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ERIC REPORT RESUME

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AN INTER-DISCIPLINARY APPROACH TO IMPROVING THE DEVELOPMENT OF
CULTURALLY DISADVANTAGED CHILDREN.
GORDON, IRA J. * AND OTHERS
EJ115983 UNIVERSITY OF FLORIDA, GAINESVILLE
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TUTORING, *TUTORIAL SERVICES, *CULTURAL DISADVANTAGEMENT,
COLLEGE STUDENTS, NEGRO STUDENTS, *ELEMENTARY SCHOOLS,
*JUNIOR HIGH SCHOOL, *EDUCATION MAJORS, GAINESVILLE, FLORIDA

THIS IS THE TUTORIAL PROGRAM OF THE INTERDISCIPLINARY PROGRAM TO
IMPROVE THE DEVELOPMENT OF CULTURALLY DISADVANTAGED CHILDREN. THE
OBJECTIVES WERE TO (1) IMPROVE PUPILS' ATTITUDES TOWARD TEACHERS AND
SCHOOLS, (2) IMPROVE PUPILS' SELF-CONCEPTS IN THE AREAS OF ACADEMIC
ABILITY, AND (3) INCREASE PUPILS' GENERAL LEVEL OF PHYSICAL HEALTH.
THE TUTORING POPULATION WERE EDUCATION MAJORS IN THE BEGINNING
PSYCHOLOGICAL FOUNDATION COURSES WHO PREPARED AND MAINTAINED
COMPLETE DIARIES OF TUTORIAL SESSIONS WHICH WERE SUBMITTED WEEKLY TO
CLASSROOM TEACHERS AND THE STUDENT'S PROFESSOR. THE 60 PUPILS
SELECTED FOR TUTORING 1 HOUR A WEEK FOR 20 SESSIONS WERE FROM A
THEN-NEGRO ELEMENTARY SCHOOL, A THEN-WHITE ELEMENTARY SCHOOL, AND A
THEN-WHITE JUNIOR HIGH SCHOOL WHICH SERVED THE LOWER CLASS SECTION
OF TOWN. PHYSICIANS AND NURSING STUDENTS WERE USED WHERE PHYSICAL
CONDITION AFFECTED SCHOLASTIC PERFORMANCE. PHYSICAL EXAMINATION
RECORDS, BEHAVIOR DESCRIPTION CHARTS, SELF-CONCEPT INVENTORIES, HOME
AND STUDENT INTERVIEWS, ATTENDANCE RECORDS, AND TUTORIAL EVALUATION
FORMS WERE THE DATA SOURCES. CONCLUSIVE RESULTS WERE NOT OBTAINED.
SUGGESTIONS AND RECOMMENDATIONS ARE INCLUDED. (GC)

AN INTER-DISCIPLINARY APPROACH TO IMPROVING THE
DEVELOPMENT OF CULTURALLY DISADVANTAGED CHILDREN

Project No. 5-0698
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Ira J. Gordon
Robert L. Curran
Donald L. Avila

University of Florida
Gainesville, Florida

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CHAPTER I

THE PROBLEM

Introduction

The phenomenon of cultural deprivation is not confined to the northern urban slum, nor is it confined to membership in any particular ethnic group. Appalachia offers an example of deprivation because of changing industrial and technological conditions, while northern Florida offers examples of deprivation based upon both traditional culture patterns and a change from a rural to an urban industrial society. This change in northern Florida leaves in its wake many children who are and will be severely handicapped, as they grow to maturity. These children will lack the educational skills and physical and mental vigor necessary for securing jobs and contributing to society.

In the midst of deprivation, the other America, there exist islands of high cultural attainment. Unfortunately, communication between the extremely advanced group, as represented by the faculty and students of the University of Florida, and the culturally disadvantaged group, as represented by the Negro and lower class white populations of the city of Gainesville and surrounding Alachua County, has been virtually nonexistent. The problem investigated in this study was to find ways to utilize resources represented by the University in its teaching and research functions to assist in the development of the potentialities of youngsters who might otherwise remain in a culturally and educationally disadvantaged position.

It was hoped to demonstrate the feasibility of using college students, in a systematic fashion, to serve disadvantaged youth. The purpose was twofold: to aid the youth, and to provide early on-the-job experience in a helping relationship for future teachers and nurses.

Related Research

The project deals with the "culturally disadvantaged" child. Deutsch (1963) has described environmental circumstances and discussed various criteria that adequately define what is here meant by this designation.

Deutsch (1963) says these children "come from impoverished and marginal social and economic conditions," and that their "living conditions are characterized by great overcrowding in substandard housing, often lacking adequate sanitary and other facilities. In addition, there are likely to be large numbers of siblings and half-siblings, again with there being little opportunity for individuation. At the same time, the child tends to be restricted to his immediate environment. . . . In the child's home, there is a scarcity of objects of all types, but especially of books, toys, puzzles, pencils, and scribbling paper . . . The sparsity of objects and lack of diversity of home artifacts which are available and meaningful to the child, in addition to the unavailability of individualized training, give the child few opportunities to manipulate and organize the visual properties of his environment and thus perceptually to organize and discriminate the nuances of that environment."

The Negro child, constitutes a third of the sample and has an unique problem which makes situations such as those described by Deutsch

even worse. Ausubel and Ausubel (1963) have enumerated these problems. They point out that Negro children live in a predominantly lower-class sub-culture that is "characterized by a unique type of family structure, by specially circumscribed opportunities for acquiring status, by varying degrees of segregation from the dominant white majority, and, above all, by a fixed and apparently immutable denigration of their social value, standing and dignity as human beings because of their skin color."

Whether a child is white or colored, however, the social milieu pictured by Deutsch and Ausubel and Ausubel is one characterized by deprivation: deprivation of all forms of sensory, perceptual and inter-personal stimulation.

The possible consequences of partial or wholesale deprivation are thoroughly discussed by Hunt (1961) in his discourse on intelligence and experience. Evidence is presented which strongly suggests that intelligence, motivation and even anatomical-physiological structures and processes may be significantly modified by the nature of one's environmental circumstances, particularly the nature of the stimulation that one receives from that environment.

Children reared in limited environments lack basic perceptual and motor skills, manifest significantly inferior intellectual behavior, lack insight and imagination, demonstrate a less mature level of social development, and lack interest and motivation. Furthermore, aside from these psychological deficiencies, these infra-human and human children manifest a slower rate of physiological development, and in some cases, even seem to have various sensory organs that never fully develop. (Hunt, 1961)

In a summary statement Hunt (1961) says that ". . . the
belief that the wherewithal to solve problems comes automatically with
the maturation of somatic tissues, especially with the maturation of the
neural tissues of the cerebrum, is being shown to be palpably false.
Even the development of such relatively static skills as the human infant's
ability to sit alone, to stand, and to walk, for instance, depend upon his
getting varied stimulation from the environment . . . even the capacity
to respond adaptively to painful stimulation appears to be dependent upon
opportunities for stimulation and for behavioral interaction with the
environment." Furthermore, it is clear, Hunt states, ". . . that impover-
ishments of experience during the early months can slow up the development
of intelligence. In terms of the traditional measurement of intelligence,
this means reducing the I.Q." Hunt then concludes that present concep-
tualizing about the nature of intelligence, ". . . leads not only to the
expectation that deprivation of experience would diminish ability, but
also to the expectation that an enrichment of experience would improve
ability."

There is ample evidence to indicate that experiential and
perceptual-sensory deprivation as it is manifested in the life of the
culturally deprived child has this devastating effect. For example,
Ausubel and Ausubel (1963) have stated, after reviewing studies of the
culturally disadvantaged, that these individuals are seriously retarded
academically, have lower measured I.Q.'s than the general population, and
manifest an inferior level of reading, arithmetic, and language achieve-
ment. Deutsch (1963) presents the picture of a group of children low in

motivation, unreceptive to and unskilled in the tasks and demands of the
school, who find it difficult to communicate, possess negative self-images,
and who are frustrated from being placed in situations where they are
unable to understand, succeed or be stimulated. Conant (1961) adds to
this picture by pointing out that the achievement level of these children
is typically a year below their grade placement.

The annual report of the Hough Community Project (1960) makes
clear just how general this academic deficiency is. Included in the
report is a comparison between the achievement of pupils from a deprived
area and pupils from other areas in Cleveland, Ohio. The median I.Q.
for the disadvantaged group was 94.7, the median arithmetic achievement,
in terms of grade level, was 8.5, for vocabulary 8.0 and for reading 8.1.
The same scores for the other pupils were; median I.Q. 105.6, arithmetic
10.0, vocabulary 9.2, and reading 9.0.

The inadequate preparation and achievement characteristic of
the disadvantaged child are not restricted to his experiences in school.
His background continues to render him incompetent to such an extent
that it has led Conant (1961) to estimate that: "In some slum neighbor-
hoods I have no doubt that over a half of the boys between sixteen and
twenty-one are out of school and out of work."

Goldberg (1963) succinctly summarizes the plight of these
individuals. "Beginning with the family, the early pre-school years
present the child from a disadvantaged home with few of the experiences
which produce readiness for academic learning either intellectually or
attitudinally. The child's view of society is limited by his immediate

family and neighborhood where he sees a struggle for survival which
sanctions behavior viewed as immoral in the society at large. He has
little preparation either for recognizing the importance of schooling
in his own life or for being able to cope with the kinds of verbal and
abstract behavior which the school will demand of him."

Since this project was initiated, there has been a steadily
increasing body of literature about the disadvantaged: "Head Start" was
launched and various federal legislation adopted to assist this group.
Nevertheless, the research literature about the effectiveness of tutoring
programs is, naturally, behind the hortatory materials. However, one
study is of sufficient magnitude and bears a close enough relationship
to the present report to warrant examination. Meyer, Borgatta and Jones
(1965) undertook an experimental program, using social case work as its
vehicle for intervention, to reduce or prevent delinquency among girls
at one New York City High School. In spite of the use of well-trained
personnel, they report discouragingly little difference between their
experimental and control groups. They state: "One must conclude that
only powerful treatment interventions can be effective. Since the
intervention utilized in this project gave more intensive personal
attention than is usually provided for such girls, we are led to suggest
that attention to interpersonal and status systems, rather than personality
systems, might be more promising." (Meyer, Borgatta and Jones, 1965,
206-207) Of course, their population was different than the one used
in this study in two important ways: They were in high school, and they
had been screened as pre-delinquent. Nevertheless, one-third of this

project's population were in junior high school and had been usually selected because they were seen as "potential drop-outs". If sk,lled, long-range intervention produces little, one may ask of what effect are the myriad short-term, unskilled efforts now being mounted by volunteer groups and other agencies? Although neither the Meyer nor this study are generalizable to such other efforts, the findings are certainly germane.

The first objective of the present study was to improve the subject's attitudes toward school and their teachers, and the second objectvies, being closely related to the first, was the improvement of the self-concept in the areas of academic ability and achievement.

The relationship between self-concept and performance has been demonstrated in several ways. Shaw and others (1960) have shown that male underachievers have more negative feelings about themselves, and that female underachievers are ambivalent with regards to their feelings about themselves. Data collected by Pierce and Bowman (1960) suggest that high achieving boys see themselves as industrious and imaginative and express high educational motivation. Coopersmith (1959) in a study of fifth and sixth graders reported a correlation of .36 between a positive self-concept and school achievement.

In a study of low and high achievers (Walsh, 1956), the low achievers portrayed themselves, as reflected in a projective device, as being restricted, not free to pursue their own interests and feelings, and as acting defensively. Combs and Soper (1963) have gathered data which suggest that a child who sees himself as adequate is more likely

to be considered by others to be a "fully functioning" child.

Gordon (1962), summarizing some of the research on the relationship between self-concept and achievement says, "Thus, from studies of both high and underachievers in high school, the pattern of the relationship between self-concept and high achievement becomes clearer. There is a relationship between positive self-concept and high achievement; negative self-concept and underachievement." And this relationship would seem to hold for all children.

Although the previously cited study (Meyer, 1965) was discouraging, two programs currently under way are having marked success along these lines. Students participating in the Manhattan Junior High School Demonstration Guidance Project (1960) have made significant pencil and paper ability test score gains. In a period of only three months the median number of points gained for boys was 16.6 and for girls 10.5. The project personnel note that this is especially significant in light of the fact that students from backgrounds similar to that of the project students usually show a decrease in I.Q. as they grow older.

Besides the I.Q. increase, there has also been a significant increase in the percentage of students graduating from high school and applying for or being admitted to some form of post high school education.

A second major project that is having success in changing the achievement level of children from deprived environments is the Hough Community Project (1960). The greatest gains being made by the Hough Project students are in the areas of reading rate and comprehension and arithmetic. They have attained, in a period of eight weeks, an average

reading rate increase of sixty-six words per minute. A final examination given to students enrolled in the remedial arithmetic class revealed an average gain of twelve months.

The present study constituted another approach that may be taken towards this objective. It was based upon the assumption that by providing these children with a free educational situation, individual attention, and a warm, sympathetic inter-personal relationship, significant improvement in attitude, self-reference, and achievement could be realized.

An interdisciplinary service program to pupils at three Alachua County Schools was begun in September, 1964 after initial exploration in the spring of 1964. This particular report represents the evaluation of that tutorial program. Specifically, the objectives of the tutorial program were to:

1. Improve pupils' attitudes towards teachers and school.
2. Improve pupils' self concepts in the areas of academic ability.
3. Increase pupils' general level of physical health.

Although not listed as an objective, and not subjected to evaluation within the contracted limits of this project, modification of the professional education program to provide early participation and on-the-job training was a definite target. The evaluation conducted as a part of the feasibility study did yield data about attainment of this goal.

Hypotheses

The following hypotheses were tested:

1. Tutored pupils, receiving about 20 hours of individual tutoring will:

   (a) improve from beginning to end of the project in attitudes toward school on the Behavior Description Chart completed by their teachers.

   (b) differ at the end of the project from the untutored control group by demonstrating more favorable attitudes as measured by the Behavior Description Chart.

2. Tutored pupils will:

   (a) show more adequate self-concepts, in all dimensions, after tutoring as measured by the self-concept measure.

   (b) show more adequate self-concepts after tutoring than the control group.

3. Both control and tutored pupils will show signs of poor diet and inadequate health care at the beginning of the project.

4. Tutored pupils will:

   (a) have fewer absences for medical reasons during the period of the project than the control group pupils.

5. Such a program is administratively feasible in Teacher and Nursing education.

THE TUTORIAL PROGRAM

In order to comprehend what was evaluated, the following description and history of the planned program is presented.

University Setting

Sophomores planning to teach take two Foundations courses, one in psychological (human development) and the other in social foundations. Prospective nurses are required to take the psychological foundations course and an additional course in educational psychology, in mixed sections with education students as a part of their professional

preparation. Further, the human development course requires laboratory work in the field at the rate of approximately one hour per week. These groups constituted the tutoring population, and their laboratory work was tutoring rather than the usual observation in the laboratory school.

The professors of the other two courses involved, social foundations and educational psychology, agreed to use the tutoring experiences as a part of their courses. In this way, it was expected that each tutor would have a continuing two-trimester experience, beginning in the human development course and carried through whichever second course was required.

The cooperation of the Division of Child Psychiatry in the College of Medicine was secured to give physical examinations at the schools at the beginning, and possibly at the end of the tutoring program. Approval of the schools, parents, county health office and the representative of the county pediatricians was secured in advance of the program.

School Setting

Beginning in March, 1964, meetings were held with county education officials, and prospective schools were identified. These were a then-Negro elementary school, a then-white elementary school with a large, trailer-park pupil population, and the then-white-junior high school which served the section of town roughly identified as including lower class areas. Conferences between the principals and the three investigators were then held followed by explanations to the faculty at one of the schools.

It was agreed that the faculty of the respective schools would identify, as soon as practical in the fall of 1964, the twenty pupils in each school who would meet the following criteria:

1. Pupils who have had or who are having learning difficulties.

2. Pupils who are classifiable on the basis of father's occupation, total income, being on welfare rolls, etc., as being culturally disadvantaged.

3. Pupils who do not come under categories of emotionally disturbed or mentally retarded (on the basis of psychological evaluation by the County Psychological Services.)

Parental permission would then be sought. (See Appendix A for form). A comparable group in each school was to be identified as the control population. The evaluation design will be described after the following section.

The Planned Tutoring Activities

Educational tutoring was to be conducted by education majors in the beginning psychological foundations course, selected on a volunteer basis, who were assigned one to one, to each of the 60 pupils. They were to work one hour per week in a tutorial fashion from approximately the third week in September to approximately the middle of April with not less than 20 sessions. This hour took place during the school day on the school grounds. Arrangements were made with the schools for these children to be relieved from classes in the elementary school or for their study hour to be used in the junior high school.

During this hour of contact each week, the education student was to attempt to work in any way known to her or him to aid the

youngster in improving in learning. The college student was not to function in any professional psychotherapeutic capacity but purely in a tutorial role. The most important aspect of this role, the investigators believed, was the human interaction between the tutor and the child. Modelling on and identification with the tutor were seen, a priori, as superior approaches to emphasis or actual techniques or subject content in the sessions.

The college student was to prepare and maintain a complete diary of what transpired in the tutorial session. Included in the diary were not only a description of the content and processes utilized, but also the college student's evaluation and assessment of what happened in the relationship. A copy of this diary was to go each week to the classroom teacher and to the professor of the student's course. The pupil's teacher and the student's professor could utilize the information in his classroom work or in consultation with the college student.

Supervision of the training was to reside with the University professor, although it was expected that informal consultation would take place with the classroom teacher.

The cooperation of the classroom teacher was an essential element in the process. The teacher could suggest to the college student areas of learning difficulty and any special information about the pupils known to the teacher.

Health Consultation

It was assumed that the pupils' physical condition would

effect their scholastic performance. The combined services of physicians and nursing students were to be used to see if these deficiencies exist and the nursing students were to work toward correcting them for the tutored pupils.

Nursing students enrolled in this same course were assigned to these 60 pupils on the basis of one nursing student for each four children. This would provide approximately five contact hours between the nursing student and each individual pupil.

The medical examination was conducted by two psychiatric residents, under the supervision of Paul Adams, M.D., Head, Division of Child Psychiatry, J. Hillis Miller Health Center of the University of Florida. In addition, this service was to make available psychiatric advice to the tutors on a consulting basis.

The nursing student was to interview each of the 4 children for whom she was responsible in terms of an inventory of health information, assist in the physical examinations, examine any school records pertaining to health, and work with the children in terms of suggesting the improvement of diet and personal care. If there were any evidences of medical problems, she could serve as a referral person to the county health officer or the pupil's personal physician. The Department of Pediatric Nursing was to serve the nursing students in terms of helping them understand the functions of a school nurse and in making suggestions to them about approaches and information which they might obtain from these children. The nursing student could also sit in on several of the tutorial sessions, so that her diary could serve as an additional source

of information concerning the pupil's learning and efforts to help him.

Faculty serving in this project were responsible for liaison with the schools, working with the professors in the courses (some faculty were both teaching and in the project), offering consulting help to the college students, and supervising the general procedure.

THE EVALUATION DESIGN

Population and Sample

The tutored sample consisted of 20 pupils from each of the three schools, selected by the respective faculties as having learning difficulties, being culturally disadvantaged but not mentally retarded or emotionally disturbed.

The control sample consisted of 20 pupils from each school, similarly identified and matched, as a group, by age, sex and enrollment in the same classes as the tutored group.

Data Sources

1. Each education and nursing tutor was to keep a diary protocol of each session, a copy of which became a part of the evaluation file.

2. Physical examination records (See Appendix B for form) were completed by the examining physician and nurse during the first month of the program (fall, 1964).

3. The Behavior Description Chart (See Appendix C) was completed by teachers of tutored and control pupils in October, 1964, January, 1965 and May, 1965.

4. The self-concept inventory, developed by P. Sears, was administered in the initial tutoring session by the tutors, and in a special interview session to control pupils by college students drawn from the human development course. The instrument proved too difficult, and the "How I See Myself" (See Appendix D) was substituted and given in January and May.

5. A sample of ten tutor and ten control families from the then-Negro elementary school received home visits and were interviewed in Spring, 1965.

6. The school attendance records were examined.

7. Formal and informal interviews were held during and after the end of the project with public school and college professional personnel most directly concerned with the project.(See Appendix E for a sample formal interview).

8. Formal and informal interviews were had with student tutors during and after the end of the project. (See Appendix F for a sample formal interview).

9. An Evaluation Form was anonymously answered by student tutors toward the end of the project. (See Appendix G for the form together with a digest of the respondents).

CHAPTER II

RESULTS

The first objective of the present study was to improve the attitudes of the subjects towards their teachers and school. As stated in an earlier section of this report, this objective generated the following hypotheses:

1. Tutored pupils will:

   (a) improve from beginning to end of the project in attitudes toward school.

   (b) differ at tne end of the project from the untutored control group by demonstrating more favorable attitudes.

   (c) differ at the halfway point (after 10 hours) from both their own starting position and from the control group.

The device used to measure all aspects of this hypothesis was the Behavior Description Chart which yields three behavioral classification scores - Leadership, Withdrawal and Aggression. The responses to this schedule were subjected to three separate analyses of variance.

Table 2.1 presents the means of the experimental (tutored) and control (un-tutored) groups for each of the three schools used in the study. A and B represent the two then-all white schools and C the then-all Negro school.

Tables 2.2, 2.3 and 2.4 present the analysis of variance of the Behavior Description Chart. An examination of these tables reveals that hypothesis one was not statistically supported. The only significant relationships obtained were the interaction of the schools and the different administration. However, an inspection of the means in Table 2.1 suggests that there

is little meaning to this interaction since there is no consistency between
the schools and groups as to the nature of change that occurred from one
administration period to the next. From an examination of the leadership
data in Table 1 it can be seen, for example, that for school A both the
tutored and untutored groups first made a slight increase in leadership on
the second administration, then made a decrease on the third administration;
the experimental group at school B made a slight increase in leadership on
the second administration, then made no change on the third administration,
while the control group at school B made no noticeable change on any of
the three occasions. In school C (then-Negro) both the experimental and
control groups slightly decreased from the first to second administration,
then slightly decreased from the second to the third administration.

Therefore, the data obtained from the analyses of variance of the
Behavior Description Chart did not lend statistical support to the first
hypothesis of the present study.

An inspection of the data for aggression in Table 1 reveals the
same inconsistency. The experimental groups at school A increased in
aggression, at school B remained unchanged, and decreased at school C. The
control groups at schools A and B increased in aggression, and decreased
at school C.

The analyses of variance, reveals that the subject's scores changed
from one administration to the next, but the direction of change that occurred
between and among groups, as indicated by an inspection of the means, was so
inconsistent that these changes could not be attributed to the effects of
tutoring.

Table 2.1 Means of Schools by Experimental and Control Groups on Behavior
Description Chart

School	Leadership			Withdrawal			Aggression		
	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3
A E(N=13)	11.6	12.3	8.2	14.7	15.3	14.7	5.4	7.3	11.5
A C(N=19)	9.8	11.0	7.4	15.2	14.4	14.6	6.4	7.3	10.6
B E(N=12)	7.7	9.8	9.8	18.0	14.1	13.7	9.3	10.2	10.4
B C(N=11)	9.5	9.2	10.4	13.4	14.5	14.2	6.8	8.8	11.2
C E(N=15)	11.3	10.5	13.2	17.3	17.8	15.9	9.1	9.8	7.8
C C(N=14)	10.1	9.9	11.4	15.9	16.7	16.9	10.0	7.7	7.2

A = Then-white junior high school

B = Then-white elementary school

C = Then=Negro elementary school

Table 2.2. Analysis of Variance for all Subjects on Leadership

Source of Variation	Sum of Squares	D	Mean Square	F
BETWEEN SUBJECTS	4826.38	83	58.15	
Schools	95.06	2	47.53	.80
Groups	25.53	1	25.53	.43
Schools x groups	66.95	2	33.47	.56
Error (b)	4638.84	78	59.47	
WITHIN SUBJECTS	2412.66	168	14.36	
Times	8.15	2	4.07	.31
Schools x times	325.38	4	81.34	6.12*
Groups x times	2.03	2	1.02	.08
Schools x groups x times	4.75	4	1.19	.09
Error (w)	2072.35	156	13.28	
Total	7239.04	251	28.04	

* pc .01

Table 2.3. Analysis of Variance for all Subjects on Withdrawal

Source of Variation	Sums of Squares	df	Mean Square	F
BETWEEN SUBJECTS	7872.92	83	94.85	
School	222.71	2	111.36	1.14
Groups	24.78	1	24.79	.25
Schools x groups	11.81	2	5.91	.06
Error (b)	7613.49			
WITHIN SUBJECTS	3822.00	168	22.75	
Time	23.35	2	11.68	.52
School x Time	34.22	4	8.56	.38
Groups x Time	53.64	2	26.82	1.20
School x Groups x Time	123.98	4	31.10	1.39
Error (w)	3586.71	156	22.35	
Total	23389.63	251	93.19	

Table 2.4. Analysis of Variance for all Subjects on Aggression

Source of Variation	Sums of Squares	df	Mean Square	F
BETWEEN SUBJECTS	6267.14	83	75.51	
School	78.83	2	39.42	.49
Groups	18.74	1	18.74	.23
Schools x groups	12.22	2	6.11	.07
Error (b)	6157.14	78	78.94	
WITHIN SUBJECTS	2686.67	168	15.99	
Times	163.09	2	81.55	6.20*
Schools x times	384.31	4	96.08	7.31*
Groups x times	13.44	2	6.72	.51
Schools x groups x times	73.60	4	18.40	1.39
Error (b)	2052.21	156	13.15	
Total	8953.81	251	35.67	

* pc .01

The second objective of the present study was to improve the self concepts of the tutored subjects. This objective generated the second hypothesis which was that:

2. Tutored pupils will:

   (a) Show more adequate self concepts, in all dimensions, after tutoring as measured by the self concept measure.

   (b) Show more adequate self concepts after tutoring than the control group.

The device used to measure this hypothesis was the self concept scale devised by the senior author of the present study. Tables 2.5 and 2.6 present the means obtained by the subjects on the five separate factors measured by the self concept scale as follows:

Factor I   Physical Prowess

Factor II   Physical Appearance

Factor III   Body Build

Factor IV   Relations with Teacher

Factor V   Academic Adequacy

Table 2.5 presents the means of the tutored subjects at each school and the two separate administrations of the self concept scale, and table 2.6 presents the same data for the non-tutored subjects. Table 2.7 affords an easy comparison of the means obtained by all subjects in the tutored group on each administration and of the non-tutored group on the occasion of the single administration of the self concept scale.

Table 2.8 presents the analysis of variance comparing the scores obtained by the tutored subjects on the first and second administration of the self concept scale, and table 2.9 presents the analysis of variance comparing the scores obtained by the nontutored subjects on the single administration and the tutored subjects on the second administration of the self concept scale.

Table 2.5. Group Means of Tutored Subjects on Self Concept Scale Factors for Each School on Final and Second Administrations

	I	II	III	IV	V
(N=9) A_1x	49.7	43.5	42.2	46.5	47.5
A_2xx	46.4	45.8	45.1	47.5	48.1
(N=14) B_1	52.2	54.4	51.2	54.2	54.1
B_2	53.4	53.8	53.5	53.7	52.5
(N=15) C_1	53.4	55.8	53.9	51.4	54.5
C_2	53.7	51.8	52.2	50.8	52.8

x   First Administration

xx   Second Administration

Table 2.6. Group Means of Nontutored Subjects on Self Concept Scale Factors for Each School

	I	II	III	IV	V
(N=17) A	45.6	49.2	52.6	52.4	50.4
(N=14) B	46.7	45.1	47.8	46.3	44.5
(N=19) C	47.4	46.2	47.3	46.3	46.2

Table 2.7. Summary of Group Means on Self Concept Scale Factors

	FACTORS				
	I	II	III	IV	V
Tutored$_1$ (N=38)	52.11	52.41	50.11	51.31	52.51
Tutored$_2$ (N=38)	51.71	51.11	51.0	52.11	51.6
Non-Tutored (N=50)	46.61	46.9	49.21	48.31	47.1

1 First Administration

2 Second Administration

Table 2.8. Analysis of Variance Comparing Self Concept Scores of Tutored Subjects on First and Second Administrations

	Sum of Sq.	df	Mean Sum of Squares	F
Between Subjects	92133.24	37	2490.08	
Schools	3905.64	2	1952.82	.77
error (b)	88181.76	35	2519.47	
Within Subjects	23256.57	342	68.00	
Times	5.04	1	5.04	.05
Schools x times	40.80	2	20.40	.21
Times x error	3310.22	35	94.58	
Factors	277.80	4	69.45	1.10
Schools x Factors	194.88	8	24.36	.39
Factors x error	8826.28	140	63.04	
Times x Factors	60.36	4	15.09	.10
Schools x time x factors	389.64	8	48.70	.34
Times/Factors x error	20271.67	140	144.80	
Total		379		

Table 2.9. Analysis of Variance Comparing Self Concept Scores of Non-tutored
Subjects and Second Administration of Tutored Subjects

Between Subjects	81803.79	87	940.27	
Schools	1816.26	2	908.13	.95
Groups	1025.78	1	1025.78	1.07
Schools x groups	702.56	2	351.28	.36
error(b)	78259.20	82	954.38	
Within Subjects	129432.01	352	367.70	
Factors	67.09	4	16.77	.04
Schools x factors	272.66	8	34.08	.08
Groups x factors	176.68	4	44.17	.11
Schools x groups x factors	220.57	8	27.57	.07
error (w)	128695.01	328	392.36	
Total		438		

An inspection of the means reveals only slight differences on
all of the factors for both tutored and non-tutored groups and for tutored
groups on the separate occasions. Furthermore, an inspection of the analysis
of variance data reveals that none of these differences were significant
when considered alone or when considered in terms of any variance that might
have been contributed by the interaction of schools, groups and factors.
Therefore, it is clear that no statistical support was obtained from the
self concept scale analysis of variance data for the second hypothesis
of the present study.

Table 2.10. Medical Indications of Deprivation

	No. Examined	No Evid.	Eye	Genl. App.	Teeth	Heart
School A	40	21		1	18	1
School B	31	16	1	0	14	
School C	36	20	1	1	16	

[1]Number may add up to over 100% because some child may have several deficiencies.

Table 2.11. Mean Number of Tutored Absent by School

	Tutored	Non-tutored	t
School A	8.05	5.8	.78
School B	5.9	5.5	.19
School C	3.55	1.02	1.63

The next two hypotheses related to the health of the children.

Hypothesis 3 was: both control and tutored pupils will show
signs of poor diet and inadequate health care at the beginning of the
project. An analysis of one physician's examination led to Table 2.10,
medical indications of deprivation. The examination was conducted at
the schools, and included only directly observable data. It was not
possible to arrange for laboratory tests. The table indicates, that, if
deprivation has medical overtones in this group, poor dental health is its
manifestation. Dental caries and teeth needing care were found in almost
half the group. Unfortunately, no comparable data exist on the general
school population of Alachua County. No conclusion can be reached that
this amount of dental difficulty exceeds the general level.

Hypothesis 4 was: Tutored pupils will have fewer absences for
medical reasons during the period of the project than the control group
pupils. This hypothesis was based upon the belief that the nursing students
would provide effective first-level health information and care. A reflection
of the health problems generally existent in the county schools is the
absence of school nurses. Health records in the schools proved inadequate
to the task of measuring medical absences. Poor articulation between the
college investigators and the public schools did not disclose this fact
until too late. The investigators naively assumed that adequate records
would be available. Table 2.11 presents the absence pattern; one cannot,
however, equate absence with health. Only when absence was sustained for
medical reasons did the school note the fact. As the feasibility study
(hypothesis 5, below) will reveal, this type of information gap existed in
other areas as well as the medical.

RESULTS OF THE FEASIBILITY STUDY

One basis for choosing whether to stop, modify or start a tutoring program is knowledge of what may be called gross error in the pilot project, that is, the over-all "misses" taken quantitatively and regardless of adjustment through the toleration and correction of partici- pants. The plan was to have, at each of three schools, twenty two-tutor teams of an education student, (one to a team) and a nursing student (one to four teams), each team tutoring one of twenty elementary or junior high pupils in no less than twenty one-hour sessions by the education student and no less than five health-tutoring sessions by the nursing student, from September 24, 1964 to April 25, 1965. Each of the total fifteen nursing students would, hopefully, sit in on several of her four tutees' sessions with their respective education-student tutors. The nursing and education students were to be in fifteen educational psychology sections distributed among nine professors in the fall trimester and in six educational sociology sections distributed among three other professors in the winter. As the main instrument for communication and control and for integrating the tutorial and the education courses, each tutor was to turn in a tutorial report of each session to his professor, a copy to one of the two direct coordinator- supervisors at the College of Education and another copy to the latter for routing to the tutee's school principal and teachers.

Actual Number of Tutees and Tutors at the Schools

As Table 2.12 shows, in fact, in the time there were nineteen tutees, 22 education students and nine nursing students at the then-Negro

Table 2.12.   Number of Tutees, Tutors, and Reported Sessions by School

Category	The then-Negro Elem. School	The then-White Elem. School	The Jr. Hi School
Expected Tutees	20	20	20
Expected Edu. Tutors	20	20	20
Expected Nursing Tutors	4	4	4
Actual Tutees	19	21	19
Actual Edu. Tutors	22	24	20
Actual Nursing Tutors	9	4	8
Two Trimesters Tutees	17	16	13
Two Trimesters Edu. Tutors	14	15	12
Two Trimesters Nurs. Tutors	5	2	2
Two Trim. Continuity			
Tutee with Edu. Tutor	13	12	9
Tutee with Nurs. Tutor	8	4	4
Nursing Tutor with a Tutee	5	2	2
Reported Sessions by			
Two Trim. Edu. Tutors			
Range	22-12	25-10	25-6
Mean	17	17	17
Two Trim. Nursing Tutors			
Range	8-1	6-1	5-1
Mean	3	2	3

elementary school, as evidenced by the physical examination forms and
other materials in the tutor-tutee folders maintained by the two College
of Education coordinators. At the then-white elementary school there were
21 tutees, 24 education students and four nursing students. At the junior
high there were nineteen tutees, twenty education students plus three
nursing students partly in this tutor-role and, including the three, eight
nursing students. (The apparent 21 nursing students were actually only
sixteen different students, four appearing at two schools and one appearing
at all three schools.)

Number of Two-Trimester Tutees and Tutors

As Table 2.12 shows, of the nineteen tutees at the then-Negro
elementary school, seventeen were tutored over the two trimesters. Of
the 22 education students, fourteen tutored over the period. Of the nine
nursing students, five. Of the 21 tutees at the then-white elementary
school, sixteen were tutored over the period. Of the 24 education students,
fifteen tutored over the period. Of the nineteen tutees at the junior
high school thirteen were tutored over the period. Of the twenty education
students, twelve tutored over the period. Of the remaining seven nursing
students, four tutored over the period.

Number of Tutee-Tutor Continuities

As Table 2.12 indicates, of the seventeen two-trimester tutees
at the then-Negro elementary school, thirteen had education-student tutor-
continuity, and eight had nursing-student tutor-continuity. Thirteen of

the fourteen education students had tutee-continuity. Of the sixteen two-trimester tutees at the then-white elementary school, twelve had education-student tutor-continuity, and four had nursing-student tutor-continuity. Twelve of the fifteen education students had tutee-continuity. Of the thirteen two-trimester tutees at the junior high school, nine had education-student tutor-continuity, and four had nursing-student tutor-continuity. Nine of the twelve education students had tutee-continuity. Of the nine two-trimester nursing-student tutors, all had continuity with some of their tutees.

Number of Sessions

There is evidence that the number of health-tutoring reports which were turned in is less than the actual number of health-tutoring sessions. Nonetheless, the health-tutoring reports are the only precise evidence at hand, and their number is probably not much less than the number of sessions. The number of reports (See Table 2.12) indicates the following error-rate in respect to the planned number of sessions and of instruments for communication, control and integration. For the two-trimester seventeen tutees and fourteen education-student tutors at the then-Negro elementary school, the number of sessions ranged from 22 to twelve, and the mean was about seventeen. For the seventeen tutees, the number of health-tutoring sessions ranged from eight to one, and the mean was three. For the sixteen tutees and the fifteen education-student tutors at the then-white elementary school the number of sessions ranged from 25 to 10, and the mean was seventeen. For the sixteen tutees, the number of health-tutoring sessions ranged from six to one,

and the mean was two. For the thirteen tutees and the twelve education-
student tutors at the junior high, the number of tutoring sessions ranged
from 25 to six, and the mean was seventeen. For the sixteen tutees, the
number of health-tutoring sessions ranged from five to one, and the mean
was three. For the nine all-year nursing student tutors the number of
health-tutoring sessions ranged from eight to one with a mean of three.

Number of Tutors in the Intended Education Courses

Of the total 57 education-student and thirteen nursing-student
tutors in the fall trimester, all were in the intended educational
psychology course and were distributed in fair proportion to the number
of sections per professor - the number of student-tutors per professor
ranging from eighteen to three. Of the total 52 education-student and
twelve nursing-student tutors in the winter trimester, one had left the
College but continued tutoring unknown to the College supervisors until
just before the end. Nine of the remaining 63 were drawn as replacements
from two educational psychology sections under two professors who had had
student-tutors in the fall. Of the other 54 student-tutors, 45 were in
the intended six educational sociology sections and distributed in
proportion to the number of sections per professor, the number of
student-tutors per professor being 29, eleven and five respectively.

Summary of Error

In sum, the effort to select and allocate three sets of twenty
tutees, twenty education-student tutors and five nursing-student tutors,
made thirty errors, mostly in respect to student tutors, largely
nursing-student tutors.

The effort to get two-trimesters of tutorial for pupils and

students erred in thirteen of 59 pupil cases (mostly in respect to the junior high school and the then-white elementary school), in 25 of 66 education-student cases and in nine of sixteen nursing-student cases. This adds to 47 errors in an effort for 141 persons, mostly in respect to student tutors, especially nursing students, and in some respect to tutees at the two then-white elementary schools.

The effort to get tutor-continuity for 46 two-trimester tutees erred in twelve education-student and thirty nursing-student tutor instances. To get tutee continuity for the 41 two-trimester education-student tutors, the effort erred in 24 cases. There was no error in respect to the nine two-trimester nursing-student tutors. This adds to 66 errors in 96 tries, mostly in respect to nursing-student tutor-continuity for tutees and to tutee-continuity, especially at the two then-white elementary schools, for education-student tutors.

There is no evidence that any of the sixteen nursing-student tutors ever sat in on a session of one of her tutees with his education-student tutor.

The effort to have no less than twenty sessions and tutorial reports for the 46 two-trimester tutees of the total 59 pupils and the 41 two-trimester tutors of the total 66 education students erred by a mean number of three and to extremes of twelve, ten and six, the last in regard to the junior high school. The effort to have no less than five health-tutoring sessions and tutorial reports for the 46 tutees and the nine of the total sixteen nursing students erred by a mean number of two and to an extreme of one. It needs noting here that excepting the most

extreme error for the education students and both the mean and the

extreme error for the nursing students, this effort turns into an

outstanding achievement from the perspective of a highly valued

requirement for teacher-training at the College of Education. This

requirement is the observation of pupils at the laboratory school and

observation-report which is not only an affair of just watching but

also restricted by typical conditions to about ten instances by the

student and all in the beginning educational psychology course.

The effort to have the tutors in the stipulated education

courses and proportionately to sections per professor erred only in

the winter trimester and, then, in only ten cases without correction.

Taking the two periods additively and granting the correction for

nine, this adds to ten in 134 tries.

Taken out of the context of toleration and correction

gross error rates of four, six, seven, 22, 33, and 58 percent of the

efforts in a pilot project could arouse anxiety, even while granting

a great gain in respect to the highly valued part of teacher education,

that is, the observation and observation-report requirement. Taken,

however, with knowledge of the project as tolerated and corrected in

conduct and judged by those who embodied it, the gross error rates

become indexes of how much error is both probable and either tolerable

or correctible in a new inter-institutional tutorial venture.

Net Error

As absorbed by tolerance and corrected, the gross error was

reduced to merely three intolerable instances of the possibility given in a total of 66 education and sixteen nursing students in over 1,000 tutoring sessions with 59 pupils at three schools within two trimesters. At the then-white elementary school, one tutor's interest in the family life of her tutee outraged the teacher; management of the event both brought the tutor to quit both the College and tutoring and left the tutee in some confusion. Two tutors at the junior high school were dismissed after charges of disinterest or imprudence and rudeness.

Net Appraisal by Participants

The radical effect of toleration and self-correction is a reminder that the net appraisal of the project by its participants is another basis for choosing what to do. The judgments were obtained by interview and/or an open-ended, anonymous questionnaire (see the sample of the interviews and the digest of responses to the evaluation form in the appendix.) The present superintendent who was a principal and elected to the superintendency but not in the position at the time of the project, encouraged whatever continuation that could be worked out with voluntary principals and their faculties. The two school system supervisors at the time of the project said that apart from the concern of the principal at the then-white elementary school lest some tutor make political trouble and the teachers early-eased uneasiness at the then-Negro elementary school about being displaced, their only knowledge was of a very good project, essentially because the tutors showed "professional sense" quickly and increasingly. The two also said that

especially for the pupils of the then-Negro elementary school, the project was psychologically valuable though assessing its academic effects fairly would require another year. The school psychologist's study as a graduate student of the project found that it gave the children otherwise unlikely individual help with basic skills, helped them emotionally, favorably impressed them and generated otherwise unlikely counseling of parents.

The study also found that a fifty percent random sample of the parents of the then-Negro elementary school tutees and controls was in favor of the tutorial without exception or reservation. No data are at hand directly from the parents in the two predominantly white schools, but from the attitude of the principal of the then-white elementary school, one can infer that these parents favored the project with the reservation that it not single out them or their children as "culturally deprived" and not treat their children as "guinea pigs."

The principal at the then-Negro elementary school favored as much expansion of the tutorial as practical, on grounds particularly of its race-relations value. She believed that a comprehensive appraisal would take at least another year. At first she also was uneasy lest the tutorial increase the desegregation tensions. The principal of the then-white elementary school said that all but two of his faculty expressed themselves as very favorable and that he valued the project much for its most importa. ychological good for by no means only the "culturally disadvantaged" pupil. He, however, remained anxious to avert any political trouble-making tutor the while freely granting that

none had occurred. (It is important to note in this connection that the tutorial project was often confused with another tutorial project which was going on at the same time and usually thought of as connected with civil rights advocates in the community and among the university students.) The principal favored another go if tutors were carefully screened, supervised while tutoring and were to tutor on the school grounds when classes were not in session. The principal then at the junior high school judged that all but two of the tutors were good but, however, conditioned a carry-on with "better direction", careful selection and instruction of tutors. Probably the present principal concurs with this reservation and adds to it a determination to avoid adding to the complexities of county-wide desegregation tensions and preparation for a forthcoming school-accreditation examination and some controversy over the condition of the junior high school as a physical plant.

The three most involved teachers at the then-Negro elementary school were happy with the project with the exception of irritation at some state-of-clothing comments which the teachers deemed mean and unnecessary on the physical examination forms. The teachers judged the project as helpful to them and to pupils in need of finding that people and school can be good. The teachers indicated that the school had many such children. Of the eight teachers at the then-white elementary school, two were favorable without reservation. The others said that the project was psychologically valuable but to varying degrees conditioned their favor of another go to greater clarity of purpose (ambiguity of rank order among the research, tutoring and teacher-education focii), to

greater control by teachers and to averting negative reactions from
the community or parents. The two junior high teachers differed in
judgments. One found the project well worth the effort and attractive
to her pupils. She said that she and some of her colleagues would prefer
to work with tutors of their pupils and to have as many as two tutors
study teacher-tutee transactions in class. The other teacher said
that the project was a hundred percent more valuable for education
students than had been his laboratory-school observation regimen as a
student. He praised the tutorial for giving the student at least a
chance to learn that the idea of individualized instruction is unrealistic
but criticized the project for tending to encourage the idea, for giving
the student-tutor only the pupils' perspective and a carping alibiing
pupil at that.

The three College of Education investigators in the project
favored at least whatever continuation could be worked out with any
voluntary principal and his faculty, given the student-resources available
in the educational psychology sections. All of the educational psychology
and sociology professors favored the project but no more than two or
three of the twelve had or have at hand the means to incorporating it
into their habit systems and situations. The two direct coordinator-
supervisors in the project thought of it as an exceedingly hard job for
two graduate-student assistants but believed that it was of great value
for all but a few of the education students and, after at least the first
five or so sessions, of substantial psychological benefit to tutees.

No judgments are at hand from the six psychiatric residents and

the two administrators at the Health Center who were in the project.

Of the total 82 student-tutors, 34 filled out structured, open-ended evaluation forms anonymously. Probably some of the 34 and surely some of the remaining 48 were interviewed in the 1965 summer session. Without exception the 34-plus favored the project at least in theory, and all but two would do it again, preferring it very much over the alternative of observing at the laboratory school; the excepting two would observe if they could do it over again.

No judgments are at hand directly from the tutees.

This net appraisal of participants suggests another basis for choosing what to do. Search out aspects of the pilot project that need changing, special attention or elimination.

Participants' Judgments of Aspects of the Project: The Tutorial Reports

Such aspects are pointed out and considered in the judgments from which the net appraisal was drawn. The tutorial reports, or "logs", worked poorly. The two system supervisors evidenced, expectably, no first-hand knowledge of the reports, but they recommended education professor-tutor-principal and/or teacher conferences at need as preferable. The reports commanded only occasional and hurried attention from the three principals. The principal of the then-Negro elementary school apologized to her teachers for not getting the reports to them, having thought the secretary would see to it. The principal did say, however, that she palnned to put the reports in the pupils' folders. The principal of the then-white elementary school said that his scanning of

tutorial reports led him to serious reservations about the value of the sessions. He recommended teacher and/or counselor observation of the sessions or conferences with a given tutor after a session. The junior high school principal judged that some of the reports were unreliable, that occasionally the reports from two tutors offended the teachers in point, especially one of the teachers, and that for some tutors the concern with report-writing undermined the concern with tutoring. The principal said that he got reports to all teachers concerned but evidently he had them just filed in the office starting the second semester and in consequence of some teacher-anger at critical comments in some reports. He was unfavorable toward the tutorial reports excepting only the initiating health reports by the nursing students-psychiatrist team.

The teachers at the then-Negro elementary school felt that the reports should be examined first by the principal and then by them, but evidently the attraction was not strong enough to draw the teachers frequently to the office to get the reports. Three of the eight teachers at the then-white elementary school believed that the reports were possibly of some help to some tutors in clarifying previous and planning forthcoming sessions and of some help to some teachers in identifying what tutors are teaching. The three judged the reports as weak on the tutee's responses and generally of little value but of greater value if turned in to teachers soon after the sessions. The other five teachers suspected that the reports were more valuable for educational psychology analytics than for tutoring, concluded that the reports were not helpful

to teachers of tutees and recommended tutor-teacher conferences instead.
The junior high school teacher whose net appraisal was favorable thought
that the reports she read were comprehensively and reliably informative
though they took a heavy toll of her little time. She recommended a
complement of tutor-teacher conferences at need though she had not tried
it. The other teacher said that initially the reports were routed to
the teachers and read by them at three or four weeks intervals to
clarify the project but that some of his colleagues became angrily
offended by critical comments in reports. He also said that in consequence
the reports were just filed in the office in the second trimester and
that he quit reading them. (By this time, the student-tutors had been
told to leave out of report-copies for the schools all tutee and tutor
criticisms of teachers and the two College of Education coordinator-
supervisors were trying to see that it was done.) The teacher summed up
his judgment by recommending that there be no reports because pupils
cannot really escape teachers and too many of them cannot even stand
accurate let alone inaccurate criticism particularly when it is part of
a report which the principal and colleagues also must or can read.

The two coordinator-supervisors at the College of Education
judged the tutoring reports aspect of the project as the most troublesome
of all and second only to the initial launching of the tutorial in
difficulty. One of the two at least would prefer to have student-tutors
working under the aegis of school teachers as tutors and education
professors as students and to let it go at that. The two were plagued
with getting the research copy and the school copy of each report in time,

with checking school copies lest they offend teachers or the principal, and with trying to satisfy tutors' desires for careful commentaries and quick return when the education professors didn't satisfy, the while trying not to irritate the professors or conflict with their comments.

Of the 34 student-tutors who did the evaluation form, sixteen judged that the tutorial reports helped them in tutoring. Six of the sixteen had serious reservations. Thirteen judged the reports as not helpful. By and large the student-tutors appraised professional and supervisor feedback from the reports as qualitatively low and temporally late in respect to their tutoring concerns.

Articulation with Courses and Professors

Few of the student-tutors ever reconciled to their satisfaction what they took to be an appropriate tutorial report with what they took to be the orthodox observation report required and stressed in the educational psychology course. The two coordinator-supervisors adduced that no more than three or four of the twelve professors in both education courses took the tutorial reports anything like as seriously as the student-tutors.

As already suggested the two courses and, with the exception noted, the twelve professors were judged as poor means to controlling the tutorial and integrating tutor and course experiences. Of the 34 questionnaired student-tutors, eighteen indicated either no or a chance or an unsatisfactory relation between tutoring and course content. Of the remaining 16 who said that there was a relation, most referred to

educational psychology, usually more in terms of tutoring making course content clearer and seldom in terms of a course being of specific practical help in tutoring. Of the 34, only six felt that their tutoring had enabled them to make a higher grade in their course(s) than they would otherwise have made. The remainder either made no comment or said that they did not know or alleged no effect.

Of the 34, seventeen described the professors without serious reservation as "Helpful" or "Cooperative". Nine (one excepting one "very helpful" professor) chose the last given alternative, "Unconcerned".

The two system supervisors judged that professor-tutor-principal and/or teacher conferences would be more useful than the system of tutorial reports. There is no sign that any of the twelve professors as professors conferred with any of the principals or teachers during the project. Moreover, only the principal and teachers of the then-Negro elementary school, together with the one quite favorable junior high school teacher could see much value or feasibility when asked about the idea of such conferences were the project to continue. None of the professors volunteered the idea let alone as either valuable or feasible.

Teacher-Tutor Transaction

With one exception at the then-Negro elementary school and two at the then-white elementary school, contact between tutor and teacher was at most what little could be had by a busy teacher and a diffident tutor at the classroom door waiting for his tutee's release from class. The exceptions were of close and sustained working-relationship, in one case at the then-white elementary school with the tutor working in the

classroom during class time; the teacher and tutor were old friends. Of

all the teachers interviewed or heard as having been directly involved,

only two teachers at the junior high school and three teachers at the

then-white elementary school made unfavorable accounts of the tutors.

Seventeen of the 34 questionnaired student-tutors appraised the teachers

of their tutees without qualification as "helpful" or "cooperative" or

both. Seven claimed little or no contact. Seven described the teachers

as "unconcerned". But, the teachers who were interviewed expressed

themselves as having been very concerned. With the exception only of

the pessimistic or cynical junior high school teacher, they recommended

a carefully planned system of periodic tutor-teacher conferences. So did

the two system supervisors, the principals and the two coordinator-

supervisors of the project, one urging a kind of internship relation.

All of the relatively and fully successful student-tutors in the project

would approve the periodic conferences. One more viable idea was to use

the first fifteen minutes of every or every other tutoring session.

Principal-Tutor Transaction

Excepting the first appearance of tutors at the schools,

tutor-principal contact during the project was on the run or _via_ an office

secretary. All but eleven of the 34 student-tutors who were questionnaired

described their principals in point without reservation as "helpful" or

"cooperative" (but not particularly helpful) or both. Only the junior

high school principal made unfavorable comments about any of the tutors

in the project (the principal of the then-white elementary school worried

lest an odd-ball occur), and the comments referred to "two or three" in
terms of reliability, sense of judgment, feeling for people or interest.
The principals recommended periodic tutor-principal or, better, teacher-
tutor-principal meetings. No student-tutor volunteered any such idea,
but all of the relatively and fully successful ones would approve.

Tutor-Tutee's Parents and Peers Transaction

Of the total 82 student-tutors in the project, four had one,
and just one, meeting with his tutee's parent(s) and then at their places.
This was in the cases of the then-Negro elementary school and the junior
high school. There is evidence that two more student-tutors consciously
saw the residency of their respective tutees. Of the 34 questionnaired
students, only five volunteered the idea of coming to know a tutee's
family and other intimates as both fruitful and within a student-tutor's
ability to handle - - an implicit commentary on the foundation courses.
However, the interviews with student-tutors indicated that practically
all would approve the idea were the student tutor aided and sanctioned.
This whole matter was a hot potatoe which nearly everyone avoided during
the project. Nearly everyone knew and accepted the theoretical need for
intimate parent involvement and for teamwork between a tutor and his
tutee's family and peers. Yet, for reasons that any somewhat nervous
parent, teacher or school administrator can sense, it was stipulated
that any tutoring in a tutee's home had to be with the approval of the
principal concerned and with a parent of the tutor's sex present.
Diffidence, ambiguity, time, transportation, fear and competing interests

kept most student-tutors from going and introducing himself to his tutee's

parents. Occasionally, a few of the tutees would overtly or implicitly

ask a tutor to come to his home. Only at the then-Negro elementary

school was there any encouragement and material help from teachers

and/or the principal. Though two of the investigators in the project

and one of the coordinator-supervisors continued to urge that means be

set up in any continuation, the response was uneasy. Attitudes remain

essentially as they were in the beginning.

Consequences for Tutees and Tutors Who Endured

It has been variously documented in this account so far that,

with the exceptions of the two junior high school tutor-tutee cases and

the one case at the then-white elementary school, principals, teachers,

some parents and the two project coordinator-supervisors at the College

judged at least the two-trimester tutees as having profited much psycho-

logically. There were a few, mild dissents from the judgment, references

to this or that tutee sadly disappointed by an unforewarning "no-show"

tutor at an anticipated session. The teachers usually remarked that

being a tutee was a state of considerable pride for the tutee and of

respect by his classmates. To the project staff members and professors

who know the student-tutors and their logs, there is no doubt that those

who managed to stay with it a full trimester or more became deeply

concerned with their tasks, much more sensitive to the tasks and obstacles

of teaching, quietly respectful of themselves and their fellow student-

tutors and very fond of their tutees. Two sides of this aspect of the

project are particularly noteworthy. The two coordinator-supervisors and the student-tutors who were interviewed contended that it took at least four or five of the weekly one-hour sessions before the tutee entered into the transaction easily, openly and aggressively; one of the coordinator-supervisors said that it was more often not until nine or ten such sessions that the reports showed this. Finally, the judges contended that after the two to three week cessation at the Christmas and trimester break, it was rather like starting all over again though the tutees changed much more quickly.

Tutor-Supervisor Transactions

Transactions between student-tutors and the two coordinator-supervisors were much more desired than realized by all. The chief investigator in the project did everything he could to secure appropriate time and physical facilities for the two. He did everything he could to make himself available. He chose not to press the two co-investigators into conferring with student-tutors, and, for reasons that any professor-researcher not on research-time today can sense, they did not volunteer. Hence, excepting "supreme court" incidents and appeals, the two coordinator-supervisors not only dealt with the principals, policed, censored, kept and prepared file documents, tracked down missing or quickly wanted student-tutors, etc., but also "mother-henned", counseled, instructed and corrected student-tutors. The constant obvious problem for both parties was finding one another, in time, long enough and in an appropriate place. However, even when the chief investigator was

able by the start of the second trimester to move the finding place from
his small office and a hall-way into a then unoccupied office, the
time-factor continued to plague. The tutors were still full-time students,
and the two coordinator-supervisors were still "twelve-hour"(?) graduate
students "given" fifteen and ten hours a week respectively to do their
project work.

"The Left Hand and the Right Hand"

To any so-called "deliberate" effort at social change there is
an aspect obliquely exclaimed in terms such as, "Why weren't we told?",
"Who said so?", "If I'd (we'd) only known!", "What's expected of me (us)?",
"What (in the world) do you (they) do?" and "The whole thing was and
still is confused!". The once-and-for-all expert or temperament often
calls the aspect "Orientation" or "Briefing". The aspect remained
vexatious in the pilot project and throughout. By phone, mail and
face-to-face meeting the project staff and each of the three school's
principal and/or teachers tried in the spring and summer before the
fall actual start of the project to master it. A general briefing and
orientation meeting was duly publicized and held on the university site
in the evening of September 24, 1965. None of the requested three
principals or their invited faculty was there. Excepting the director
of the nursing students and the psychiatric residents who were to direct
the physical examinations at the schools and the professors of the two
courses and unnotified volunteers in three of one of the professor's
sections, everyone else was there. The effort in the fall to start

the project ran into delaying confusion in respect to the then-Negro
elementary school and the then-white elementary school about the how's,
what's, why's, when's and where's of tutors, teachers, principals,
investigators, professors and coordinator-supervisors. Of course,
nearly everyone "muddled through", but some shuddered at the shambles
they saw. When the interviews were made after the end of the project,
the teachers of the then-white elementary school asked rather querilously
about the purpose of the project, and one junior high school teacher
gave confusion about the project as the main reason why teachers were
interested in reading the reports during the fall trimester.

In November three staff-tutor meetings were announced and
held; of the total 70 or so student-tutors, 47 signed up as able and
wanting to attend at one or more of the time, and most did. In February,
1965 a meeting for the tutors of the then-Negro elementary school and in
March, for the tutors of the then-white elementary school was held.
Neither of the respectively invited principals made the meeting. The
tutors expressed the conceivable range of reactions to having attended.
The tutors only rarely found themselves consciously attacking their
problems and interests as tutors while students in either of the two
courses. Though those who were questionnaired and/or interviewed
typically remarked on feeling inept at tutoring and wanting at least to
talk things over; they usually also said that too little informal exchange
occurred between student-tutors.

Time, Timing, Spatial Locations and Interests

The often interdependent aspects of time, timing and spatial location were continuing difficulties and as consequences of diverse, often competing interests can be used, of course, in "explanation" of most of the large and small errors and disappointments already stated. Everyone and all together struggled with the aspects. Most made do. They were never fully mastered, and as consequences of competing interests they constitute the major barriers in initiating or continuing such as the tutorial project. Four direct illustrations may suggest their influence. Everyone was uneasily already busy during the project. During the period of September 8 - 28, 1964, the two coordinator-supervisors with considerable direct help from the harrassed chief investigator in the project, had to select in equitable portions from fifteen sections of a student-population of 600 an academically qualifying pool of volunteering students and from this pool literally get whatever number of education and of nursing student tutors there were actually-selected pupils waiting for at: the then-Negro elementary school, at least twenty-minutes walk partly through a Negro section and preferably for two to three p.m. sessions; the then-white elementary school, at least twenty-minutes drive and preferably for one to two p.m. sessions; and the junior high school, preferably for sessions in the first-half of a school-morning scheduled strictly into hourly class-changes. Morally and politically concerned school and university adults had stipulated no sessions off the school grounds and out of school hours, with the difficult exception already noted; at the then-

white elementary school ther was a taboo against sessions in a tutor's

car. The hopeful student-tutors themselves, of course, had pretty fixed

schedules, with "spare-time" more than wanted by unmet interests and

rarely more than feet for transportation. Cars, car-pools, where and

how are they? Bus transportation was and remains a rather painful

laughing-matter. Holidays, periodic student-examination periods and,

of course, the trimester stop and start were irritants and generated

others. As for spatial location for conferences and tutoring sessions

at the schools, only the lushly financed and most unconventionally modern

school-plant has them properly. None of the schools in the project did.

None in the system does for even twenty-five tutors per week.

The Interdisciplinary Aspect

The interdisciplinary aspect of the project proved more dream

than reality excepting the initiating physical examination session at

the schools and the relatively superb nine nursing-student tutors.

Illustratively, the nursing education people and the chief representative

from the Health Center, understood that the two coordinator-supervisors

were to link them with a given nursing-student tutor when they wanted to

get in touch with her regarding the project. But, the linking turned

into much more a matter of evening phone-calls than in the case of the

education-student tutors. Early on there was sufficient criticism from

the county health department of nursing-student tutors' wearing nurse-

uniforms in the public schools to require pacification from the Health

Center. Nursing-student tutors could not see a need for hour-long

sessions every time and said that they could not do the five sessions

per tutee if they were to take the full time. The nursing students
carried a considerably heavier load as students and were shorter and
less flexible with time. Almost none had a car at her disposal. There
was not as much pressure on the nursing-student tutors to turn in their
tutoring reports, and they had less success in reconciling their reports
with the educational psychology course-requirements in respect to form
and content. Putting a tutor who was concerned about the health of his
tutee in communication with a psychiatrist was a frustrating matter
particularly for a tutor who had to wait at an agreed-upon place for
three mornings to learn when and where the psychiatrist could see him.
Evidently no more than two of the tutors ever consulted with a psychiatrist;
there were not supposed to be but there were some more than slightly
disturbed tutees. Similarly concerned education-student tutors had to
be told the names of their nursing-student counterparts.

Subject-matter Tutoring and the Interdisciplinary Aspect

The three investigators in the project tried to rule out any
constant and special emphasis upon subject-matter tutoring and the tutees
typically tried to avoid it in their earlier sessions. Nonetheless, the
tutors typically and continually acted as if there were such an emphasis.
In by far most cases, they judged themselves and were judged as much more
inept than they actually were in this respect. In any event, they
yearned for but usually did not get help from "experts" in curriculum
and instruction.

The Research Aspect

It is a sad commentary on the state of social science and of the education courses to have to say not only what was said about the tutorial reports but also that the research aspect of the project made such poor sense to the conduct of tutoring that the aspect got in the way. The tutors with whom the coordinator-supervisors talked or who were interviewed generally considered their administrations of self-concept measures as irrelevant and often disruptive to their tasks. Principals and teachers considered the latters' answering the Behavior Description Chart as taking time out from schooling and giving it to the researchers' effort to appraise, not implement, the tutorial. There is no evidence that the tutees reflected at all on their experiences with the self-concept measure. If the research instruments made sense to the researchers as instrumental in the teaching, tutoring and principaling tasks, the researchers never made the sense clear.

Conclusion

Further summing up the judgment of aspects of the project, the tutorial reports were not means to tutorial diagnosis and prescriptions for most of the tutors and for practically all of the others who were primarily concerned with the project, excepting the two coordinator-supervisors at the College. The reports were used for research but like the other appraisal instruments were as bothersome intruders in the tutorial. Periodic tutor-teacher and/or principal conferences during the first fifteen minutes of an hour-session were recommended though practically none such occurred. The two education courses and all but

three or four of the professors did not serve well in the project;
the public school people were ambivalently favorable to the idea of
periodic conferences with professors in the event of another go.
Coordination and supervision of the project by the two graduate assistants
were exceedingly difficult. Tutor contacts with parents and/or peers of
tutees were virtually none, but even those tutors who shied away from
the idea would welcome working in and with the social context of tutees
were they sanctioned and were viable means devised. Interdisciplinary
cooperation remains something to try to work out rather than being a going
concern. The tutors could not help emphasizing the role of subject-matter
tutoring and judging themselves more inept in this regard than they
actually were; they sought but rarely got expert-help within the
College. Before tutees opened up and began to show the eventually
considerable psychological gain they got from the sessions, four or
five and even a trimester of sessions had occurred. For everyone in
the project and throughout it, differing and often competing interests
generated time, timing and spatial location obstacles to communication.
By and large interpersonal relations during the project were amiable
and willing though judged as not significantly helpful except in the
cases of the relatively or fully enduring tutor-tutee relations where-
from the tutors were helped both professionally (though not generally in
the courses) and personally, and the tutees were helped at least
psychologically.

The over-all error accounting also called to attention the
difficulty of realizing the interdisciplinary ideal and some difficulty

in securing the number of same-tutor-tutee sessions which the judgment

of aspects finds necessary for discernible profit to tutor and tutee.

The accounting also indicated a probably greater amount of difficulty

with a tutorial venture between a college of education and white schools

than between a college and Negro schools; this indication was supported

by the more elaborated judgment of aspects and the net appraisal.

The net error and net appraisal accounts brought to mind a

very important consideration. This is that over-all error and the

worrisome flow of specific errors of which it is made are with rare

exceptions made tolerable and even fruitful by human tolerance and self-

correction. The net appraisal was generally quite favorable, especially

by the people at the then-Negro elementary school, but even their

hearty endorsement of as-large-as-practical expansion of the project

was qualified by a desire for a much greater degree of tutor-teacher

and/or principal collaboration. In the case of the two other schools,

the endorsement was stringently qualified by an insistance upon teacher

and/or principal control of a tutorial project even including selection

and direct supervision of tutors. The college people favored a highly

decentralized continuation of the project, consisting of whatever

arrangements a given voluntary principal and his faculty and given

voluntary students with their professor(s) worked out.

Such bases as those already indicated are never enough to

choose whether to stop, modify or elsewhere start such as the tutorial

project. Another inevitable basis is the best available estimate of

how relatively valuable the tutorial is and will come to be for doing

better certain socially stipulated tasks: in the case of a public school,
giving pupils the best possible chances to learn, shall we say, how to
choose and act wisely; in the case of a college of education, providing
the best possible students with the best possible teacher education; in
the case of a nursing and/or medical school, the same in their respective,
senses; and in the case of all, achieving a growing degree of both
"interdisciplinary" and "school-community" cooperation. Nothing
immediately viable is or will come to be as valuable for these ends as
the tutorial. To stop it would be to let contrary habits and situations
grow stronger. Even to continue it as the college people favored its
modified continuation is to run this risk. A less "penny wise and pound
foolish" alternative is to get money making it administratively possible
for the education, nursing and public school people who choose to have
the time, say three hours a week, to sustain the venture or initiate it
elsewhere and to correcting its weaknesses. Anything less is likely to
make stronger as habit the nonsense of requiring education and nursing
students to do that which they don't find valuable for tutoring and
the kind of research which immediately, though, we assume, not eventually,
hinders rather than sustains the impulse to cooperative social change.

CHAPTER III

ADDITIONAL RESULTS

Family Background

It became possible in the second trimester 1964-1965 for a county pupil personnel worker, Mrs. Susie Mae White, to arrange home visits to a sample of the population. Half the experimental and half the control families chosen at random from the then Negro elementary school in this study with which this school psychologist worked were selected. She completed a "Check List For Parents" which she designed for this project after the home visit. In addition, data received from conferences with the principal and teachers, and interviews with children were also recorded on the "Check List For Parents". Some information was also obtained from the cumulative folders at school.

Six out of the twenty children studied have a father-figure in the home, fifteen have mothers and five have guardians. Twenty percent of the parents were not married.

Table 3.1. Relatives in the Home

	NO.
Older Boys	23
Older Girls	27
Younger Boys	16
Younger Girls	30
Paternal Grandmothers	1
Maternal Grandmothers	6
Paternal Grandfathers	1
Great-grandmothers	2
Aunts	5
Uncles	4
Cousins (children)	3
Total	118

Table 3.2. Education of Parents

Grades	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Attend Coll.	Eve.
Fathers	1	6	0	0	0	0	1	0	0	0	1	1	2
Mothers	0	0	0	0	0	5	4	3	1	2	1	0	0
Totals	1	6	0	0	0	5	5	3	1	2	2	1	2

Table 3.3. Occupations Represented

Fathers	No.
Cooks	1
Service Station Attendents	1
Railroad Sexton	1
Mechanic	1
Mechanic's Helper	1
Barbering	1
Shoe Repairman	1
Common Labor	4
Janitors	2
No information	7

Mothers and Guardians:	
Maids	7
Steam-table Helper	1
Housewives	1
Laundress	1
Cook	1
Crate Maker	1
Unemployed	3

Table 3.1 reveals that, for these twenty families, there was an average of 5.9 other people in the home in addition to the parent(s) and child.

Table 3.2 indicates the educational status of the family. The average grade completed of fathers was the fourth, of mothers, the eighth.

Table 3.3 presents the occupational situation. Note that these occupations are mostly unskilled or semi-skilled, household or service type. Combined with education and income, they present a classic textbook picture of cultural disadvantage.

It must be noted that only six of the fathers are living at home. There is no indication as to whether their earnings contribute to child care. About one-half the families were on welfare. The average weekly income for the eight fathers on whom it was possible to get data was $40.62; the average for the twelve working mothers was $28.92.

In addition to the basic so:iological data, information was attained on child-rearing practices, child activities, parental attitudes toward school. Virtually every child (19) were expected to take responsibility for home care. Washing dishes, cleaning rooms, washing clothes, ironing, cooking were expected of both boys and girls. Only two earned money (by yard work). These are hard-working children, in homes where contributions to family life are expected. Although they are relatively unsupervised (see Table 4), they do help at home.

It is often assumed that educational materials are lacking in these homes, and that inadequate provisions exist for effective study. Table 3.4 indicates the state of affairs in these homes. The main sources of stimulation are TV and/or radio, and even these do not exist in all homes. In the homes in which TV is present, it is in the same room as the "study" area, and the child is free to select his own listening activities.

Table 3.4. Physical arrangements, learning conditions, activities

	Number
Space for playing	10
TV	14
TV in same room as study area	14
No study provision when visitors present	9
Selects TV or other activities	14
Uses time as he wishes	16
Books in home	8
Bible	11
Newspaper	4
Comics	3
Free magazines or newspapers	2
Radio	9
Record player	4
Piano	2
Parent PTA attendance	1 (once!)
Brownies, scouts, 4-H etc.	1
School carnivals	10
Attending football and/or basketball games	6

Table 3.4 reveals clearly that these children are not part of any organized activity with the school or in the community, their parents are not involved in school affairs, and they have, by middle-class standards, highly inadequate environments for learning the traditional lessons of school. The school psychologist commented that the parents wanted to help but can't, due to the limited materials in the home.

Diary Information

The tutoring program had been initiated without any clear indication to the tutors as to what direction should be taken in content and process within the tutoring session. Generally, the recommendation had been made to do what one felt would be right. The emphasis was on the establishment of rapport with the pupil and of presenting a model with whom the pupil might identify. The reasons for this were twofold. First, there was no body of literature to empirically indicate what "will work" in such tutoring sessions. Second, the general theoretical positions of the educational psychologists who were the investigators leaned toward the humanistic, personal orientation. Perhaps a third reason was that these tutors were beginning students in education who did not possess any body of educational "wisdom" nor specific skills such as remedial reading upon which to fall.

It became apparent, early in the tutoring program, that tutors were seeking directions for conducting the tutoring sessions, and that the general orientation was insufficient. However, because of the lack of hard knowledge their continued requests for help were met with the standard line: "Do the best you know how. Do what comes naturally. Take your leads from the pupil." Some specific suggestions were made by instructors in the courses, or by the investigators, or the graduate assistants, but these were never systematic.

Therefore, it was decided to develop a category system for analysis of the diaries and to examine what relationships might exist between measured outcomes and what transpired in the tutoring sessions. The categories developed were:

1. Orientation (child centered versus skill centered)

2. Degree of structure (highly structured to unstructured)

3. Tutor attitude toward pupil (from positive through undetermined to negative)

4. Pupil attitude toward tutor (from positive through undetermined to negative)

There were no clear-cut operational definitions developed in advance for categorizing, and definitions emerged from the efforts of judges to obtain reliability.

These definitions were:

1. Orientation

Child-centered: The predominant mode of the episode is non-academic and deals with family life, child's feelings and attitudes.

Skill-centered: The predominant mode of the episode is academic and focuses on "teaching-learning".

2. Degree of structure

Unstructured: No evidence that the tutor had planned in advance for the session, no indication that tutor directs the conduct of the hour.

Loosely structured: Evidence of some direction on the part of the tutor but no evidence of advance planning.

Moderately structured: Indication that the tutor had done some planning and takes some direction for the conduct of the interview.

Highly structured: Control resides completely in the tutor with evidence of a high degree of planning in advance.

3. Tutor attitude toward pupil

Positive: Tutor makes favorable comments toward or about pupil.

Indeterminate: Content gives no indication of affect.

Negative: Tutor makes unfavorable comment or describes negative behavior toward the pupil (sarcasm, ignoring, pupil comment or question).

4. Pupil attitude toward student

Same as above but reversal of target.

Three judges were used to analyze the protocols. It was fairly easy to obtain perfect reliability in the orientation dimension. The other three categories proved less reliable, with structure better than the two affect dimensions. Final judgment was made by the research associate on the project.

The Behavior Description Charts were used as the measure of change. All tutored pupils were rank-ordered on each of the three sub-sections of the chart. (Aggression, Leadership, and Withdrawal) according to change in score and direction from first to last administration. The twenty pupils making the most change (ten highest in each direction) were selected for study. The question asked was: What relationship exists between changes in classroom behavior (BDC) and the content of the tutoring sessions? For example, does child-centered tutoring relate to decreased withdrawal?

All of the diary protocols for these youngsters (twenty on each BDC sub-section) were analyzed and the number of diary hours (episodes) was

tabulated in each of the four diary categories. Tables 3.5 through present the data. The number in each cell represents the number of episodes. That is, on table 3.5 for the ten children identified as showing the most increase in aggression on the Behavior Description Chart, sixty-one of their episodes were categorized as child-centered and forty-six as skill centered. Not all episodes lent themselves to categorization and, as the feasibility study data indicate, there were not twenty episodes always available for each child. Therefore, totals in the right-hand column vary from table to table.

Results

As indicated in the presentation of results for hypotheses one and two, no significant differences were found between the tutored and non-tutored groups. However, the results presented below indicate that when one examines the variance within the tutoring session it becomes possible to see relationships between what occurs in the tutoring hour and changes in behavior.

Tables 3.5 through 3.8 present the information on changes in the Behavior Description Chart Aggression scores in relation to the four categories. They indicate that the type of activity or affect leads to significant differences in aggressive behavior as observed by teachers in the classroom. The diary protocols of the ten youngsters who decreased most in aggression differ from the ten who increased most in aggression in that the protocols of the former are more often skill centered and moderately structured. Moreover, they are characterized by an indeterminate attitude on the part of the tutor and a negative or undetermined attitude on the part of the pupil. It would seem that being child-centered does not influence aggression, nor does the possession of a positive attitude on the part of either tutor or pupil seem to be related to increased or decreased aggression.

Table 3.5. Relationship Between Change in BDC Aggression Score and Orientation of Tutoring Sessions

	Child-centered	Skill-centered	
Increased Agg.	61	46	107
Decreased Agg.	57	8C	137
	118	126	244

$X^2 = 5.7$, P = .02

Table.3.6. Relationship Between Changes in BDC Aggression Scores and Degree of Structure of tutoring Sessions

	Loosely Structured	Mod. Structured	
Increased Agg.	67	32	99
Decreased Agg.	48	66	114
	115	98	213

$X^2 = 9.23$, P= .01

Table 3.7. Relationship Between Changes in BDC Aggression Scores and Tutor's Attitude Toward Pupil

	Pos. Att.	Und. Att.	
Increased Agg.	125	26	151
Decreased Agg.	118	47	165
	243	73	316

$X^2 = 5.6$, P = .02

Table 3.8. Relationship Between Changes in BCD Aggression Scores and Pupils Attitude Toward Tutor

	Pos. Att.	Neg. Att.	Und. Att.	
Increased Agg.	114	2	36	152
Decreased Agg.	99	11	57	167
	213	13	93	319

$X^2 = 11.3$, P = .01

Tables 3.9 through 3.12 present the relationships between changes in the Behavior Description Chart Leadership scores and the four categories. Here, three out of the four categories show significant differences in the tutoring sessions between those who increased most and those who decreased most in leadership as seen by the teacher. The tutoring sessions of those seen as increasing in leadership show more sessions being skill centered and fewer child centered than those categorized as decreasing in leadership. In terms of the degree of structure, there is a steady movement: those whose tutoring sessions were unstructured evidenced decreased leadership; those whose tutoring sessions or episodes were moderately or highly structured showed increased leadership; loosely structured interviews play no role in differentiating between increases and decreases in leadership. The affect dimensions indicate that the tutor's attitude plays a role, but the pupil's attitude does not seem to. Note that in table 3.11 positive tutor attitude is related to decreases in leadership whereas increased leadership does not seem influenced by tutor attitudes.

The third set of tables (3.13-3.16) presents the relationships between Behavior Description Chart Withdrawal scores and tutoring sessions. Only affect seems significantly related to classroom behavior. The undetermined tutor's attitude contributes most to the differences in changes in withdrawal, followed by the negative. Least influential or rather not contributing to the differences is the positive attitude. Those who decreased in classroom withdrawal, as seen by the teachers, were characterized as having more tutoring sessions in which the tutor's attitude was undetermined and fewer (although the total number was very small) in which the tutor's attitude may be characterized as negative. On the other hand, when the pupil's attitude toward the tutor is the variable, those whose withdrawal

Table 3.9. Relationship Between Changes in BDC Leadership Scores
and Orientation of Tutoring Sessions

	Child-centered	Skill-centered	
Inc. Ldshp.	47	77	124
Dec. Ldshp.	76	55	131
	123	132	255

$$x^2 = 10.3, \ P = .01$$

Table 3.10. Relationship Between Changes in BDC Leadership Scores
and Degree of Structure of Tutoring Session

	Degree of Structure			
	Highly	Moderately	Loosely	Unstructured	
Inc. Ldshp.	9	59	57	35	160
Dec. Ldshp.	1	30	56	73	160
	10	89	113	108	320

$$x^2 = 29.26, \ P = .001$$

Table 3.11. Relationship Between Changes in BDC Leadership Scores
and Tutor's Attitude Toward Pupil

	Pos. Att.	Undet. Att.	
Inc. Ldshp.	88	68	156
Dec. Ldshp.	132	25	157
	220	93	313

$$x^2 = 28.67, \ P = .01$$

Table 3.12. Relationship Between Changes in BDC Leadership Scores
and Pupil's Attitudes Toward Tutor

	Pos. Att.	Undet. Att.	
Inc. Ldshp.	74	75	149
Dec. Ldshp.	109	39	148
	183	114	297

$$x^2 = .06, \ N. \ S.$$

Table 3.13. Relationship Between Changes in BDC Withdrawal Scores and Orientation of Tutoring Sessions

	Child-centered	Skill-centered	
Inc. Withdrawal	70	62	132
Dec. Withdrawal	59	55	114
	129	117	246

X^2 = .03, N. S.

Table 3.14. Relationship Between Changes in BDC Withdrawal Scores and Degree of Structuring of Tutoring Sessions

Degree of Structure

	Highly	Mod.	Loosely	Unstructured	
Inc. Withdrawal	1	41	56	64	162
Dec. Withdrawal	4	43	60	55	162
	5	84	116	119	324

X^2 = 2.7, N. S.

Table 3.15. Relationship Between Changes in BDC Withdrawal Scores and Tutor's Attitude Toward Pupil

	Pos. Att.	Neg. Att.	Undet. Att.	
Inc. Withdrawal	120	4	38	162
Dec. Withdrawal	101	1	60	164
	221	5	98	324

X^2 = 8.4, P = .02

Table 3.16. Relationship Between Changes in BDC Withdrawal Scores and Pupil's Attitude Toward Tutor

	Neg. Att.	Undet. Att.	
Inc. Withdrawal	15	50	65
Dec. Withdrawal	6	63	71
	21	113	136

X^2 = 5.2, P = .05

increased in the classroom may be characterized as youngsters who are more likely to be seen as displaying negative affect in tutoring sessions.

The possible meaning of these results will be discussed in the next chapter.

CHAPTER IV

CONCLUSIONS

One of the issues faced by the investigators in originally mounting a tutorial program and then attempting to evaluate it was the lack of any literature on "how to do it". Although there are numerous volunteer tutoring projects around the country and although there are numerous efforts to provide compensatory education for culturally disadvantaged youth, the amount of substantive data is as yet extremely limited. Therefore, this concluding chapter will have as its focus suggestions and recommendations on "how to do it" and on what to avoid. It will reflect not only on the quantitative results reported upon in the preceding two chapters but also will review the qualitative data present in the minds of those involved. The first part of this chapter will present problems and recommendations for the provision of tutorial service. The second will present problems and recommendations for evaluating such programs in the public schools.

Provision of Service

It should not be assumed that instantaneous cooperation is available to a University or a College of Education wishing to provide service to the public schools. The public school is an on-going institution with mores and customs of its own, with internal problems of budget, staff, time and building space and with its own view of its needs. Its system is not easily amenable to service from an outside agency, particularly when service is accompanied by naivete and by demands for research and evaluation. This description of a public school system is equally applicable to a University or to a College of Education within a University. Both institutions (public

school and higher education) have their internal ambiguities, misapprehensions

and differences in views. There is a considerable lack of common symbols

for communication between University personnel and school personnel, and

many assumptions are made on both sides about what is understood by the

other.

In the case of the present program, although considerable cooper-

ation was secured from the county school office and from the three public

schools engaged in the project, the demands sometimes made by University

personnel were seen as imposing hardships upon the school. The University

personnel expected certain things to happen at school without any understand-

ing of all the problems involved. They often expected things to happen

without adequate understanding and adaptation of the expectations to the

problems of the school, other University personnel or tutor. For example,

it was assumed by University people that space, time, transportation and

work-load would not be insurmountable problems, that there would be some

system by which youngsters could be moved from class without disconcerting

teachers, that teachers could find ways to communicate with tutors without

having these institutionalized, and that everyone would agree and adhere

to one stipulated definition of the culturally disadvantaged child. Since

selection was turned over to the faculties with too little briefing, it is

not surprising that social deprivation in terms of broken families was

sometimes used along with the criteria of "poverty". It is probable that

only in the then-Negro school that one can be sure that all youngsters

fitted into the definition of cultural deprivation.

Further, the University investigators understood, and assumed

that it was understood, that the tutors were relatively naive, that they

were beginners in their first education course and that they possessed no special skills. Indeed, tutoring was seen as a device for beginning the professional education of teachers. Further, the concept that so-called "unskilled labor" could prove useful was not alien to the professor's beliefs. For example, it had been demonstrated that mothers could be trained to conduct psychotherapy, and Rioch reports, "We do not contend that the work of the trainees with their patients was highly skillful. Some of it was skillful; some was adequate; some was awkward. The fact of the matter is that favorable change sometimes occurred in spite of awkward, blundering work"(Rioch, 1963, p. 688). Many of the poverty programs were seeking utilization of indigenous personnel, and several education innovations had been launched using teacher aides and other untrained personnel in a variety of roles. Teachers on the other hand were apprehensive about releasing pupils to such tutors. They viewed teaching as a profession (rightly so) and questioned whether unskilled labor could really make a difference. What they wanted was skilled remedial professionals rather than college sophomores. In addition, the presence of education professors in the public school building might have been viewed by public school personnel as interference and a reflection upon their ability to do the job. Since teachers and administrators had been educated by these (or similar) professors, the natural teacher-student reaction seemed to be present. Just as the local physician often is wary of the professor of medicine, the school teacher and administrator is suspicious of the professor of education.

In the general context of affairs in the region, there was a concern on the part of the school people as to just who among college students would volunteer to be tutors. There was some concern that "marchers" would tend to dominate the tutors, and that this would turn into a political rather than a professional situation. This did not happen, and such fear was somewhat allayed;

but, nevertheless, it must be understood that its presence conditioned the reception which tutors had in certain schools.

Similarly, the tutors didn't really understand how busy schools are and what school people see as means and ends. Consequently, some tutors often expected highly personalized treatment when they were, in fact, not entitled to it. One may use an analogy. The tutoring service was like a foreign body grafted into a living system. In a healthy system it is worked to the surface and somehow eliminated and there is a question of how well the graft took. There is a problem of conflict of interest between University and the public school system, each charged with differing responsibilities, although both concerned with education. The feasibility study clearly indicates the problems faced when such institutions attempt to work together.

Within the University itself an attempt was made to make this an interdisciplinary project. Although the Department of Psychiatry performed exceptionally well in providing for beginning physical examinations under difficult conditions it was not always possible to provide the follow-up service because of legal issues involved in referral to psychiatrists. It was decided not to perform the final medical examination because there were more demanding commitments, too little time and because the amount of information gleaned on the first one really did not warrant such a considerable expenditure of professional time. Otherwise, the Psychiatry Department would certainly have been willing to provide the service.

The nurses were perhaps most left on their own. The education professors assumed that nursing professors would provide the kind of supervision, back up and support needed to make this a valuable experience. This was not forthcoming. Probably, again, this was due to a shortage of time and the more powerful demands for the services of the nursing professionals.

There was a lack of clear understanding of what the tutoring program was, what the nurses were supposed to do and how they could serve in supervisory ways. Again the problem seemed to be more one of communication than of real lack of a desire to cooperate.

The most striking evidence that cooperation within the University varied in proportion to the extent to which a professor saw the tutoring program as enhancing or hindering his own set of means and ends, is the wide difference in relationships between course content and tutoring. Generally, professors in both psychological and social foundations, the courses from which the tutors were drawn, made no modifications to utilize the tutoring experience within the course, or to permit the course work to aid the tutor. For most, it was a graft which did not "take". This was less so in psychological foundations, but so generally true that the assumptions of the project investigators that tutoring would modify courses was not upheld.

To those who wish to mount a tutoring program we would recommend a very careful elaboration of just what the service is to do, a series of meetings with faculties of schools, a careful delineation of roles, the provision of adequate time and staff for laison and supervision and a continuing dialogue between University and public school personnel. Public school personnel should be included as part of the original planning team, rather than as recipients of service. They have as much to offer the University teacher education program as the University has to offer them. Nothing should be taken for granted. Of particular importance would be clarification with teachers of just what they would like tutors to accomplish and how they would like, in each case, to see the tutor function. School teachers feel responsible for the learning of the individual child and they

feel apprehensive when something is done with one of their pupils without their knowledge and without their control. It may be that as long as a tutoring service attempts to work directly in the schools during the school day, that tutors might very well be located directly in the classrooms working with small groups or with an individual, rather than removing the youngster from the room. Otherwise, some interview time should be provided for teacher and tutor to relate to each other.

Tutors need to be briefed by all concerned as to what their roles are and how they can best accomplish the purposes of such a program. As pointed out in the additional results chapter, the tutors in this project were given only a general briefing because there were no clear-cut guidelines. Our results would suggest certain guidelines for tutors. For whatever reason, and to some degree contrary to our expectations, focusing upon the skills, ie. subject matter, reading, arithmetic seemed to be more effective than centering upon the child. These youngsters were referred to the tutoring service because of academic deficiency. Their out-of-school resources contributed to their deficiency, their most pressing task is to cope with the school. Skill orientation, therefore, may be more valuable as a beginning point of contact than the kind of empathic exploration of family, feelings and personality which may work well with middle-class underachievers.

To say this is, of course, to evade totally the basic curricular issue expressed, for example, by Davis and Mallery.

"The greatest need of education is for research to discover the best curricula for developing childrens' basic mental activities; such activities, that is as the analysis and organization of observed experiences, the drawing of inferences, the development of inventiveness. The present curricula are stereotyped and arbitrary selections from a narrow area

of middle class culture. Academic culture....has given a bloodless,

fossilized character to the classroom...."(Davis and Mallery, 1955, p. 97).

An equally suitable explanation may be offered from a self-concept

rather than a sociological point of view. These children were in tutoring

because they did not do well in school, therefore, probably had poor self-

concepts which would not, at first, allow them to function adequately in

a child-centered relationship. If some sort of tutoring were continued

with the same children, and it was successful in significantly improving

their skill and confidence, these children would, like the typical middle

class child, begin to gain more and more from the child-centered situation.

Further, it seems quite clear that tutors must prepare for each

session. This preparation should not be to the extent that they lecture

to the child nor engage in a highly-structured preparation, but certainly

the changes on the Behavior Description Chart would seem to indicate that

an unstructured situation is least productive of positive growth. It is

also quite clear that these tutors generally have positive attitudes toward

the youngsters. Generally, we would recommend that the tutor behave toward

the youngster in such a way that it is possible for the child to perceive

his attitude as positive or at least not negative.

Evaluation

Chapter II indicates discrepancies between the objective overall

results on hypotheses one and two and the positive feelings given in the

feasibility study. Further, the chapter indicates the difficulties in the

testing of the medical hypotheses. How can these discrepancies between

the objective data and the judgmental information be explained? The measure-

ment of pupil's self concept is one area of concern. The original design

called for using Pauline Sear's self concept scale. The first administration
of this scale revealed that it was too complex and had too high a level
of abstraction for the elementary school youngsters to answer. The Gordon
"How I See Myself" Scale was substituted for the second and third adminis-
tration. Although this is a much simpler scale, it seems to have suffered
from some of the same difficulties. Examiners report that they were unsure
as to the meaning of the children's responses to these scales.

The measurement of self-concept is a controversial issue. This
project utilized self-reporting techniques. It may be that in attempting
to measure children deficient in verbal skills, and who may not understand
rating scales, that a projective technique, or an observation-inference
approach would prove more useful. Either of these latter would require
trained evaluators, and a different evaluation design.

This change might overcome a further difficulty encountered in
this project. The design required that the tutors use the self-report
scale at their first meeting with their pupil. It was expected that this
would serve as an ice breaker in giving them something to talk about, but
obviously the confusion and contamination between its use as an assessment
tool and its administration by the tutor throws serious doubts on its
validity. The first administration, therefore, was discarded in the evalua-
tion of results. This means that changes were to be detected between January
and May instead of between September or early October and May. The time lag,
then, is so short that one could not expect much movement. Any future study
should be designed so that the tutor does not participate in this type of
evaluation. There should be a clearer separation of service and evaluation.

The Behavior Description Chart offers some difficulties. The

investigators were concerned with the degree to which the teachers could use this chart. In the junior high school, for example, there seems to be some indication that the teacher who filled out the chart is not necessarily the teacher who knew the pupil best. There was insufficient briefing of teachers as to how the chart was to be completed and what use was to be made of it. We would suggest that future studies including some attempt to measure classroom behavior possibly substitute outside observers who would take actual examples of behavior at different periods and move away from teacher rating. If this is not feasible then some consultation with teachers to secure their cooperation and a clarification of the meaning of terms so that items be defined as carefully as possible should take place before teachers fill out such forms as the Behavior Description Chart.

If one is not too concerned with standard measuring devices, it might be useful to consider the local development of evaluative measures that would require cooperative effort from "town" and "gown". This might yield not only measurement tools acceptable to and understood by the teachers but also might have positive side-effects related to inter-institutional cooperation in other aspects of the educational process.

Perhaps of greatest significance is that there is a radical distinction between the neat psychological question which can be answered by a careful design in the laboratory and the type of question that can be answered in field service research in a going concern such as the public school. What is needed are tools which take into account the concept of ecology and which treat child behavior and teacher behavior in its social context within a public school system. This level of sophistication was obviously not attained in this project nor does it seem to be present in the literature. As an example of this situational or ecological problem

there is one interesting fact related to the data. Although not attributable to the tutoring, it may be seen from an inspection of the means that all of the subjects from the then-white schools increased, at least slightly, in aggression scores, while all of the subjects scores in the then-Negro school decreased in terms of this variable. This means that the subjects from the then-white schools, regardless of whether they were in a tutored or untutored group, became more aggressive as the study progressed, while all of the subjects of the then-Negro school became less aggressive. It is extremely difficult to interpret this fact since the data does not offer a suggestion as to why this phenomena occurred. It seems justifiable, however, providing one admits to speculation, to attempt to give some meaning to what appears as more than a chance relationship. Perhaps the need for assistance in a white school, heavily populated with middle class children, is not generally felt by the schools' teachers and students. Therefore, when any unusual large scale operation is instituted in such a school the first response by the majority of the persons associated with the school is one of resentment. On the other hand, it is possible that the need for help of any kind is so desperately and universally felt by the persons connected with a severely deprived Negro school that the institution of any large scale remedial program creates a general atmosphere of hope and gratitude, even from those teachers and students not directly connected with the program. Such a conclusion is supported to some degree by the fact that, although no statistically significant differences were obtained from the teachers' ratings, the Negro teachers and students alike verbally and behaviorally communicated a markedly positive attitude towards the project. This was not always the case with the white participants.

This difference of response between the white and Negro groups, particularly with regards to the attitudes which were informally transmitted to the researchers and tutors, may also be related to an evaluation of the disappointing data obtained from the analyses of variance. It was the overwhelming opinion of the various judges as a result of their personal or indirect contacts with the subjects, that the program was having quite successful psychological and sociological results in the Negro school, but mixed results in the white schools. The data indicated no experimental-control differences attributable to the program, which might reflect the mixed success in the white schools, but does not indicate the success achieved in the Negro schools. Yet, every indication that the researchers and tutors received other than the statistical analysis was that the program was a success. One can conjecture, therefore, that the program was a success in the Negro schools, and that the failure to obtain statistical support was due to other factors. This discrepancy generates a new hypothesis that warrants further investigation. This hypothesis rests on the difference in aggressive behavior between the white and Negro subjects and is roughly something such as: When dealing with severely deprived groups, the Hawthorne Effect (general improvement) will prevail to some degree in regards to some aspects of behavior, regardless of what the experimental treatment is.

An unstudied aspect of the project was the effect of tutoring on the tutors themselves. Conversation and other informal data sources suggest that this is an important area for investigation. If one holds, as these investigators do, a transactional orientation toward learning and development in a social context, the investigation of the impact of the program on all participants is necessary. Tutoring was conceived as a

desirable activity in teacher education; it was expected to lead to changes in tutor attitude and behavior. Because of immediate requirements the focus in this project was on the recipient. Future studies should focus on all participants, and examine the relationship between their interactions and the consequent modifications in thought and behavior. As this is done, suggested changes might emerge for teacher education, university-school cooperation and for the education not only of the culturally disadvantaged but also all children in school.

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Appendix B:
Physical Examination Form

(CHECK THE TOOTH THAT APPEARS
DISEASED OR DECAYED.)

TEMPORARY   PERMANENT

UPPER   UPPER

LOWER   LOWER

MALE_____ FEMALE ✓

NAME OF CHILD:_____

SCHOOL:_____

AGE OF CHILD: 14

DATE SEEN: 9/29/64

HEIGHT: 64 INCHES - WEIGHT 136½ LBS.

VISION: LEFT EYE 20/20 WITH GLASSES?_____
RIGHT EYE 20/20 WEAR GLASSES?_____

HEARING (GROSS): RIGHT EAR-NORMAL ✓ ABNORMAL___
LEFT EAR -NORMAL ✓ ABNORMAL___
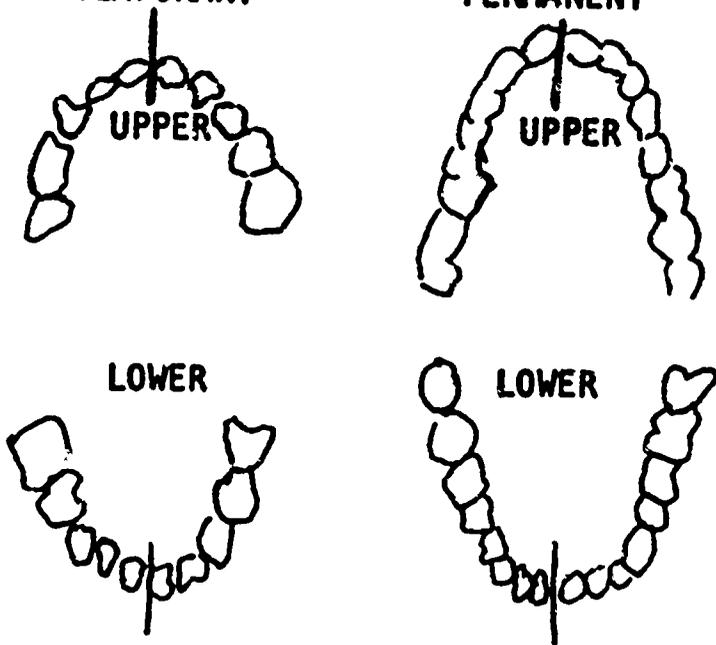
GENERAL APPEARANCE: N. W. F.

HEART: N. S. R. No ⓜ

LUNGS: CLEAR to A.

THROAT: CLEAR

COORDINATION: Good

REFLEXES: Within NORM LIMITS

1. HAVE YOU EVER HAD THE SAME DREAM MORE THAN 1 TIME? TELL ME THE DREAM -
THE WHOLE STORY OF THE DREAM.

This Person Came to the window +
tried to Look in - He HAD A Knife -
I was scared.

2. I WANT YOU TO THINK BACK TO WHEN YOU WERE JUST A TINY LITTLE (BOY/GIRL)
AND TELL ME THE VERY FIRST THING YOU REMEMBER. WHAT IS THE EARLIEST
THING YOU CAN REMEMBER?

My mother was out in the yard with
a sling blade cutting the grass - she
cut her foot.

DOCTOR_____

NURSES (1)_____
(2)_____

Appendix C

The Behavior Description Chart (Revised)*

"Directions: In each of the sets of descriptive statements below,
pick out two statements. (1) Pick out that statement which you find
fits the child most aptly--the one which the child is most like. (2) Then
pick out the statement which the child is least like. Place the letters
of these statements on the record sheet under the number corresponding
to the set of statements. Do not be concerned if the statement does not
apply exactly, and do not dwell too long upon your decision. Go through
the entire chart for one child at a time. Experience shows that the
ratings can be completed in just a few minutes per child.

1. A. Others come to him for help
    B. Causes disturbances
    C. Lacks confidence in himself
    D. Reports those who break the rules
    E. Shows emotions in a restrained way

2. A. Other children find it hard to get along with him
    B. Is easily confused
    C. Other children are eager to be near him or on his side
    D. Likes to see things done his way
    E. Interested in other people's opinions and activities

3. A. Sensitive, touchy, hurt by criticism
    B. Shows off, attention-getter
    C. Is self-confident
    D. Enjoys being a part of the group without taking the lead
    E. Dislikes criticism

4. A. Is extremely quiet and passive
    B. Is a natural leader
    C. Is boastful
    D. Does his share but does not seek leadership
    E. Is generous when in the mood

5. A. Frequently gets into fights
    B. Helps to make and enforce rules
    C. Seems anxious and fearful
    D. Criticizes other people
    E. Is generous when in the mood

6. A. Makes sensible, practical plans
    B. Breaks rules
    C. Becomes discouraged easily
    D. Usually willing to share with others
    E. Does not care what others think

7. A. Takes an active part in group projects and other activities
    B. Is shy and retiring
    C. Others cannot work with him
    D. Polite
    E. Assertive

8. A. Quarrelsome
    B. Is tense or ill at easy when reciting or appearing before a group
    C. Likes jobs which give him responsibility
    D. Is quiet and seems content with himself
    E. Enjoys a conversation

9. A. His presence or absence is not noticed by other children
    B. Figures out things for himself
    C. Is impulsive and easily excited
    D. Is a good follower
    E. Is usually courteous to other children

10. A. Tries to bully and domineer over others
    B. Is quick to see valuable things in other people's suggestions
    C. Is hard to know
    D. Is boisterous
    E. Pleasant to talk with but seldom initiates a conversation."

Appendix D

HOW I SEE MYSELF

1. Nothing gets me too mad   1   2   3   4   5   I get mad easily and explode

2. I don't stay with things and finish them   1   2   3   4   5   I stay with something till I finish

3. I'm very good at drawing   1   2   3   4   5   I'm not much good in drawing

4. I don't like to work on committees, projects   1   2   3   4   5   I like to work with others

5. I wish I were smaller (taller)   1   2   3   4   5   I'm just the right height

6. I worry a lot   1   2   3   4   5   I don't worry much

7. I wish I could do something with my hair   1   2   3   4   5   My hair is nice-looking

8. Teachers like me   1   2   3   4   5   Teachers don't like me

9. I've lots of energy   1   2   3   4   5   I haven't much energy

10. I don't play games very well   1   2   3   4   5   I play games very well

11. I'm just the right weight   1   2   3   4   5   I wish I were heavier, lighter

12. The girls don't like me, leave me out   1   2   3   4   5   The girls like me a lot, choose me

13. I'm very good at speaking before a group   1   2   3   4   5   I'm not much good at speaking before a group

14. My face is pretty (good looking)   1   2   3   4   5   I wish I were prettier (good looking)

15. I'm very good in music   1   2   3   4   5   I'm not much good in music

16. I get along well with teachers   1   2   3   4   5   I don't get along with teachers

17. I don't like teachers   1   2   3   4   5   I like teachers very much

18. I don't feel at ease, comfortable inside   1   2   3   4   5   I feel very at ease, comfortable inside

19. I don't like to try new things   1   2   3   4   5   I like to try new things

HOW I SEE MYSELF   Page 2

20. I have trouble control-   1   2   3   4   5   I can handle my feelings
      ing my feelings

21. I do well in school work 1   2   3   4   5   I don't do well in school

22. I want the boys to like   1   2   3   4   5   I don't want the boys to
      me   like me

23. I don't like the way I   1   2   3   4   5   I like the way I look
      look

24. I don't want the girls   1   2   3   4   5   I want the girls to like me
      to like me

25. I'm very healthy   1   2   3   4   5   I get sick a lot

26. I don't dance well   1   2   3   4   5   I'm a very good dancer

27. I write well   1   2   3   4   5   I don't write well

28. I like to work alone   1   2   3   4   5   I don't like to work alone

29. I use my time well   1   2   3   4   5   I don't know how to plan
                                                 my time

30. I'm not much good at   1   2   3   4   5   I'm very good at making
      making things with my hands   things with my hands

31. I wish I could do some-   1   2   3   4   5   My skin is nice-looking
      thing about my skin

32. School isn't interesting 1   2   3   4   5   School is very interesting
      to me

33. I don't do arithmetic   1   2   3   4   5   I'm real good in arithmetic
      well

34. I'm not as smart as the   1   2   3   4   5   I'm smarter than most of
      others   the others

35. The boys like me a lot,   1   2   3   4   5   The boys don't like me,
      choose me   leave me out

36. My clothes are not as   1   2   3   4   5   My clothes are nice
      I'd like

37. I like school   1   2   3   4   5   I don't like school

38. I wish I were built like 1   2   3   4   5   I'm happy with the way I am
      the others

39. I don't read well   1   2   3   4   5   I read very well

40. I don't learn new things 1   2   3   4   5   I learn new things easily
      easily

HOW I SEE MYSELF

1. I rarely get real mad   1 2 3 4 5 I get mad easily

2. I have trouble staying with one job until I finish   1 2 3 4 5 I stick with a job until I finish

3. I am a good artist   1 2 3 4 5 I am a poor artist

4. I don't like to work on committees   1 2 3 4 5 I enjoy working on committees

5. I wish I were taller or shorter   1 2 3 4 5 I am just the right height

6. I worry a lot   1 2 3 4 5 I seldom worry

7. I wish I could do something with my hair   1 2 3 4 5 My hair is nice looking

8. Teachers like me   1 2 3 4 5 Teachers dislike me

9. I have a lot of energy   1 2 3 4 5 I have little energy

10. I am a poor athlete   1 2 3 4 5 I am good at athletics

11. I am just the right weight   1 2 3 4 5 I wish I were lighter or heavier

12. The girls don't admire me   1 2 3 4 5 The girls admire me

13. I am good at speaking before a group   1 2 3 4 5 I am poor at speaking before a group

14. My face is very pretty (good looking)   1 2 3 4 5 I wish my face was prettier (better looking)

15. I am good at musical things   1 2 3 4 5 I am poor at musical things

16. I get along very well with teachers   1 2 3 4 5 I don't get along well with teachers

17. I dislike teachers   1 2 3 4 5 I like teachers

18. I am seldom at ease and relaxed   1 2 3 4 5 I am usually at ease and relaxed

19. I do not like to try new things   1 2 3 4 5 I like to try new things

20. I have trouble controlling my feelings   1 2 3 4 5 I control my feelings very well

<u>HOW I SEE MYSELF</u>   Page 2

21. I do very well in school 1   2   3   4   5   I do not do well in school

22. I want the boys to admire 1   2   3   4   5   I don't want the boys to
me   admire me

23. I don't like the way I look 1   2   3   4   5   I like the way I look

24. I don't want the girls to 1   2   3   4   5   I want the girls to admire
admire me   me

25. I am quite healthy   1   2   3   4   5   I am sick a lot

26. I am a poor dancer   1   2   3   4   5   I am a good dancer

27. Science is easy for me   1   2   3   4   5   Science is difficult for me

28. I enjoy doing individual 1   2   3   4   5   I don't like to do individual
projects   projects

29. It is easy for me to   1   2   3   4   5   I have trouble organizing
organize my time   my time

30. I am poor at making   1   2   3   4   5   I am good at making things
things with my hands   with my hands

31. I wish I could do some- 1   2   3   4   5   My skin is nice looking
thing about my skin

32. Core is easy for me   1   2   3   4   5   Core is difficult for me

33. Math is difficult for me 1   2   3   4   5   Math is easy for me

34. I am not as smart as my 1   2   3   4   5   I am smarter than most of
classmates   my classmates

35. The boys admire me   1   2   3   4   5   The boys don't admire me

36. My clothes are not as nice 1   2   3   4   5   My clothes are very nice
as I'd like

37. I like school   1   2   3   4   5   I dislike school

38. I wish I were built like 1   2   3   4   5   I like my build
the others

39. I am a poor reader   1   2   3   4   5   I am a very good reader

40. I do not learn new things 1   2   3   4   5   I learn new things easily
easily

41. I present a good appearance 1   2   3   4   5   I present a poor appearance

42. I do not have much confi- 1   2   3   4   5   I am full of confidence in
dence in myself   myself

Appendix E

X's Interview with Teacher "Y"
July, 1965

Y: I tried to sketch a few ideas down here.

X: Good.

Y: The major problem that I can see was the fact that the tutors weren't allowed to go the whole year. In most cases, in reading the summaries, and every now and then a comment or two would come from the student; they would have liked to have had the tutor the entire year, but then, of course, they were here just for the duration of their class and then they were gone, and so probably the tutor had just reached the point where he was just getting to know the student fairly well when he had to leave, and then in some cases some of the students were just beginning to rely on this help, this guidance when it was taken from them and I feel that this was very definitely a problem. With some teachers the class interruptions may have been a problem but we handled this. In certain cases when I couldn't let a girl go, she didn't want to. She might have been doing something interesting. In such cases we would just invite the tutor in the room, and she would either spend the time observing or she might even get involved in what we were doing especially if it happened to be a food lab or something like that.

X: You think other teachers had this problem more than you did?

Y: Perhaps so. My classes were probably about half in number in comparison to the others. Where I have only 24 and they have 45, there is quite a big difference in letting students go, and of course my class isn't quite as structured perhaps as some of the others are, there's

more leniency. I can let them go, and they can make it up. Reading
the summaries, I enjoyed these summaries I got back.

X: Yeah, I'll bet.

Y: It was time-consuming yes, but believe it or not I learned a great
deal about the student.

X: I'll bet.

Y: And in some cases.I learned their reaction to my class was not
exactly what I thought it was and this helped me perhaps to take a
second look at the student and find out what was wrong, what I could do
and in many cases I was surprised that they seemed to be enjoying it but
yet their work just wasn't what I thought it should be under the circum-
stances; it worked both ways, and too, I learned a bit about their home
life; they came out in these reports. Another problem I think of is:
now, I'm not sure how much the students knew about this program, and I
know the teachers and faculty had trouble in understanding exactly what
it was organized for, what the purpose was. To some teachers this can
be a thorn in the side. They don't like to excuse students, and, of
course, I hear a lot of comments from teachers; most of them dislike
having their classes interrupted. If there was some way of getting
these students without missing classes -

X: I have always hated that -

Y: It would be a termendous gain.

X: No question about that. That was something that we tried our best
to avoid. We tried to get them out of study hall and I have to admit
that it was impossible in some cases but even in cases where it was

possible I found out later that the tutor and the student made a little agreement and it turned out they were meeting at another time. We tried to catch this but it wasn't always possible.

Y: Too, I don't know if the parents were brought in on this or not, but this would be another advantage. As I said I don't know whether they were informed or not.

X: They were asked for permission to participate.

Y: Another thing I noticed, and of course I get this because of the subject I teach. Most of the students seemed to be those that were academically deficient in some way, they were having trouble with studies, maybe emotional problems. And most of these, I noticed, were not the better students. Would it be feasible to expand this and to include those even that are good students, but who may be having some emotional problems? Because they do have them, even with studies.

X: There is a criterion involved. We had to define what is culturally deprived, and the principal made the selections on the basis of this criterion. Now probably there were twice as many that fit this criterion and it's conceivable that someone with this kind of problem could have been included. As a matter of fact I think in other schools they were selected.

Y: What age groups were involved in this?

X: There are no age stipulations.

Y: 8th and 9th grade?

X: Yes.

Y: What about starting it at the 7th grade level? Catching them before

they get to the 8th and 9th?

X: This is something we ought to consider. You think this would be better?

Y: I think it might help stop some problems before they really become serious.

X: As a matter of fact we had a couple of girls who dropped out of school.

Y: Well, unless you have some questions those were the main things I wanted to bring out.

X: Can you think of any other suggestions that oh, about the amount of meetings let's say. Do you think that the one hour a week is enough to do any good for anybody?

Y: I think that would depend on the student. One thing just came to my mind. I don't know whether this is the recommended thing or not, but I was very pleased at meeting the tutors finally who were taking my students out. If there could be some way to make an effort to introduce the teacher to the tutor I think that perhaps there could be more of a working relation there. We could perhaps help them and they could certainly help us.

X: Do you think that most of the teachers felt that they would have preferred to have gotten to know this tutor and worked with them a little better, give them some direction or something?

Y: Well, I can't answer from the same point of other teachers, but I would.

X: You would have?

Y: I would. But there are some I know who won't and I don't know how you could find out unless you could just question the principal or them. Some teachers probably don't think it's worthwhile.

X: See, you had already met with the tutors earlier.

Y: Oh yes, I met them when they came to the classroom. There are some that I met of course and talked with more than once, but some I never did meet. I had several instances where the student made a special effort to bring her tutor by and introduce her so that I could see who this person was and they did this on their own initiative, not by my suggestion or that of the tutors.

X: You read the reports pretty thoroughly, you said, didn't you? Did you find them pretty loose, pretty unstructured or did you - - if you were planning another program would you require the tutors to cover just academic concerns or would you do pretty much the same way; see, we didn't structure them at all. We told them to look over the situation and sort of play it by ear, to work on academic things if that seemed to be most appropriate. If the kid seemed to want to talk about something else, to go along with them.

Y: I'd leave it unstructured.

X: You would.

Y: Because I think many of the problems that these students have probably could be solved if you let them get it off of their chests and talk about things that might be completely unrelated to their school. It could be by someone taking a little interest in their personal life they would - -

X: That's what we were thinking, that lot of these kids just didn't get much attention because they are one of a dozen kids in the family, and mother and daddy both work, and they didn't have anybody to talk to close to their own age.

Y: As far as the value of the program, I think it's well worth the effort.

X: Would you include the reports as some kind of feedback for the teacher in the future?

Y: What we got was fine.

X: You think some sort of a person to person de-briefing session?

Y: What we got was fine, and, I'm assuming this was so, if we ever wanted to talk with the tutor about some special problem we could have requested this and we would have been able to do so. As far as I can tell the students seemed to enjoy their sessions.

X: Did you find that the students who were tutored were looked upon any differently by their peers or were they teased about having a tutor or were the tutors a thing to be proud of, having a tutor rather?

Y: As far as I could tell, this was just something that both of them accepted. Mary M. had a tutor. She had to go see her today. That's why she's not in class and that was it. A few of them asked me, "Why can't I have a tutor"? They wanted to know why they couldn't be tutored. Whether they wanted to get out of class or whether they honestly wanted a tutoring session, I don't know.

X: Huh, how about that.

Y: The girls that didn't want to go, generally they were the ones that

came on to class when they were supposed to go meet their tutors
then had to be called, and in some cases I don't know whether they
just didn't like the idea of going or they just wanted to come to
class. Mary M. was one. Mary was the one who brought hers to meet
me and judging from the reports she seemed to enjoy her sessions very
much. But whether she just forgot to go I don't know but more than
likely they'd have to call her.

X: How would you explain that feeling there.

Y: Now I don't know whether - Mary was an interesting example when
she first came into class. She talks very little anyway and she would
hardly talk at all in conversation and she was very withdrawn but over
the year she gradually began to loosen up. Now this of course was the
smallest class. I only had at the end about 10 which was a heaven-sent
number as far as I was concerned, and she loosened up quite a bit. Now
whether she had just grown to like the class to where she didn't want
to leave, I don't know because as I've said, my class is pretty well
unstructured. I teach them more like - well I don't know sometimes I
think I'm too informal with them. I think Julia wouldn't mind me
bringing up some of the things she brought out. She thought some of
the teachers were more appropriate to work with a program like this,
to coordinate with it, than others.

Y: They don't want to cooperate.

X: Julia said that she would involve the special education teachers
in the planning program. I'm sure you would agree to that; you brought
that out.

Y: Now by planning, you mean setting up this thing?

X: Yes, determine what these kids need to work on in setting it up and in scheduling. She said that interrupting classes was a big problem, and some of the teachers resented it more than others.

Y: Well, I don't think she and I resented it.

X: She said that you were going on a 7 period set-up next year.

Y: Well, that was a suggestion. We really don't know how the schedule will run. If we go on 7 periods a day, I think the idea is to still have the teacher teach just 5 sections and have a conference session. Then, as I understood it, we would have a study hall or something of that nature.

X: Then the study hall would be the time to get them. These kids generally don't use a study hall very much anyway, don't use it to good advantage.

Y: The ones that would use it don't get it.

X: That's right.

Y: Now, boys were included on this(project). Was it an equal number?

X: I think it ended up an odd number but we did start out with the same.

Y: Did they have any men tutors?

X: Oh yes. We had just about an equal number of male tutors too, and they always had boys, but some of the girls had boys as tutees.

Y: Did we, now I'm not sure, we did so many of these at one time or another, - was part of this program checking out these characteristics?

X: Those behavior description charts. Those got in your hair?

Y: Well, not exactly. I just felt very inadequate to answer them,
check them off. And I'm sure if I had this problem, people with more
students than what I had would have them. The thing is you don't always
see students in all of these situations enough to judge them. Generally
they gave them to the home room teachers.

X: Gave them to the home room teachers - - that was the only person?

Y: And this was a problem for me because I have a home room, boys and
girls, but I don't teach them all. I don't even teach all the girls,
so in the process I shuffled them all over to Julia or somebody else
to do, those that I knew she had. But, even these girls I did teach,
I had trouble evaluating them, and some of those might be in what I call
an irregular course which made it harder.

X: Do you think the guidence person would know all these people well
enough to answer those questions?

Y: I don't see how she could. She would have more than any one teacher
would have. Now, if anybody had a better opportunity, I would have been
the one because I had the small classes.

X: If there was something that was particularly annoying or irritating
or if you had a run-in with a little gal from over here that was
unprofessional or something I'd like to know about it.

Y: No, the ones that we had were very nice. I was real impressed with
the two, three or four I met. I just thought of something else that might
help. Now, as far as I know this didn't happen. Would it perhaps help
your tutors to, now, of course, this would have to have the approval of
all the teachers, to have the tutor observe the teacher?

X: That came up yesterday too. Julia thought that some of them would be glad to have that.

Y: Well, it would help the tutor understand the student's particular reaction to a teacher.

X: And what's going on in the class.

Y: Of course you would have some teachers who would object to it.

X: That's a good point.

Y: Of course, it's awfully hard; the tutor always gets a one sided version, just like the teacher would get the one sided version.

X: You bet your life. We were aware of this, and we were concerned that you know that we were aware of this. But I was hoping that when the teacher read the report that she was aware of this.

Y: One thing I noticed about the reports. They seemed to be fairly objective.

X: Objective?

Y: I thought they were. I mean the tutors seemed to try and keep out wrong shadings of emotional reactions.

X: Thank you for coming over.

Y: Oh, you're quite welcome.

Appendix F

N. and C.'s Interview with Student Tutor "B"
July 27, 1965

N: B, we'd like to know some of your reactions to this program and particularly, have you talk about your recollections.

B: You mean as far as D(tutee) was concerned?

N: No, I'm thinking of the program itself. What we want to find out is what problems you experienced. How we can better help tutors next year.

B: Well, the very first thing I remember was how much it interested me when we first heard about it, when it was announced in class. It sounded like something I would really enjoy doing and I thought it would be a very worthwhile thing - - something I would like to spend time on.

N: And then what next do you recall?

B: Sort of a confusion, I think, - When we had the first meeting in the auditorium, everything was a little confused, and the first day I went out there (to the school) I wasn't sure about what I was to do. But, I talked to the principal; I think that helped me a little too when I understood exactly what he expected of me.

N: What did he expect?

B: Well, he explained to us that perhaps we would not be able to help this child or we wouldn't feel that we had helped the child, and he said not to make a big thing out of it. I mean not to force anything on the child if he didn't want it. I guess the next thing that I recall is how much better I felt after talking to the principal of the school. I wish I could have talked more with D's teacher, but I didn't get a

chance to do very much of that because the only times I was ever out there she was in class and I hated to interrupt her class to talk with her.

N: Did you call for D yourself at the door of the classroom?

B: Yes I did.

N: But you didn't have any conversations with his teacher?

B: Well, I talked with her the first of the year, she told me a little bit about D and about his background and that was all that we ever talked about during the year.

N: You think you would have been helped then by having some time with the teacher?

B: I think it definitely would have been a help. I would have also, well, I didn't know how to go about asking to see his report card. I mean I wouldn't have known who to ask or if it would have been right for me to see it, but I would have liked to have seen his grades through the year to know if I was making any progress and also, though I know it would be practically impossible, I would like to follow D through school if I could. I don't know how it would be done, but I would like to.

N: Are you saying you would like to continue to know D and to continue to see him through the years?

B: Yes, I think I would. I don't know if it would be a good thing perhaps for him to have the same tutor always but I think it would definitely be a help for him to have some tutor and I would like to know what he was doing, to keep up with him.

N: Do you recall first meeting D?

B: I was trying to think if I can. Yes, I can remember when he first came to the door, his teacher turned around and called him. I remember thinking how small he was to be 9 years old.

N: Did D know what you were to do, or did you explain this to him yourself?

B: I don't think he really had any idea what we were going to do. He just accepted whatever : told him. I don't know how much preparation he'd been given; he didn't seem to have any definite plans for what he wanted to do; I asked him if there was anything he wanted to do.

N: So, in your tutoring sessions you had a plan and carried out your plan?

B: Well, sometimes, I went there with ideas of things I wanted to do, but usually it got sidetracked and we did something else entirely.

N: Do you recall any of the meetings that were called here at the College for tutors in the fall and in the spring? Did you find those helpful?

B: Very, they were very helpful.

N: Would you have liked to have seen more of them?

B: Yes, I think so.

N: How often, B, do you think you could have used - -

B: Well, I don't know how often they would have been beneficial, but I think we should have had one sooner, because it was so long before we had a meeting and I felt so discouraged because I was afraid I wasn't getting anything done, and then when I found out that other people were in the same boat, it kind of helped, I think.

N: Did you have very much contact in the halls or in your classroom with other tutors?

B: Yes, there were several girls in my classes who also tutored and we often talked about it before and after class.

N: Did this supply you with ideas or with different ideas of things you wanted to do in your own tutoring sessions?

B: Yes, several times the other girls mentioned some problem I was having, and one of them would make a suggestion of something that she had tried, and I would try it, and I think it really worked out very well.

C: Did you have any problems finding a place to meet with your tutee?

B: We always met in the library, and we had, you know, tables and chairs, but D would tend to become quieter when another child would come into the room and would not be as outgoing, and often we'd go outside; he liked being outside better anyway than being inside. Once or twice we had to use the cafeteria when there was something going on in the library.

C: Did you have any problem of timing, fixing your time to agree with his available time?

B: The only problem there was that I felt that I was interrupting the work that he was doing, because when I came to his room to get him he was often in his reading group or working on his mathmatics, and I felt that perhaps I was taking him away from something. There might have been a better time. I went early in the morning.

C: Did you have any transportation problems getting over there?

B: No, I had my own car so there was no problem there.

C: N and I talked to some of the teachers. We were asking them what they

thought of the idea of the tutors being in the classroom and working with the youngster in the class in the context of the class work. Most seemed to think that it would be better if the tutor went off with the pupil.

B: There was one girl that actually did that this last time, that actually sat in with the rest of the class. She seemed to feel that it worked out very well. Perhaps she was an exceptional person who could work that out without disturbing the rest of the class.

N: Well, she pointed out, if you, C, recall, in the interview the fact that at the beginning, she was an object of curiosity but that this wore off very quickly.

C: I would imagine that a lot of it would depend on what you wanted to do. If you wanted to work on school work, then probably right in the classroom; or if you wanted to talk with him of things not immediately related to the classwork, then get off somewhere.

B: Well, I never really got D to let me help him with his homework or his schoolwork. If I would ask him to do it, he would shrug his shoulders or something, you know. He wouldn't say, "No", but you'd get the idea that he didn't really want to do that, so I found that if I wanted to help him with his reading I would have to find something that would interest him enough to get him to read. Usually this, in his case, was about the out-of-doors or boats or ships or something like that.

C: Held had enough of homework?

B: I think so.

C: B, did your tutoring work interfere with your work as a university student?

B: No, it was time-consuming, the typing the reports was time-consuming, but I don't think it interfered with my work, or I didn't feel that it did. It did take a little time to plan, to think up something, although I didn't always do what I originally intended to do and, I found, actually, that typing the reports, even though it was time-consuming, made me think about what we had done, and what I would like to do the next time.

N: How long each week do you figure that you spent on this tutoring idea?

B: It'd be hard to estimate. It was different lengths of time. Sometimes if I wanted to have a story then I would want to read it before I went. That took a longer time than some week when I just took crayons or something like that. Generally, it took me an hour ot two hours to do my report, to type them up and get them ready and some preparation time and then an hour to tutor him and generally about 15 minutes coming and going.

N: You're talking now in terms of 4 or 5 hours a week?

B: Yes.

C: Did the tutoring in any way help you with your education courses?

B: Yes, I think it did, especially in my class on Human Growth and Development. I would often read things I could see in D, and because I could see that they were not just facts, that he was actually living the things, it helped me in that respect. We did more with our case reports

when I took Human Growth and Development. They became a part of the class
and we often discussed the different cases in class, and we would ask for
suggestions from the class, and I got several very good ones that worked
out very well, from people that were not tutors, and one thing I've
heard several say was that they wished they'd had the opportunity to
tutor.

C: How about 320 (educational sociology)?

B: We were going to have a type of panal discussion, but we just never
got around to it. There just wasn't enough time, and we didn't do as
much in that class with the tutoring reports.

C: Most of the subject matter was maybe parallel but not particularly
connected?

B: Well, we studied a little bit about the different levels in society,
and when we discussed the underprivileged child, I could actually see
things that I recognized in D, some of the characteristics I could see.

N: Did you find out that D was culturally deprived?

B: I don't know if I could call him culturally deprived. I think he
would be classed as culturally deprived. He very definitely seemed -
oh lack of interest I think; he just, he didn't seem interested in his
work. He loved the out-of-doors, and I thought he was a very creative
child. When I got to know him and about how much he knew about the out-
of-doors, it was hard to think of him as being deprived. He knew so
much. I remember once we went outside for a walk and when we came back,
I asked him to write or to draw about what he had seen, and we had seen
an ant bed, and he decided he'd draw the ant bed. Instead of drawing just

the top of the ant bed, he drew the inside of it which we hadn't seen
and the canals and the ants working inside of it. He is a very
observant child, out-of-doors at any rate.

N: Were you able to show him any relationship between his school work
and his interest?

B: I tried. I tried to show him a relationship between what we could
see outside and what he could read about. I didn't know if I got through
to him or not. Sometimes he would act very interested in what we were
reading. Once we found a book on leaves and trees, and we went outside
and collected leaves and came back and read about what we had seen. He
was interested in matching up the leaves he had found with the ones he
could find in the book but then after a while he seemed to grow tired of
that. I don't know if I really achieved much, I guess there's no way of
actually measuring how much you really achieve. But, I didn't feel like
I was actually doing very much for him.

C: I expect it takes some time.

B: Yes.

C: It takes some time to wear away one's self and build another self in
respect to school and what goes on there.

B: That was one thing I heard tutors mention several times, that one
hour a week is so little as far as time goes. That was the way I felt.
Perhaps if I could have had him twice a week, even that, I could have
done more with him.

N: Would you have ᴸ able to do this with your class load and your
other obligations, B?

B: I don't know if I could have handled it twice a week or not. The only difficulty would be finding enough time in my schedule to get out to the school again the second time of the week.

N: Did you meet D's family or go to his home?

B: No, that was one thing that puzzled me. On his permanent records at the first of the year it mentioned that he lived with his grandmother and step-grandfather but he, whenever he did mention his parents, and it wasn't very often, he would say "My father" and "My mother" when he talked about who he was living with. I don't know if that was anything or not, but it just struck me as odd that he would say that. Perhaps he was living again with his mother and father. Sometimes, I don't know why, but I got the feeling that he would exaggerate just a little about the things that his family would give him. There wasn't any reason for me to doubt what he said but I still got the feeling that he was exaggerating just a little when he would tell me about the things when I asked him what he got for Christmas. He told me he got a pistol and a great big boat with a real big motor on the back of it, and when I would ask him, to try to keep him talking, he very seldom would say more than one sentence at a time, then he wouldn't tell me anymore about it. That was another thing that bothered me, the fact that he so very seldom talked about anything. He would answer, "Yes" or "No" to my questions, and when I would try to ask him something that he could not answer with a "Yes" or "No", then he would say as little as he possibly could; he was very polite, always very polite and very nice but just didn't talk very much.

C: B, do you think it would be a value, you've already mentioned this, do you think it would be a value if there were more consultation between the tutor and the teacher of the pupil?

B: I think so. I would have liked to talk more with his teacher. I mean she saw him so much more than I did; she could have given me a clue, you know, or a hint about even what he was studying in class. I could have prepared something around it because when I would ask D what they were studying in class, he wouldn't tell me; he'd shrug his shoulders.

C: You might have been able to suggest to the teacher the tremendous intelligence he had about the outdoors?

B: Uh-huh, well, I often thought if I had D in a classroom, if I could see in him this ability, and I hope I can try, I realize with 35 children in a room it would be hard to realize the individualities of each child, but I would realize how much he would know and how much he could give to the other children of the class and at the same time allow him to express himself about the out-of-doors and that type of thing.

C: Might become more expressive?

B: He was very self-expressive as far as drawing went, and perhaps this is all he needs to be self-expressive, but as far as oral communication I don't think he could do it, express himself that way.

N: Do you think it would have been of any help, B, if you had been able, for instance, to come back from the tutoring session and have a talk with your 245 teacher or with me or with my colleague or with Dr. C?

B: I think so, particularly at the beginning, I think, it would have helped to have someone to come to and to tell your problems, perhaps

someone with a little more experience to offer ideas about what to do, someone to let you know that at least you're not all by yourself.

N: Did it take you very long to establish some rapport?

B: Yes, it did, it took me, well, I felt that it did anyway. When we started tutoring I felt that there was actually very little communication, if you want to call it that, between the two of us. Then, right before Christmas though, I felt that I had really accomplished something because at least I could get him to talk to me some. Then, of course, we had the Christmas break and by the time I got back, once again, it was a little strange; but, then, it was easier, I think, to establish grounds for some sort of communication. And, towards the end of the year, I felt we were getting along very well.

C: B, did you ever get any desire to come to know his family or the kids that he ran around with outside of school?

B: Yes, I would have liked to have met his family. I can't ever remember any of the tutors that I knew saying that they got to meet the child's family. Personally, I would liked to have met his family, I would have liked to have seen where he lived and the conditions of his home life. I'd also have liked to have known some of his friends too, I think, because he would often speak to children when we were walking to and from the class and the library, and no one would reply or speak to him, so, I would have liked to have known who his friends were.

N: If you had to have this experience over again, B, what would you like to have had provided that was not?

B: I think perhaps more time with the teacher would be the big thing,

more time with the other tutors, just more discussion of the different

cases, I think, would be what I would like.

N: Is there anything in the terms of D's behavior or attitude that you

can point to as having been the result of the tutoring session?

B: Just the fact that he became, at least during the tutoring sessions,

more relaxed. He would tell me some things, and towards the end, also,

he would act as if he were making a choice. At the beginning of the

year when I would ask him if he would like to do something, he just did

it because I asked him to, but towards the end of the year he began to

feel free enough to say that he didn't want to do that, that there was

something else that he would rather do.

N: What changes do you think occurred in you?

B: Well, I think it helped me to realize that a child in such a big

class as they do have at the school often would get lost, just like D

does, and he would get behind; also, the fact that he failed a grade

and that he did have this great interest and yet it seemed to be escaping

the teacher altogether. Perhaps it will help me to watch for these

signs when I have my own class and see if there wouldn't be something

that the child liked, in it that he could do to help him and to help the

class at the same time. I think writing the reports every week helped

me to become more observant, or at least I tried during the period I

spent with Dennis watching him and what he said, although this became

a little hard. I mean it was a difficult thing to do because at the time

I was trying to think up things to do, to keep him going, to keep him

talking, to keep him interested, I was also having to remember at the

time what was going on. This became a difficult thing.

C: I imagine you picked up in self-confidence too.

B: I think so, yes, and this was really, well, I've had a little experience helping out with children, but this was the first _real_ teaching experience. Working actually with _one_ child, that was the big thing, I think, and it tended to make me become attached to the one child. That was the only thing. I hated to give him up at the end of the year.

N: Were you able to explain to him why your relationship was going to cease? Could you manage to keep him from being hurt over it?

B: Yes, the last day he asked me if I'd be coming back and I told him, "No", that this was the last time. That was all he said. I didn't expect him to say more because I knew that he wasn't the type of child to show any type of reaction. It wasn't hard to explain to him. Perhaps he kept it inside, whatever it was, but he didn't say anything.

C: Yes, he'd probably learned to take what he could get and be happy with it. Well, N, I can't think of a thing more we ought to ask.

END

Appendix G

EVALUATION FORM WITH THE 34 RESPONDENTS TABULATED

(To readers of this report: When contrasting this with the statement
in the feasibility section that a respondent may have made several
responses to one stimulus and/or a response to one stimulus that qualified
his response to another stimulus unlike the statement in the feasibility
section, this tabulation ignores multiple and qualifying responses by a
respondent.)

EVALUATION FORM

(DO NOT SIGN)

(Your anonymity will be further protected if you leave the form in
Room 348, Norman Hall, separately from your diaries.)

The most worthwhile aspects of the program in your opinion were_____Explain
(use back if necessary)

My being helpful	25
Testing myself as a teacher or nurse	20
Tutor's freedom to do as he deems best	3
Good intention of the program	1
Making ed. psych. concepts meaningful	1
Developing observation and reporting methods	1
Meeting re home and family of tutees	1
Help from the principal	1

The worst aspects were------Explain

Tutor's feeling of incompetence	10
Materials for tutoring	2
Tutor's ignorance of tutee's social context	1
Tutoring reports	7

5

No or too little course-credit for tutoring   5

Foundations professors   3

School principal   1

Research interference with tutoring   4

General lack of time   2

Insufficient time for tutoring   9

Timing of tutoring sessions   1

Place for tutoring   4

Transportation   2

Communication generally (not tutor-tutee)   6

Additional Comments--------------

Let tutor get into tutee's social and
parental context   3

Middle class want to have lower class people   1

Foundation teachers were generally: Helpful   21
                                     Cooperative 13
                                     Unconcerned   9
                                     Other (Explain)

No feedback from tutoring reports   5

Not helpful   3

Little or no instruction re tutoring   2

Too busy   2

Little specific help and not very interested   1

Gave little time for tutoring concerns   1

If asked but also required and only credited
regular course work   1

Except one very helpful professor   1

Public School Teachers were: Helpful   8
                              Cooperative 15
                              Unconcerned   7
                              Other (Explain)   9

Not available	6
Paranoic	1
Domineering or <u>but</u> domineering	2
Pessimistic <u>re</u> tutorial	2
Too busy and vague	2
Little or no contact after first session	1
All but the one seemed too threatened by the reports	1

Administration was:		
	Helpful	12
	Cooperative	18
	Unconcerned	5
	Other (Explain)	4

Paranoic	1
Couldn't or wouldn't let me see permanent record	1
Except first day, no contact	1
Too busy and vague	1
Not available	1
Little or no contact after first session	1

The program can be improved by:

Orientation, preparation and guidance of tutors	18
Materials for tutoring	3
Eliminating tutoring reports	3
More intelligible self-concept questions	1
More stringent selection of tutors	4
More care in selecting tutor for tutee and <u>vice versa</u>	2
More meetings for tutors	7
More time for tutoring	11

Integration with foundations course(s)	3
Professor-tutor conferences	6
Teacher-tutor conferences	5
Notifying tutee or tutor if other is absent	3
Making the school comfortable with the tutors	1
Putting the culturally deprived in the laboratory school	1

My job could have been made easier if you had:

Been available when i needed you	15
Been of lower class origin, less academic and at the school with me	1
Set up periodic teacher-tutor conferences	2
Secured adequate place for tutoring	1
Provided transportation	1
Provided a form to follow in writing tutoring reports	1
Not needed detailed tutoring reports	1

Observation reports, in the long run, helped (or did not help) because

Helped me to understand and plan	16
A nuisance but made me heed carefully	1
Helped only to learn case study, but too many	1
Not as helpful as conferences would have been	6
Took precious time	5
Necessary for administration and research	3
Did not help because nit-picking, sterile or distraction from tutoring	13

Meetings with other tutors and faculty helped (or did not help) because

Helped me psychologically	17
Made me aware of different situations and other approaches	15
Sometimes got new ideas	2
Did not help technically	2
Nursing-student tutor informs re tutee and his home conditions	1
Had one meeting, some help but weekly in class would be better	2
Too few and unorganized	5
Helpful only with other nursing-student tutors	1
Went to none; did not need	1

Do you think now that you would rather have observed than tutored? Why?

Prefer tutoring	31
because the real thing; more informative re teaching or nursing	26
because personally engaging	20
Observing much less time consuming	2
Tutoring much harder and more worrisome	2
Though tutoring should be continued and expanded, would not do it again unless integrated in course work	1
Would observe to save time	1
Should both tutor and observe	1

In what ways did the tutoring relate to your two courses? How might they have been related better? Did tutoring have an effect (negative or positive) on your grade? Your motivation?

No or chance relation	12
Child development of tutee	7
Social context of tutee	5

Sometimes tutoring concretized the course(s)	4
Tutoring concretized the course(s)	7
Ed. soc. so broad, can't help relating	2
Ed. soc. more than ed. psych.	3
Ed. psych. more than ed. soc.	6
From ed. psych. how to observe objectively	2
Elem. teaching - field course(s) helped	2
Tutoring took time needed for course work	7
Motivated me to study the course(s)	10
Tutoring did not motivate me in the course(s)	4
Positive influence on my grade(s)	6
No influence on my grade(s)	12
Harmed my grade(s)	2