way to teach. This does not mean, however, that we are caught up in a sea of indecision about your career, or that the College of Education does not know where it is going. What is important is where YOU are going. Thus, even if you do not accept the prevailing philosophies which build the education courses you take, including this one, what IS important is that your teaching strategies, behaviors and involvements match as closely as possible your well thought out, well articulated belief system. We want you to know what you're doing, and WHY.

Usually the contract method involves the measurement of performance. Your grade is determined by whether you meet previously agreed upon levels of performance. There is a "performance contract" between the student and the teacher. This is true here, too, with a few exceptions. It is not possible to evaluate realistically your performance as a teacher in this course -- there are too many of you, and too few of us on the staff, and not enough time -- a common complaint of teachers. So your contract with us is based on ATTENDANCE.

Some students may object to being graded on attendance alone. This objection, however, when balanced against the realities of the system we are operating, perhaps will not seem as important. What we are saying to you is simply, "choose those experiences which you think will help you to become good professional people." The emphasis here is on the word become. We do not expect that you will be a polished teacher -- even at the end of student teaching. But we do not want you to feel that if you disagree with us about our methods, our philosophical bent, or our principles, you will be penalized for that disagreement. Thus we base your grade on what you do, not on whether what you do is right or wrong.

So, you will be asked to elect certain experiences for your own growth. Since there are not enough of them to go around -- a very good example of the principle of economic scarcity -- it is necessary that we adhere rather rigidly to the rules which we have set up, and modified through experience with this system, with the advise of students in the previous term. If you elect something (reserve a place for you) that precludes others from electing the same experience, since we limit enrollment in all

of the workshop sessions and lab and field experiences. You will receive credit only for what you attend. You will be allowed one absence without penalty -- of course you don't get credit if you aren't there. More than one absence not excused by written statement from a physician will be penalized by deducting an additional amount of credit equal to that of the event you missed. An example is easiest to understand, perhaps:

Say you signed up for 4 workshops (20 points) and one lab (3 points). You expected, too, to earn 10 credits by attending 5 lectures (you don't "sign up" for lectures). This would give you 33 points (grade = 4.0) if you went to everything. Because of an "all-nighter" you miss the second workshop. Now you've got 28 points. You're in Olin for a lobotomy the evening of the third workshop, and you bring a doctor's excuse. Now you're down to 23 points, but you'll make up 6 by attending 3 more lectures -- now you've got 29. The evening of the 4th workshop you attend your roommate's induction ceremony. This becomes your second unexcused absence. You lose the 5 points you'd have gotten had you gone, and we subtract 5 penalty points -- you're down to 19, now, and need another lecture (2) to pass the course.

We're not trying to make things difficult, really. It's just that we want everyone to have as much chance at things as they can, and to have a fruitful term in 327. If you have questions or concerns, please stop in, or call us. We'll try our best to be helpful in any way we can.



EDUCATION 327  
Secondary Methods  
Fall Term 1971

Staff:	Shawn Goossen, Secretary	323 Erickson Hall	355 1786
	Fritz Briscoe	324 Erickson Hall	355 1786
	Sam Corl		
	William Greene		
	Marc Mentley		
	Ann Shelly		

EDUCATION 327 is a modular learning/sharing experience. You must build your own combination of interest experiences from a selection of alternatives described in this brochure. There are three basic categories of alternatives: I. Lecture; II. Seminar; III. Lab and Field Experiences. Each experience carries with it a number of credit units. In order to receive the grade you desire you must accumulate the following number of credit units by attending alternatives from at least TWO experience categories.

<u>GRADE</u>	<u>CREDIT UNITS</u>
4.0	30+
3.0	25-29
2.0	20-24
0.0	less than 20

YOU MUST REGISTER IN ADVANCE for II. Seminars and III. Lab and Field Experiences. Registration will be in Room 109 Erickson Hall On January 14 and 15 from 8:30 a.m. to 11:30 and 1:30 to 4:00 according to the following schedule:

Thursday	8:30 - 11:30	A-F
Thursday	1:30 - 4:00	G-L
Friday	8:30 - 11:30	M-R
Friday	1:30 - 4:00	S-Z

Changes in program may be made until Friday, February 5. After that no changes may be made. All changes must be approved and signed by a staff member.

#### REGISTRATION PROCEDURES.

1. Bring this brochure to registration.
2. Before you arrive at registration select the alternatives you wish to participate in.
3. At registration pick up reservation cards for II. Seminars and III. Lab and Field Experiences. These are your admission cards. Please do not lose them. YOU MAY NOT ATTEND a seminar or lab and field experience without one.
4. DO NOT ENROLL FOR LECTURES. You will get credit by filling out a form which will be handed out at the respective sessions.
5. When you have the needed reservation forms, fill out the STUDENT SCHEDULE CARD according to the directions on the next page.

WHEN YOU HAVE the necessary CLASS RESERVATION CARDS, please fill out this STUDENT SCHEDULE CARD on both sides. Be sure to make a copy for yourself.

1. Your full NAME.
2. Student number.
3. In the space above the words "MICHIGAN STATE UNIVERSITY" put the number of lecture credits you anticipate earning. This is not binding. It is for our planning purposes only. You will not have pre-registered for these credits.
4. Your ADDRESS.
5. Your TELEPHONE NUMBER.
6. List the II. Seminars and III. Lab and Field Experiences you have enrolled for. See the example below.

BLOCK, CHIP O.		997766		about 6 credits of lecture			
LOCAL ADDRESS		STUDENT IDENTIFICATION NO.		MICHIGAN STATE UNIVERSITY			
500 WOOD ST.		E. LANSING		351-9000		STUDENT SCHEDULE CARD	
STREET AND NUMBER	CITY	PHONE	COURSE NUMBER	CR.	DATE	SEC. NO.	ROOM BLDG.
II Curriculum		2071	5				
II Classroom mgmt.		2043	5				
II Teaching Laboratory		3021	16				
TOTAL CREDITS				26			

7. Please fill in the spaces where you have classes this term. Also cross out times when you would not be able to intern teach. Put an asterisk \* at the time of day when it would be most convenient to reach you by phone.

	8:00-8:50	9:10-10:00	10:20-11:10	11:30-12:20	12:40-1:30	1:50-2:40	3:00-3:50	4:10-5:00	
M									S
T									M
W									T
T									W
F									T
									F

KEEP ONE PERIOD OPEN FOR LUNCH

## Group I. Lectures

(All lectures will be in the Kiva, Tuesday or Thursday, from 10:20 to 11:10, unless otherwise indicated.) 2 credits for each lecture attended.

Registration Number	Topic	Date
1001	<u>The Job Market</u> Basic information about the market for teachers, how to interview for a job, evaluation of candidates and teachers.	Tues. January 19
1002	<u>Curriculum</u> The structure of the secondary school, nature of the curriculum, alternatives of school organization, planning effective distribution of student time. Introduces curriculum workshops.	Thur. January 21
1003	<u>Modular Scheduling/Non-Grading</u> Exploration of one alternative to the traditional school organization, including film on ungraded school.	Tues. January 26
1004	<u>Simulation/Games</u> Development of games, simulations, etc.; examples of kinds commercially available; strategies for use; examination of their validity. Intro. wkshp.	Thur. January 28
1005	<u>Sex Education</u> Present status of sex education; some ideas as to how it may be handled in various subject areas in the high school.	Tues. February 2
1006	<u>The "Slow Learner"</u> A look at the nature of the academically problematic student, including social-emotional and reading problems. Suggestions as to direction and strategies.	Thur. February 4
1007	\ <b>MIDTERM WEEK -</b> /	Tues. February 9
1008		Thur. February 11

- 1009      Behaviorism - Perspective Analysis of behavioral teaching, pros and cons, descriptions of strategies and techniques consistent with this point of view.      Tues. February 16
- 1010      Behaviorism - Alternatives Exploration of humanistic and gestalt theories of instruction. Examples of strategies and tactics for those students looking for alternatives to the behavioral approach.      Thur. February 18
- 1011      Evaluation - The Traditional Way An analysis of evaluation techniques involving objective and essay tests, ways of evaluating test items, methods of test construction, grading.      Tues. February 23
- 1012      Evaluation - Alternatives For students who wish to explore alternatives to traditional evaluation procedures. Included will be different methods of providing feedback to students, parents, and staff, outside the usual exam/grade format.      Thur. February 25
- 1013      School Law The legal status of teachers. Includes liability, negotiation, academic freedom, student/teacher relations.      Tues. March 2
- 1014      Drug Information Information helpful to those counseling or interacting with adolescent drug users and abusers, and potential users and abusers.      Thur. March 4
- 1015      Drugs and the Teacher Legal and ethical consequences and responsibilities of teacher in dealing with drug users and abusers.      Tues. March 9





# GROUP II. SEMINARS

Five (5) credits for each session attended.

ALL SESSIONS WILL BEGIN AT 7:00

PLEASE REMEMBER YOU MUST HAVE YOUR REGISTRATION CARD TO BE ADMITTED TO THESE SESSIONS.

Topic	Course Number	Date and Place		
<u>Teaching Non-Whites</u> --Identifying and developing an awareness of the instructional problems of teachers of non-white students and avenues for solution. Examining the teaching process as being representative of the community. Techniques of classroom counseling and guidance. Classroom curriculum construction and innovation. Interpretation of educational setting. Problems of educational assessment. Recent trends. EACH SESSION INVOLVES THREE EVENINGS FOR A TOTAL OF 15 CREDITS. You MUST ENROLL for all three evenings.	2011	TUE	Feb 9	213 C Wells
		WED	Feb 10	213 C Wells
		THU	Feb 11	213 C Wells
	2012	MON	Feb 22	213 C Wells
		TUE	Feb 23	213 C Wells
		WED	Feb 24	213 C Wells
<u>Simulation</u> --Examination of a variety of classroom games. Demonstration of one game. Discussion of development of games (formal and informal).	2021	WED	Feb 3	213 C Wells
	2022	TUE	Feb 16	213 C Wells
<u>Problems of Student Teaching</u> --Identifying and dealing with problems students anticipate encountering in student teaching.	2031	MON	Feb 15	212 C Wells
	2032	MON	Feb 15	213 C Wells
	2033	TUE	Feb 16	212 C Wells
	2034	WED	Feb 17	212 C Wells
	2035	WED	Feb 17	213 C Wells
	2036	THU	Feb 18	212 C Wells
<u>Classroom Management</u> --Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.	2041	THU	Jan 21	109 Erickson
	2042	WED	Jan 27	212 C Wells
	2043	THU	Feb 4	212 C Wells
	2044	WED	Feb 10	212 C Wells
	2045	THU	Feb 18	109 Erickson
	2046	WED	Feb 24	212 C Wells
	2047	THU	Mar 4	212 C Wells

Junior High - Middle School--The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis will be on what makes a middle school different from a junior high school	2051	TUE	Jan 19	212 C Wells
	2052	WED	Jan 20	212 C Wells
Team Teaching--Principles, strategies and dialogue with students and teachers who are presently working with team teaching situations.	2061	MON	Jan 18	212 C Wells
	2062	THU	Jan 21	212 C Wells
	2063	TUE	Jan 26	212 C Wells
	2064	WED	Jan 27	213 C Wells
Curriculum--The nature of what is learned in school, why it is taught and a look at alternatives as well as what is not taught. Emphasis on changing strategies and objectives as well as on present practice.	2071	MON	Feb 1	212 C Wells
	2072	TUE	Feb 2	212 C Wells
	2073	WED	Feb 3	212 C Wells
	2074	THU	Feb 4	109 Erickson
	2075	THU	Feb 4	213 C Wells
Strategies/Underachiever--Specific techniques for dealing with students with learning difficulties. Includes techniques for working with children who read considerably below grade level.	2081	MON	Mar 1	212 C Wells
	2082	TUE	Mar 2	212 C Wells
	2083	WED	Mar 3	212 C Wells
	2084	THU	Mar 4	213 C Wells
Teacher-Student Relationships--Issues underlying the relationships between teacher and student, with focus on techniques and principles for establishing and maintaining effective, growth-supportive interaction.	2091	MON	Jan 25	212 C Wells
	2092	TUE	Jan 26	213 C Wells
	2093	MON	Feb 1	213 C Wells
Inquiry and Discovery Teaching--There are many alternatives to the lecture. One effective alternative will be analyzed at this session.	2101	TUE	Feb 9	212 C Wells
	2102	TUE	Feb 23	212 C Wells
Underachiever--the nature of the underachiever--ways to identify and understand him. Some emphasis on how to deal with him in the classroom.	2111	MON	Feb 8	212 C Wells
	2112	THU	Feb 18	213 C Wells
	2113	MON	Feb 22	212 C Wells
	2114	THU	Feb 25	212 C Wells

### GROUP III. LABORATORY AND FIELD EXPERIENCE

#### I. Teacher intern experience (Limit 150 students)

Arrangements have been made with certain Lansing area schools to provide an opportunity for students to serve as teacher "aides," or assistants, for which credit will be given. The role of teacher assistant is roughly defined, and is an evolving one, but it is designed to provide pre-service experience with students in a classroom setting at a responsibility level below that of student teaching. It is not intended to be a clerical, or errand-boy position, but rather to provide maximum contact with students and learning environments. Such activities as small group instruction, discussion leadership, tutoring of individuals and occasional contact with an entire class have been common experiences.

Arrangements for this experience are made to fit the students' schedule. Based on 8 weeks of contact with a school and two, 2-hour blocks of time in the schools each week, 20 credit units will be awarded.

Information as to time and place for students electing this alternative will be available at registration January 14 and 15, in room 109 Erickson Hall from 8:30 a.m. to 11:30 and 1:30 to 4:00.

At registration time, forms from local schools taking part in the Teacher Intern Experience will be available to students. These requests will show school, teacher, subject matter, days, and times that a 327 intern-teacher could be utilized. The student will choose his experience from these requests.

A 327 staff member will serve as a liaison between the 327 student and the school he chooses.

The 327 intern-teacher has the following responsibilities:

1. Meeting the conditions (days-time) of the request he/she chooses.
2. Meeting with the 327 staff member assigned to your school before your experience begins.
3. Meeting with your teacher contact before the day your experience begins.
4. Transportation to and from your school.
5. Completing an evaluation of your experience at the time of its completion.

#### II. Simulation Teaching Workshop - (20 points)

As a way of providing a personal pre-teaching experience, while providing an opportunity for students to deal with the objectives of the course in a more experimental way, a Workshop format was devised which involved a compressing of the usual 20 hours of class time into two days of activities. A "be positive", "be supportive" attitude prevails throughout the workshop. In the past, 327 students have found this workshop the most rewarding experience in their education courses:

1. Beliefs and Values Workshop. In this 8 hour time block the student is encouraged to look at alternative teaching styles, at his personal belief and value system, and at the implications of his own self-characteristics for his role as a teacher. This experience is designed to be a thoroughly supportive one, and is based on the theory that only when a person can clearly identify and understand the value assumptions on which his behavior is grounded can he begin to modify his behavior to enable him to reach personal goals or teaching objectives. It is also a way of enabling a person to understand more thoroughly principles of group dynamics, and to experience the function of a teaching team.
2. Team Planning for Instruction. Basing his experience on relationships developed during the Workshop, the student, as a member of a teaching team, plans a lesson and a teaching unit in a field of study chosen by the team. Associated with the teaching team from early in the Workshop is a member of Education 450 who has completed his student teaching experience. Available also to each teaching team are professional staff members of the College of Education, and graduate assistants, who function as consultants.
3. Practice Teaching. Students who participated in the Workshop return in the evening, one week later, to practice teach their lesson to a group of peers -- another teaching team. This evening session is designed to help prepare the team for the following day's activities, as well as to help another team reflect on the content and the process of the lesson which has been prepared. This session typically lasted about two hours.
4. Video-Teaching. On the morning following the evening practice session, the students return to teach their unit to a small group of junior high school students from the Lansing area. This teaching performance is video-taped, and the tape is viewed by the students immediately following their teaching performance. The teaching unit is 30 minutes in length, and is team taught. In the afternoon the unit will be taught again, to a new group of students, and evaluated by the students and 327 class members. As in other alternatives, the points for this workshop are based on participation, not success or failure.

## III. Materials Production Laboratory

3 Credits

An opportunity for students to learn to produce teaching materials for use with various media equipment -- Diazo and thermal transparencies, both for use with the overhead projector, laminating, dry-mounting, and the making of color-lift transparencies. Students will actually produce sample teaching materials, under the guidance of members of the staff of the Instructional Resources Center. Students should consult handout from Instructional Resources Center for scheduling information.

## IV. Machine Lab

3 Credits

Students learn to operate various instructional machines, such as 35mm slide projector, 16mm. movie projector, etc. Arrangements for this lab must be made in Room 216 Erickson according to the schedule set up by the Instructional Resources Center (See handout).

## V. Independent Study

Credit Variable

Students who wish to pursue a topic or area of interest of their own concern may do so if their proposal for such study is approved by one of the four teaching staff members of Education 327. This study may be individual, or it may be done as a group, if there are several students who wish to pursue the same interests together.

General minimum guidelines are as follows:

1. Topic, project or activity must be directly related to teaching in the secondary (junior high or middle included) school.
2. If the project concerns the teaching of a specific subject area, approval will be granted only after consultation with the staff member who teaches that subject methods course (327 A, B, etc.)
3. Proposals must be submitted for approval on or before October 12. Forms for this purpose are available in 324 Erickson.
4. A final report must be submitted before final credit is given. This report may be written, oral, or in discussion form, and acceptable to person granting approval for the project.
5. Credit units awarded will vary with the extent and nature of the project completed, and will be agreed upon at the time of project approval.

EDUCATION 327  
Secondary Methods  
Spring 1971

Staff: Shawn Goossen, Secretary      Harry Gordon, Course Records  
Sarah Boling      Lee Jensen  
Fritz Briscoe      Jim Jones  
Sam Corl      Kathy Radcliffe  
Bob Dunn      Ann Shelly  
William Greene      Ron Wallin

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The course in which you are enrolled is taught by a modification of the "contract method." If we are to bring meaning to what we "preach" we must practice some of the more recent methods of teaching in our own courses. Many of them are exemplified in the structure of this course.

We subscribe to the idea that there are, and should be, many kinds of teachers and many kinds of teaching. There is no RIGHT way to teach. This does not mean, however, that we are caught up in a sea of indecision about your career, or that the College of Education does not know where it is going. What is important is where YOU are going. Thus, even if you do not accept the prevailing philosophies which ground the education courses you take, INCLUDING THIS ONE, what IS important is that your teaching strategies and behaviors match as closely as possible YOUR well thought-out, well articulated belief system. We want you to know what you're doing, and WHY.

We also feel that a teacher's job is much more than teaching subject matter. You will have some exposure to the strategies and tactics of teaching in your major field this term in the subject section of 327 (A, B, C...). In this course we will be dealing with some of the issues which cut across subject matter lines, and involve your role as a member of an unique educational community, the American Secondary School. So, many of the things we talk about and explore together will be not so much method in the traditional sense, as they will be to help you function as a whole person, and a member of a staff of professionals in a SECONDARY school.

Usually the contract method involves performance. Your grade is determined on the basis of whether you meet previously agreed-upon levels of performance. There is a PERFORMANCE CONTRACT between the student and the teacher. This is true in this course. In our case, your performance is measured by attendance.

Some students may object to being graded on attendance alone. This objection, however, when balanced against the realities of the system we are operating, may not seem as important. What we ARE saying to you is

simply, "choose those experiences which you think will help you BECOME good professionals." The emphasis on the word become is because we do not expect you to BE a polished teacher -- even at the end of student teaching. But we want you to feel that if you disagree with us about our methods, our philosophical bent, or our principles, you will not be penalized for that disagreement. Thus we base your grade on what you DO, not on whether what you do matches our criteria of what is right or wrong.

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EDUCATION 327 is a modular learning/sharing experience. You build your own combination of interest experiences from a selection of alternatives described in this brochure. There are three basic categories of experiences: Lectures, Workshops, and Laboratory and Field Experiences. Each alternative within any given category is assigned a number of credits. In order to achieve the grade you desire you must accumulate the following number of credit units, from at least TWO experience categories. (The only exceptions to this rule are those who elect 4001, Teacher Intern Experience, explained later.)

<u>GRADE</u>	<u>CREDITS</u>
4.0 *	40
3.0	35-39
2.0	30-34

\*No grades of 4.5 will be awarded.

One of the suggestions from students who have been involved in this course over the past two terms has been implemented this term with an increase in the number of persons on our staff. This is that we find a way to provide some continuity for students, so that each thing that they do doesn't seem so isolated or detached, and still retain the free choice of alternatives. To this end we have developed a concept called, for lack of a better term, "Team Workshops." You (everyone) must register for one of the teams listed on the colored sheets of this brochure. Regardless of which alternatives you choose from among those offered by your team, or lectures or lab experiences, you will have one person to whom you will be accounting during this term, the staff person assigned to the team you choose.

Each team staff member has indicated a series of workshop topics which you may attend if you wish. NOTHING IN THIS COURSE IS REQUIRED. But the workshops you attend will all be supervised by the same staff member unless special arrangements are made with that person to deviate from the format. They will always meet at the same time and place, unless otherwise announced, so you should elect your team on the basis of the topics, as well as time and place. You may attend as many or few of the workshops scheduled as you like. If you wish to earn part of your credit toward your grade by doing an independent study of some kind, arrangements should be made with your team staff person.

Perhaps a few questions and answers will help clear up some of the fog:

Q. What must I do?

A. You must register, during the registration period, for ONE workshop team, whether or not you attend any of the sessions scheduled for that team.

\* \* \*

Q. What if I want the teacher intern program?

A. There is a special team for this program. You register for it.

\* \* \*

Q. Can I take part in a topic session from someone else's team and get credit?

A. Only if you can make arrangements suitable to BOTH your team staff member AND the staff member responsible for the session you want to attend.

\* \* \*

Q. Do I have to register for lectures?

A. No, lectures will be open to anyone who wishes to attend. There are eight lectures in the "series" -- each one is delivered on both Tuesday and Thursday, so you can get credit for attending any given topic by going either day.

\* \* \*

Q. What if I change my schedule and have a conflict -- can I change my team assignment?

A. Yes, if you do it before April 23.

\* \* \*

Q. Will staff be available for informal sessions to discuss concerns we may have not identified in the outlined topics?

A. Yes, many of the staff have scheduled unstructured sessions to accomodate students within the scheduled meeting times. Many of us, too, will have regular office hours which you can get from us, or from Shawn at 355-1786. We're more than anxious to be available as often and for as long as our normal time obligations permit us to be -- some of us have families who like to see us occasionally, but for the most part we're here to help in any way we can.

\* \* \*

Q. How do we register?

A. Turn the page...





	8:00-8:50	9:10-10:00	10:20-11:10	11:30-12:20	12:40-1:30	1:50-2:40	3:00-3:50	4:10-5:00	
M									M
T									T
W					*				W
T									T
F									F

KEEP ONE PERIOD OPEN FOR LUNCH

AS 774436

Please fill in the spaces when you have class or work. Put an asterisk in the space when it is usually easiest to call you at the phone number you've shown on the reverse side. (\*)

Specific registration procedures will be explained with a form which you can get when you enter the registration room. If you have questions, or concerns, please call 355-1786 and ask one of us. That's what we're there for.



## LECTURES

There will be 8 lectures this term, each of them delivered twice -- once Tuesday morning, and once Thursday morning. They will all, with one exception, be delivered by Sam Corl. In a sense, they are designed to have some continuity through the term, in that an attempt will be made to build a model upon which you can base your active involvement in a school setting. THEY WILL BE THEORETICAL IN INTENT AND IN NATURE. That is to say that the lecture format lends itself to only a limited range of uses. We will use it to present points of view, theories, value and belief systems, and practical application will be left to various other experiences during the term.

The topics for lectures, together with a very brief description of what will be included in each, are identified below.

## TOPICS

- 1001     Search for Community     A look at the concept of freedom as it is applicable to the Secondary School. An attempt will be made to identify the various points of view as to the purpose and meaning of education of the adolescent, built around the concept of freedom as "maximum opportunity for growth within a given set of circumstances."
- Tuesday, April 13            10:20 - 11:10            Erickson Kiva  
   or  
          Thursday, April 15          10:20 - 11:10            Erickson Kiva
- 1002     The American Secondary School Structure     This lecture will deal with several kinds of structure -- curriculum, interaction, and organization. Taking the concept of freedom which was developed in the first lecture, an attempt will be made to identify kinds of structure which serve to minimize restrictions on freedom, both in the traditional school and in proposed models of radical or humanistic educators.
- Tuesday, April 20            10:20 - 11:10            Erickson Kiva  
   or  
          Thursday, April 22          10:20 - 11:10            Erickson Kiva
- 1003     Alternatives to Present Forms     Such alternatives as the free school, modular scheduling, non-graded schools, and others will be explored. As in the previous lectures, an attempt will be made to help students find ways of helping young people grow within necessary generic limitations on freedom.
- Tuesday, April 27            10:20 - 11:10            Erickson Kiva  
   or  
          Thursday, April 29          10:20 - 11:10            Erickson Kiva

- 1004      Problems of Adolescence Not dealing with problems quite as much as characteristics, this lecture will focus on a specific set of limitations on freedom as they affect the adolescent learner. These limitations arise out of the characteristics of the adolescent, and provide not only obstacles, but promise and direction to the teacher and to the school.

Tuesday, May 4	10:20 - 11:10	Erickson Kiva
	or	
Thursday, May 6	10:20 - 11:10	Erickson Kiva

- 1005 Instructional Theory (Boling) Integrating the variables of  
instruction to incorporate learning theories, student needs and  
capabilities, and the characteristics of individual teachers.

Tuesday, May 11	10:20 - 11:10	Erickson Kiva
	or	
Thursday, May 13	10:20 - 11:10	Erickson Kiva

- 1006     Secondary School Students A dialogue lecture with several students from the Lansing Area. The structure of this lecture will be first a dialogue between the instructor and the students, followed by an open reaction period in which students from 327 may ask questions of the young people present.

Tuesday, May 18	10:20 - 11:10	Erickson Kiva
	or	
Thursday, May 20	10:20 - 11:10	Erickson Kiva

- 1007      School and the Legal System One of the sets of limitations on freedom in our schools arises out of statutory and common law. This lecture will attempt to delineate the nature of the restrictions and limitations placed on the teacher, affecting both his own freedom as a person in the teaching role, and also the extent to which he is able to provide a free environment for his students.

Tuesday, May 25	10:20 - 11:10	Erickson Kiva
	or	
Thursday, May 27	10:20 - 11:10	Erickson Kiva

- 1008 Personal and Organizational Change In looking at the concept of change, this lecture will be an attempt to tie together some of the previous lectures, through which the concept of freedom as maximum opportunity for growth through the school setting has been a recurring theme. Emphasis here is on the techniques for initiating change, the role of the teacher as change agent, and the characteristics of the change environment.

Tuesday, June 1	10:20 - 11:10	Erickson Kiva
	or	
Thursday, June 4	10:20 - 11:10	Erickson Kiva

### TEAM WORKSHOP GROUPS

A Note to Students: We have tried to provide both a variety of experiences from which you may choose, and a variety of times, both during the day and in the evening, to accommodate various schedules. With the exception of the group of students who will be working as teacher aides, each workshop team will be limited to a maximum of 40. In some cases we reserve the right to cancel a team if we find that too few students (usually less than 20) wish to enroll. This is because, unlike a recitation or lecture format, student participation in a laboratory sense is encouraged in these workshop sessions, and there is a lower limit, we have found, below which they cannot be effective.

There is no required out of class preparation for any of the sessions of this course. From time to time we may suggest readings, or books, or other experiences, which we feel will add to your background and development as mature professional persons. But these are left to you to seek out, for only you know what is needed for your "where you're at" at any given time.

On the following pages you will find the various group choices listed, together with the topics that will be dealt with by that group staff person. These topics represent two groups of subject matter -- four of them were chosen by the staff person from a master group of five topics rated very highly by our students in the past two terms. Thus there is a common core of subject matter which will pervade all of the workshop groups. The other three sessions represent the individual staff person's personal preference, and as such provide an uniqueness to each of the teams which we cherish in this course. The various groups are designed in no way to be competitive one with another. They merely reflect the diversity of our staff, and our people's attempts to meet the needs of their students. I hope that if you feel that your needs are not being met, you will seek out one of us and ask that we work out a special program for you. We believe very much in the individual student's dignity and rational wisdom. We do need to hear from you, though, if we are to make "327" a helpful experience for you.

While you will be identified as a member of a particular team, the decision as to which of the workshops you attend is left to you. A couple of the teams have placed restrictions on these, though, and you should note them prior to registration (eg. William Greene's 3-session non-white workshops).

EACH WORKSHOP ATTENDED IS WORTH FOUR (4) POINTS. ATTENDANCE CARDS WILL BE FURNISHED BY THE STAFF AT EACH SESSION.



Team Number	Staff Person	Meets	Room/Building	First Meeting
2010	Sarah Boling	Thursday, 10:20-12:20	107 Erickson	April 15, 1971
<u>Topics Scheduled</u>				
2011	<u>Classroom Management</u> - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.		2016	<u>Helping the Learner Learn</u> - Teaching the student how to read (as painlessly as possible) the content material as well as remember and understand what he's read.
2012	<u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching.		2017	<u>What is a "Bag of Tricks"?</u> How do you get one? What do you do with it?
2013	<u>Teacher-Student-Relationships</u> - Issues underlying the relationships between teacher and student, with focus on techniques and principles for establishing and maintaining effective, growth-supportive interaction.		OFFICE HOURS - CHECK WITH SHAWN - CALL - 3551786	
2014	<u>Team Teaching</u> - Principles, strategies and dialogue with students and teachers who are presently working with team teaching situations.			
2015	<u>Instructional Design</u> - How a teacher may develop a process which integrates variables of instruction into a logical, comprehensible design which incorporates ideas on learning, theory and psychology, places in reasonable perspective teacher and student capabilities, needs, and rights, and which can be applied by each individual teacher to develop a workable teaching method and style.			

Team Number	Staff Person	Meets	Room/Building	First Meeting
2020	Ann Shelly	Tuesday, 1:50-3:50	111C Wells Hall	April 13, 1971
<u>Topics Scheduled</u>				
2021	<u>Teacher-Student Relationships</u> - Issues underlying the relationships between teacher and student, with focus on techniques and principles for establish- ing and maintaining effective, growth- supportive interaction.		2037 <u>OPEN</u>	
2022	<u>Junior-High Middle School</u> - The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis will be on what makes a middle school different from a junior high school.		2038 <u>OPEN</u>	Note: Topics for the third, fourth, seventh and eighth meetings are to be determined by those present at the first meeting.
2023	<u>OPEN</u> -			
2034	<u>OPEN</u> -			OFFICE HOURS - CHECK WITH SHAWN - CALL - 3551786
2035	<u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching.			
2036	<u>Classroom Management</u> - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.			



Team Number	Staff Person	Meets	Room/Building	First Meeting
2110	William Greene	Tuesday, 10:20-12:20	101 McDonel Hall	April 13, 1971

Topics Scheduled

2111     The Jr. High Middle School - The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis will be on what makes a middle school different from a junior high school.

2116     Classroom Management - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.

2112     The Non-White Student - Identifying and developing an awareness of the instructional problems of teachers of non-white students and avenues for solution. Examining the teaching process as being representative of the community. Techniques of classroom counseling and guidance. Classroom curriculum construction and innovation. Interpretation of educational setting. Problems of education assessment. Recent trends.

2117     Curriculum - The nature of what is learned in school, why it is taught and a look at alternatives as well as what is not taught. Emphasis on changing strategies and objectives as well as on present practice.

\* Students must attend all three sections of The Non-White Student to receive credit for any.

2113\*     The Non-White Student - SEE ABOVE

2114\*     The Non-White Student - SEE ABOVE

2115     Teacher-Student Relations - Issues underlying the relationships between teacher and student, with focus on techniques and principles for establishing and maintaining effective, growth-supportive interaction.

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Team Number	Staff Person	Meets	Room/Building	First Meeting
2120	William Greene	10:20-12:20, Wednesday	107 Erickson	April 14, 1971
<u>Topics Scheduled</u>				
2121	<u>The Jr. High Middle School</u> - The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis will be on what makes a middle school different from a junior high school.	2126	<u>Classroom Management</u> - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.	
2122	<u>The Non-White Student</u> - Identifying and developing an awareness of the instructional problems of teachers of non-white students and avenues for solution. Examining the teaching process as being representative of the community. Techniques of classroom counseling and guidance. Classroom curriculum construction and innovation. Interpretation of educational setting. Problems of educational setting. Problems of education assessment. Recent trends.	2127	<u>Curriculum</u> - The nature of what is learned in school, why it is taught and a look at alternatives as well as what is not taught. Emphasis on changing strategies and objectives as well as on present practice.	
2123*	<u>The Non-White Student</u> - SEE ABOVE	* Students must attend <u>all</u> three sections of <u>The Non-White Student</u> to receive credit for any.		
2124*	<u>The Non-White Student</u> - SEE ABOVE	OFFICE HOURS - CHECK WITH SHAWN - CALL - 3551786		
2115	<u>Teacher-Student Relations</u> - Issues underlying the relationships between teacher and student, with focus on techniques and principles for establishing and maintaining effective, growth-supportive interaction.			



Team Number Staff Person Meets

Room/Building First Meeting

2210 Kathy Radcliffe 12:40-2:40, Thursday 107 Erickson April 15, 1971

Topics Scheduled

2211 Problems of Student Teaching - Identifying and dealing with problems students anticipate encountering in student teaching.

2216

Junior High - Middle School - The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis will be on what makes a middle school different from a junior high school.

2212 Classroom Management - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.

2217

OPEN

2213 Teaching Non-Whites - Identifying and developing an awareness of the instructional problems of teachers of non-white students and avenues for solution. Examining the teaching process as being representative of the community. Techniques of classroom counseling and guidance. Classroom curriculum construction and innovation. Interpretation of educational setting. Problems of educational setting. Problems of education assessment. Recent trends

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Note: Those sessions which are described as "open" are for students to pursue as a group alternate interest areas which generate from lectures, previous workshops, or from their own felt needs or interests.

2214 OPEN

2215 Team Teaching - Principles, strategies and dialogue with students and teachers who are presently working with team teaching situations.

Team Number	Staff Person	Meets	Room/Building	First Meeting
2220	Kathy Radcliffe	10:20-12:20 Friday	107 Erickson	April 16, 1971
<u>Topics Scheduled</u>				
2221	<u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching.		2226	<u>Junior High - Middle School</u> - The middle school and junior high school, their curricula, their role in the K-12 spectrum, and the unique characteristics of each. Emphasis on what makes a middle school different from a junior high.
2222	<u>Classroom Management</u> - Practical techniques for building an effective classroom atmosphere and ways of handling problems that might arise.		2227	<u>OPEN</u>
2223	<u>Teaching Non-Whites</u> - Identifying and developing an awareness of the instructional problems of teachers of non-white students and avenues for solution. Examining the teaching process as being representative of the community. Techniques of classroom counseling and guidance. Classroom curriculum construction and innovation. Interpretation of educational setting. Problems of educational assessment. Recent trends.		OFFICE HOURS _ CHECK WITH SHAWN - 355-1786	
			Note: Those sessions which are described as "open" are for students to pursue as a group alternate interest areas which generate from lectures, previous workshops, or from their own felt needs or interests.	
2224	<u>OPEN</u>			
2225	<u>Team Teaching</u> - Principles, strategies and dialogue with students and teachers who are presently working with team teaching situations.			

2310	Lee Jensen	7:30 - 9:30 Mon.	215 Bessey	April 12, 1971
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Topics Scheduled

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| 2311 | <u>Junior High-Middle School - The middle school and the junior high school, their curricula, their role in the K-12 spectrum, and their unique characteristics. Emphasis will be on what makes a middle school different from a junior high school.</u> | 2315 | <u>Classroom Management - Practical techniques for building an effective classroom atmosphere, and ways of handling problems which might arise.</u> |
| 2312 | <u>The Open Classroom - Principles, strategies and dialogue with teachers and students who are presently working in an open classroom situation.</u>   | 2316 | <u>Individualizing Instruction - Principles, problems and types of individualized instruction will be discussed.</u>                                |
| 2313 | <u>Team Teaching - Principles, strategies and dialogue with students and teachers who are presently working in team teaching situations.</u>   | 2317 | <u>Problems of Student Teaching - Identifying and dealing with problems students anticipate encountering in student teaching.</u>                   |

2314 Teaching Non-Whites - Identifying and developing an awareness of the instructional problems of teachers of non-white students, and avenues for solutions.

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2320	Lee Jensen	7:30 - 9:30 Wednesday	212C Wells	April 14, 1971
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Topics Scheduled

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|------|--|------|---|
| 2321 | <u>Junior High-Middle School</u> - The middle school and the junior high school, their curricula, their role in the K-12 spectrum, and their unique characteristics. Emphasis will be on what makes a middle school different from a junior high school. | 2325 | <u>Classroom Management</u> - Practical techniques for building an effective classroom atmosphere, and ways of handling problems which might arise. |
| 2322 | <u>The Open Classroom</u> - Principles, strategies and dialogue with teachers and students who are presently working in an open classroom situation.   | 2326 | <u>Individualizing Instruction</u> - Principles, problems and types of individualized instruction will be discussed.                                |
| 2323 | <u>Team Teaching</u> - Principles, strategies and dialogue with students and teachers who are presently working in team teaching situations.   | 2327 | <u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching.                   |

2324 Teaching Non-Whites - Identifying and developing an awareness of the instructional problems of teachers of non-white students, and avenues for solutions.

OFFICE HOURS - CHECK WITH SHAWN - CALL 355-1786





Team Number	Staff Person	Meets	Room/Building	First Meeting
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2410	Fritz Briscoe	8:00 - 10:00 Tuesday M.	103 Bessey	April 13, 1971
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Topics Scheduled

2411	Planning Session - In order that maximum benefit be derived from activities planned, it is important that all those registered be present for this meeting.	2415	Problems of Student Teaching - Identifying and dealing with problems students anticipate encountering in student teaching. We will involve staff, supervising teachers, and student teachers who are now in the field.
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2412 Junior High-Middle School - The middle school and the junior high school, their curricula, and their role in the K-12 spectrum, and their unique characteristics. Emphasis will be on what makes a middle school different from a junior high school.

2416 OPEN

2417 The Underachiever The nature of the underachiever, ways to identify and understand him. Some emphasis on strategies for dealing with this student in the classroom.

2413 Team Teaching - Entire session will be with students, teachers and administrators who are presently involved in team teaching. We will look at several approaches to this topic.

2414 OPEN

OFFICE HOURS - SEE SHAWN - CALL 355-1786



Team Number	Staff Person	Meets	Room/Building	First Meeting
2420	Fritz Briscoe	10:20 - 12:20 Wednesday	128 Erickson	April 14, 1971
<u>Topics Scheduled</u>				
2421	Planning Session - In order that maximum benefit be derived from activities planned, it is important that all those registered be present for this meeting.	2425	Problems of Student Teaching - Identifying and dealing with problems students anticipate encountering in student teaching. We will involve staff, supervising teachers, and student teachers who are now in the field.	
2422	Junior High-Middle School - The middle school and the junior high school, their curricula, their role in the K-12 spectrum, and their unique characteristics. Emphasis will be on what makes a middle school different from a junior high school.	2426	<u>OPEN</u>	
		2427	<u>The Underachiever</u> The nature of the underachiever, ways to identify and understand him. Some emphasis on strategies for dealing with this student in the classroom.	
2423	Team Teaching - Entire session will be with students, teachers and administrators who are presently involved in team teaching. We will look at several approaches to this topic.		OFFICE HOURS	SEE SHAWN - CALL 355-1786
2424	<u>OPEN</u>			

Team Number	Staff Person	Meets	Room/Building	First Meeting
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2510 Sam Corl 10:20-12:20 Monday 107 Erickson April 12, 1971

Topics Scheduled

2511 Teacher/Student Relationships - The nature of the relationships between teacher and student, with emphasis on the role of adult vs. the role of young person. Case studies and laboratory materials will be used. 2515 Team Teaching - This session will involve the participation of teachers and students now involved in the team teaching process. We may choose to meet in a local school, rather than the scheduled room. Better check ahead of time.

2512 Classroom Group Dynamics - This session will focus on the nature of leadership functions, group deviants, and the effect of competition on group settings. Emphasis on the relationship between these concepts and the learning process.

2516

Trips and Enrichment Programs - Exploration of different kinds of enrichment activities, with special emphasis on preparation of students for extended workshop experiences outside the classroom.

2513

Classroom Group Dynamics II - This session will focus on the concepts of power and influence, cooperation, and pressures toward uniformity in group membership. Emphasis, again, on the relationship between these concepts and the learning process.

2517

Problems of Student Teaching - Identifying and dealing with problems students anticipate encountering in student teaching. We will involve staff, supervising teachers, and student teachers who are presently in the field.

2514

Classroom Management - Practical techniques in a laboratory setting for building an effective classroom atmosphere, and ways of handling problems which might arise.

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Team Number	Staff Person	Meets	Room/Building	First Meeting
2520	Sam Corl	7:30-9:30 p.m. Thursday	107 Erickson	April 15, 1971
<u>Topics Scheduled</u>				
2521	<u>Teacher/Student Relationships</u> - The nature of the relationships between teacher and student, with emphasis on the role of adult vs. young person. Case studies and laboratory materials will be used.		2525	<u>Team Teaching</u> - This session will involve the participation of teachers and students now involved in the team teaching process. We may choose to meet in a local school, rather than the scheduled room. Better check ahead of time.
2522	<u>Classroom Group Dynamics</u> - This session will focus on the nature of leadership functions, group deviants, and the effect of competition on group settings. Emphasis on the relationship between these concepts and the learning process.		2526	<u>Trips and Enrichment Programs</u> - Exploration of different kinds of enrichment activities with special emphasis on preparation of students for extended workshop experiences outside the classroom.
2523	<u>Classroom Group Dynamics II</u> - This session will focus on the concepts of power and influence, cooperation, and pressures toward uniformity in group membership. Emphasis, again, on the relationship between these concepts and the learning process.		2527	<u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching. We will involve staff, supervising teachers, and student teachers who are presently in the field.
2524	<u>Classroom Management</u> - Practical techniques in a laboratory setting for building an effective classroom atmosphere, and ways of handling problems which might arise.			

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Team Number	Staff Person	Meets	Room/Building	First Meeting
2530	Sam Corl	8:00-10:00 a.m. Friday	107 Erickson	April 16, 1971
<u>Topics Scheduled</u>				
2531	<u>Teacher/Student Relationships</u> - The nature of the relationships between teacher and student, with emphasis on the role of adult vs. young person. Case studies and laboratory materials will be used.		2535	<u>Team Teaching</u> - This session will involve the participation of teachers and students now involved in the team teaching process. We may choose to meet in a local school, rather than the scheduled room. Better check ahead of time.
2532	<u>Classroom Group Dynamics</u> - This session will focus on the nature of leadership functions, group deviants, and the effect of competition on group settings. Emphasis on the relationship between these concepts and the learning process.		2536	<u>Trips and Enrichment Programs</u> - Exploration of different kinds of enrichment activities, with special emphasis on preparation of students for extended workshop experiences outside the classroom.
2533	<u>Classroom Group Dynamics II</u> - This session will focus on the concepts of power and influence, cooperation and pressures toward uniformity in group membership. Emphasis, again, on the relationship between these concepts and the learning process.		2537	<u>Problems of Student Teaching</u> - Identifying and dealing with problems students anticipate encountering in student teaching. We will involve staff, supervising teachers, and student teachers who are presently in the field.
2534	<u>Classroom Management</u> - Practical techniques in a laboratory setting for building an effective classroom atmosphere, and ways of handling problems which might arise.			

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Laboratory and Field Experience3001      Materials Production Laboratory      3 Credits

An opportunity for students to learn to produce teaching materials for use with various media equipment: transparencies, laminating, dry-mounting, etc. Students will actually produce sample teaching materials, under the guidance of the staff of the Instructional Resources Center. Students should consult handout supplied at introductory lecture, or procure additional information in 133 Erickson Hall. There will be a schedule for you to participate, so find out early in the term when you can get in.

3002      Media Machine Laboratory      3 Credits

Students learn to operate various instructional media machines, such as the 35mm slide projector, 16mm movie projector, etc. Arrangements for this lab must be made in room 216 Erickson according to the schedule set up by the Instructional Resources Center. If you want this option, get the information early (see handout supplied at the first lecture) and make reservations according to the schedule -- students often get fouled up on this option due to a relatively inflexible program in the lab.

3003      Independent Study      Variable Credit

Students who wish to pursue a topic of interest of their own choosing, or an area of study in Secondary Education not covered by the regular program in this course may do so if their proposal for such study is approved by their Team Staff Member. This study may be individual, or it may be done as a group, if there are several students who wish to pursue the same interests together.

General minimum guidelines are as follows:

1. Topic, project or activity must be directly related to teaching in the SECONDARY school (Junior High and Middle School included).
2. If the project concerns the teaching of a specific SUBJECT area, approval will be granted only after consultation with the University faculty member who is in charge of the subject section of 327. As a general rule, work done for a subject methods section cannot be accepted for credit in 327 general.
3. Proposals must be submitted and approved on or before April 16. Forms for this purpose are available in 324 Erickson.
4. A final report must be submitted before final credit is given. This report may be written, oral, or in discussion form -- whichever is agreed upon at the time of approval of the project by the person supervising it.



5. Credit will vary with the extent and nature of the project done, and must be agreed upon at the time of project approval.

4001

Teacher Intern Experience40 Credits

Supervisors: Sam Corl  
Bob Dunn

William Greene  
Ron Wallin

Arrangements have been made with certain Lansing area schools to provide an opportunity for students to serve as teacher aides, or assistants, for which full credit for the course will be given. The role of teacher aide, roughly defined, is an evolving one, and depends much on an individual student's abilities, needs and skills. It is designed to provide experience with young people in a school setting, at a responsibility level below that of student teacher. IT IS NOT INTENDED TO BE AN OBSERVATION, OR CLERICAL POSITION, but rather to provide maximum contact with students in learning situations. Such activities as small group instruction, discussion leadership, tutoring of individuals or small groups, and occasional contact before an entire class have been typical experiences.

Arrangements for this experience are made to mesh with your on-campus schedule if possible. 8 WEEKS of contact with a school, and TWO, 2-HOUR blocks of time each week are the MINIMUM requirements for credit in this program.

During registration, details of this program will be available. There will be an effort made to provide for a period each week during which students involved in this experience can share their experiences with each other and students from Education 200 and 450. Arrangements for this portion of the program are, at press time, incomplete, and will be announced at registration.

A 327 staff member will serve as a liaison between the 327 student and the school in which he is working. The intern teacher has the following responsibilities:

1. Meeting the minimum requirements of the program, including the schedule agreed upon by the staff of 327, the student, and the teacher in the building in which he is working.
2. Meeting with the 327 staff member assigned to you before you begin your assignment.
3. Meeting with your building teacher before the day your assignment begins.
4. Transportation to and from your school building.
5. Turning in an evaluation of your experience when completed.

A Word About Record Keeping

Harry Gordon, who is a student employed by this office, is responsible for all of the record keeping in this program. It is a very difficult, detailed task. You can help us keep your records straight by filling out attendance cards clearly (printing helps), and making sure that they get turned in to their appropriate person, or deposited in the box outside the Kiva. If we do not have an attendance card for you for anything you attend, you do not get credit for having been there. It is your responsibility to make sure that your record is accurate and complete.

If you have any questions please stop in at the office (324 Erickson) or call 355-1786. We'll try to be as helpful as we can be. But please remember, your participation in this course is up to you -- in a sense it is sort of like a sewer -- you get out of it exactly what you put into it.

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