

R E P O R T R E S U M E S

ED 018 484

UD 004 743

A GRADUATE TRAINING COURSE IN TEACHING THE DISADVANTAGED  
CHILD (5 PIECES) (TITLE SUPPLIED).  
MINNESOTA UNIV., MINNEAPOLIS

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.28 80P.

DESCRIPTORS- \*TEACHERS, \*DISADVANTAGED YOUTH, \*INSERVICE  
COURSES, \*TEACHER RESPONSE, \*QUESTIONNAIRES, COURSE  
EVALUATION, TEACHING TECHNIQUES, TRAINING OBJECTIVES, TABLES  
(DATA), TEACHER ATTITUDES, COURSE DESCRIPTIONS, UNIVERSITY OF  
MINNESOTA

THESE DOCUMENTS ARE SOME MATERIALS USED IN A GRADUATE  
TRAINING COURSE ON TEACHING THE DISADVANTAGED CHILD CONDUCTED  
AT THE UNIVERSITY OF MINNESOTA. SOME OF THE DOCUMENTS ARE  
SAMPLES OF AN ATTITUDE QUESTIONNAIRE, A COURSE EVALUATION  
FORM, AND A BACKGROUND INFORMATION BLANK WHICH PARTICIPANTS  
FILLED OUT AS ONE OF THE REQUIREMENTS OF THE AGENCY WHICH  
FUNDED THE COURSE. ONE DOCUMENT DESCRIBES THE COURSE, WHICH  
CONSISTED OF A SERIES OF VIDEOTAPED LECTURES PREPARED BY  
EXPERTS, DISCUSSION PERIODS, AND READINGS. THE MOST EXTENSIVE  
DOCUMENT IS AN ANALYSIS OF THE PARTICIPANTS' RESPONSES TO THE  
COURSE. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

ED018484

HISTORY OF EDUCATION 110: TEACHING THE DISADVANTAGED CHILD

A Graduate Training Course in  
Teaching the Disadvantaged Child

## A. The Training Program

1. Name and dates of the training Program: History of Education 110, Teaching the Disadvantaged Child - March 29 - June 14, 1966
2. Type of program: Credit course for teachers
3. Name and professional identification of the training staff:
  - a. Richard A. Cloward, Professor, School of Social Work, Columbia University
  - b. Morris Eisenstein, Professor, School of Social Work, Atlanta University
  - c. Harold Haizlip, Action for Boston Community Development, Boston Mass.
  - d. Murray Wax, Professor, Department of Sociology, University of Kansas
  - e. Dan W. Dodson, Director, Center for School Studies, New York University
  - f. Carl Marburger, Director, Greater Cities School Improvement Program, Detroit public Schools
  - g. George Shapiro, Associate Professor, Speech and Theatre Arts, University of Minnesota.
  - h. Irving Tallman, Assistant Professor, Department of Sociology, U. of Minn.
  - i. Everett T. Keach, Jr. Associate Professor, Elementary Education, University of Minnesota
  - j. George H. McCune, Professor, General College, University of Minnesota
  - k. Donovan McClard, Professor, College of Education, University of Minnesota
4. Objectives of the Training Program:
  - a. Training Objectives for the College of Education faculty
    - 1) to familiarize a significant portion of the faculty with educational problems in depressed urban areas.
    - 2) to encourage a group of education faculty members to work toward having a course of this nature introduced into the undergraduate curriculum for education students.
    - 3) to train a faculty who would be able to help the Training Center achieve the goals established for the training of teachers.

### Training Objectives for the Teachers-students

- 4) to diffuse existing knowledge concerning disadvantaged children to the teachers of the inner-city schools who very likely have not had access to this information in their previous training.
- 5) to offer group support and encouragement to teachers who often conceive of their status as low and their task as overwhelming.
- 6) to encourage a conception of the role of teacher which expects him or her to take an active interest and be a strong force in the determination of school policies and activities.
- 7) to encourage the teacher to see her role as a vital one in the lives of all of her students.
- 8) to offer alternatives to the established modes of behavior and organization in the school system.

5. Training Procedures - General training methods of teachers, counselors, and principals.

A committee recommended by the Minneapolis Public Schools administration met six times and together with the Training Center staff decided many of the procedural questions revolving around the course, such as whether or not University credit ought to be given and in which department; the most satisfactory method of grouping the teachers for the discussion sections; whether the University faculty or selected members of the school system would be most effective discussion leaders; and most significantly, which content areas would be most salient for the students. The final plan includes twelve two-hour sessions consisting of an hour of a formal presentation via the University's closed circuit TV system by an authority in a specified area to be followed by a discussion in school groupings led by College of Education faculty members. There was consensus among the committee that the Education faculty would be more effective than principals or outstanding teachers as leaders of the discussion groups, and there was also consensus that exposure to the content of the course and to the teachers would be beneficial to the University faculty who were perceived as not able to understand the extent or nature of the particular educational problem from their positions on the University campus.

1) The Orientation for the College of Education faculty

The Training Center was fortunate in being able to schedule videotaping sessions for seven of the guest lecturers during examination week at the University. This meant that the Training Center has exclusive use of the television studio and that the education faculty had more than the usual amount of time to spend with the lecturers. This week proved to be an unique opportunity for both the education faculty and the Training Center staff to extend and re-examine their ideas of the relationship between education and poverty. The week-long seminar for the education faculty involved in H.Ed. 110 provided them with the opportunity to devote their attention to an area which was relatively new for them, and in addition, provided a group situation in which to test out many of their ideas. The course itself (H.Ed. 110) could be considered an extension of the orientation for the faculty. The contact with the teachers many of whom have been concerned with the problem for a long time; some of whom have been involved in the previous pilot courses offered by the Training Center; and all of whom encounter the problems discussed in their daily professional activities, appears to be an enriching experience for the University faculty members. The Training Center attempted to increase interaction and communication between the faculty and the teacher-students by providing the faculty with information concerning the teacher's subject or grade preference and amount of experience; by emphasizing to the faculty that one of the goals of the course was to actively involve every teacher; and to set as a course requirement a weekly reaction report. This report is designed to allow the students to critically examine the basic ideas of the course and to allow the faculty to get feedback on the course material from those students who are unable to express themselves fully because of the brevity of the discussion sessions. In addition, the report is another avenue by which the discussion leaders can learn of the relationship of course materials to the teacher's daily experience.

6. Total number of training sessions and hours: Participants spent a total of 24 hours in class.
7. Course material is divided roughly half-half between social science content (chiefly sociological) and education materials, applying to the social science content.
8. Trainees:
  - a. Number of Trainees: 268 teachers were enrolled on a first-come basis out of a total of 400 applications the first year; were enrolled the second year: 70 participants.
  - b. The course was open to teachers of the target and buffer areas schools of the Minneapolis Youth Development Project in the first year, to all elementary and secondary teachers of Minneapolis and St. Paul the second.
  - c. Nearly all were classroom teachers with a sprinkling of special service people such as counselors, school social workers, etc.
9. Evaluation. (the following portion -
10. Problems: Technical problems, arranging the taping, etc., were time consuming, but not conceptually difficult . . .

Educating the educators was the trickiest, requiring great tack and yet perserverance. Finding the proper lecturers was difficult and not always successful (two attempts to find a person to deal with medical problems as relevant to education were failures). Recruitment was a snap-turning away students the problem in that area. The Minneapolis schools were extraordinarily receptive and, while staggering under the impact of 275 teachers with a "charge" orientation, were unfailingly gracious and willing to listen, from superintendent to board members to classroom teachers.

In the second year, some revision was done. One lecture was eliminated, allowing more class discussion time. Grouping method were changed, facilitating discussion, in the instructor's opinion. Revised readings were used for the second year, based on the first group's evaluation. (see the blue-covered "book")

#### B. Training Program Background

1. The Training Center historical connection with the Youth Development Project has given us close ties to the educational institutions always. This focus followed our first year's course for teachers, and our allied operation (Principals' Institute, with NIMH, later OEO, funding).

2. The training function necessary in the Minneapolis schools is now being carried out very competently, with excellent funding, under auspices of that system's Office of Federal Programs, headed by Don Bevis, a long time colleague and instructor for the Training Center in this course. We continue to serve in advisory capacities, participate when needed, contract some pieces of the pie (Home visitors course and Home Visitors Orientation).

We have furthermore continued to encourage the College of Education to move in this direction, with some success, we feel. A newly established Ad Hoc Committee on Education of Disadvantaged Youth is functioning, with a major revamping of undergraduate preparation for teaching in urban schools underway. Chairman of the committee is Dr. Frank Wood, a Training Center staff person on two recent occasions (this course and our Indian Institute) and the Training Center Director serves on the committee (which has interdisciplinary representation).

3. The films, either singly or in series have been widely used, in Minneapolis, St. Paul and many out-state schools; the book has been used in a variety of teacher-training workshops, as well as sent to widely divergent (geographically speaking) places on request. In the fall the course will be given again in the Extension Division, after which the set may be broken up and used, piece meal to amplify other new College of Education offerings.

We keep in close touch with the educational institutions and our teacher groups via the Newsletter and consultation on developing projects. The lines to Minneapolis schools are very close and mutually satisfying ones; the College of Education is moving into that same kind of relationship which, in our judgment, allows us to step somewhat back, while continuing to be available if needed or asked.

This course is almost universally seen as valuable and necessary for the preparation of teachers in urban areas. It has less utility for an out-state teachers who use it because little else is available.

#### Supplementary Materials

1. Brochure on Film Series
2. Course Outline
3. Questionnaire (Evaluation Instrument 1965)
4. Memo to Students (Evaluation Instrument 1966)

## A. Goals and Procedures

The ultimate goal of H.Ed. 110 is to contribute to the effectiveness of its teacher-students in their teaching of disadvantaged children. Determining the effectiveness in fulfilling this main goal would ideally require an analysis in which the dependent variable is teachers' accomplishments with disadvantaged children and H.Ed. 110 the independent variable. Such undertaking was clearly too extensive to be pursued by the Training Center. Our present knowledge of the factors which contribute to effective teaching of the disadvantaged (or for that matter, advantaged) child (let alone of measuring how these factors would be affected by a certain course) is so limited that research of this kind would require resources far greater than those available for the evaluation of the Center's programs.

A much more limited set of objectives was therefore adopted. During the 1965 session an objective attitudinal questionnaire was administered before and after the course in an attempt to ascertain whether the course changed the teachers' views. During the 1966 session, we attempted to learn through qualitative, informal means how the teachers who enrolled in the course evaluated its usefulness in improving their teaching of disadvantaged children.

The questionnaire used during the 1965 session was developed by Mr. Richard Faunce of the Minnesota Youth Development Project who has been attempting to develop an instrument of use in determining the characteristics of effective teachers of disadvantaged children. Prior to the 1965 session, this questionnaire (included as Appendix I) was distributed to elementary school teachers in Minneapolis. The answers of the elementary school teachers who were enrolled in the course and in its first session, were obtained. The same questionnaire was administered to those teachers who had not already answered it. At its completion, all who were enrolled in the course again answered the questionnaire. Thus far, the analysis of these answers have been limited to analyzing the statistical significance of differences between the pre- and post-course response frequencies to individual questions. Assuming the instrument's reliability, significant differences in response frequencies can be regarded as a consequence of the course. Further analysis of the questionnaire data from this viewpoint must await establish standard for comparison and the reliability of the instrument used.\* As it relates to the questionnaire, at any rate, the main interest of the Training Center is in assessing whether the course changed the teachers' attitudes in directions that make their teaching of disadvantaged children more effective

---

\*The research under the auspices of Minneapolis Youth Development Project was interrupted but is now in the process of completion.

The procedures followed during the 1966 session to ascertain teachers' opinions as to the value of the course were exploratory and qualitative. No attempts were made to quantify data. These procedures involved:

1. Participant Observations: all lectures and discussion periods were observed taking turns among the three groups of teachers. Notes were taken during the class or immediately afterwards on the teacher-students' reactions to the T.V. lectures, of their discussions in class and of the kind of questions they asked.
2. An open ended questionnaire: attached in Appendix 2 - was distributed at the end of the sessions.
3. Group discussions: For their last session, instead of meeting at their regular place and time, the student-teachers were asked to come for an informal gathering at my home where, over cookies and coffee, in the absence of their teacher, the discussion would focus on evaluating the course.

Originally, we planned to interview a small stratified sample of the teachers. However, partly because the group discussion provided a great deal more than had been expected and partly because of lack of time, the personal interviews were not undertaken. The results of these investigations are presented in the form of answers to the following set of questions:

1. How valuable was the course in improving the teaching of disadvantaged children, both as a whole and, in particular, the 1) T.V. lectures, 2) the Book of Readings edited by Elaine White and Barbara Knudson, and 3) the discussion periods?
2. In the teacher-students own opinion was the material--information, knowledge, points of view--presented in the course valuable to them as teachers?
3. What was the effect of the course on the student-teachers attitudes?
  - a. As they themselves perceived this effect during the 1966 session.
  - b. As reflected in the objective questionnaire distributed before and after the course in the 1965 session.
4. How does the course relate to the teachers everyday experience in school?

#### WHAT NEXT?

Without doubt, the course provided valuable and badly needed background that both is relevant to teaching disadvantaged children and will also hopefully be to the advantage of these children. Neither is there questioning that the materials presented, preferably improved and somewhat extended must find their way to present and future teachers of disadvantaged children as well as to others concerned with improving the education of these children. This goal can be achieved in a number of ways.

If the Training Center continues in a manner similar to that of the last years, it would seem the logical organization to head the search for more efficient ways of disseminating the information presented in H.Ed. 110. This is the case if only because the Training Center can capitalize on the knowledge acquired through its contacts with teachers, on its established role, and on its contacts with various institutions in the community.

Regardless of who undertakes to provide them, the course does, require some basic improvements. As it is set up now, it attempts both to give background information about disadvantaged children and to suggest better classroom techniques. No matter how good an instructor is selected, ten two hour sessions is too short a time to do a reasonably efficient job in both of these areas. At least twice as much time appears to be required. The hours of half of the expanded course ought to focus on background theory and research materials pertaining to disadvantaged children. The second half would concentrate on ways of applying this material to the classroom situation in general and more specifically to classroom situations in the Twin Cities.

The present telecasts naturally fall in these two groupings. The additional time gained by expanding the course would be used partly for additional telecasts or live lectures and partly for full period guided group discussion on the issues presented in the T.V. lectures.

Additional lectures on, I think, needed for both the background and techniques portions of the course. On the background portion, the first 3(?) meetings should be devoted to future development of social organization frame of reference, the main themes being that behavior is influenced by personality, cultural, and structural systems and that all through systems affect the social organization of a community, a school, a classroom. As mentioned earlier, student teachers were particularly lacking in the social organization frame of reference and came to appreciate it most. However, a better understanding of the materials developed in the course requires that the social organization material be emphasized a bit more and developed more fully. Teachers are minimally sensitized to a social organization frame of reference especially to its social structure and culture.

In their first meetings the forthcoming telecasts and lectures should be introduced--(or outlined) so the students know what is coming--and related to the social organization themes so that there is a (1) thread of continuity throughout the various sessions and (2) a focus for the discussion period after each telecast. A subject with which the course deals is "self-image" and its effect on one's behavior. In the same spirit, lecture and discussion material should enhance rather than damage the student-teacher self-image. Some of the T.V. material was taken as "personal attacks" on teachers and schools. It is hard to change the telecast. But in these first lectures and throughout the group discussions it would be both feasible and desirable to devote some effort to correcting this interpretation.

The last session of the course should be devoted to a guided group discussion bringing together the main issues developed in the course.

It would be best to assume that teachers taking the course are capable and willing to do hard work and hard thinking. Therefore, their instructors need to make them use their brains. Further, discussion periods, homework assignments--readings as well as papers--and telecasts all should be coordinated and made to supplement and reinforce each other. Since the course is heavily oriented toward the social sciences, its instructor must be well acquainted with recent theory and research on the social organization of the American community.

A bibliography of additional references ought to be prepared. Several teachers in the 1966 session asked for additional sources of information on topics developed in T.V. lectures.

Following the background materials about disadvantaged children, teachers need a separate sequence course which deals with, to use this expressions-- "techniques," "methods," "know-how," "more appropriate," "more successful" ways to reach these children. At present the Training Center possesses 2 (or 3?) telecasts which qualify. Further plans need to be made for additional materials.

Aside from course work, present and future telecasts should find their way to schools and other interested groups or institutions. It is of vital importance that schools with Negro and/or American Indian pupils get access, at the very least, to the materials at hand as soon as possible, pertaining to those groups. Further materials at least on these two groups must be organized and disseminated to teachers. The need is immense.

1. How valuable was the course in improving the teaching of disadvantaged children, both as a whole and, in particular, the 1) T.V. lectures, 2) the Book of Readings edited by Elaine White and Barbara Knudson, and 3) the discussion periods?

The material relating to the 1966 investigation presented in the following sections represents my judgment of the group consensus, unless stated otherwise. The quotations are edited excerpts from the open ended questionnaires and from my notes of teachers' statements.

1a.--At the outset it should be stressed that the course was unhesitatingly viewed as having been of immense value. It was regarded as being of value not in the sense of having provided interesting background but rather in the sense of being of vital importance.

"Can you imagine how it would be to work in a deprived neighborhood school without this course? Could you imagine how such teachers would feel? How he would function? A teacher, typically, knows nothing or very little about social structure, social stratifications, social classes and their cultural differences, power, powerlessness and their consequences, the, well all the sort of background knowledge given to us in this course. A teacher has learned of what to teach in this and that grade. He more or less assumes that his pupils have a family like his, a typical middle class family, that his pupils are in the classroom highly motivated to learn, that of course they have had enough to eat and sleep, that they accept and respect him as their teacher."

"Without the background knowledge of this course, there would be inevitable confusion and misunderstanding, for both the teacher and the pupils. The problems would be piling up and though the teacher might be willing and trying his best he makes things worse; and all the while he has no understanding, no comprehension of the how and why of all the problems he is encountering in his classroom. He would come to feel miserable, and thoroughly inadequate; and the harder he tries, the worse he may still make things."

"There is no need to talk in terms of 'would-be's'. Here I am in flesh and blood. All of what you said as 'would-be's' for a teacher are true for me. I had been teaching for six months before enrolling in this course. This is my first teaching assignment; most all the children in my class are extremely disadvantaged. I myself grew up in a small town in a primarily rural county; I went to a college in a rural setting. Neither from experience nor from courses did I acquire information pertaining to urban problems, to disadvantaged children, to family backgrounds, to unemployment and its consequences, to all of the things dealt with in this class. I literally took for granted that my family life, my values, my life style, my opportunities are typical of all Americans. I didn't have the slightest

they exist and as notion that such problems was/were related to us in the T.V. lectures; yet I was running across them everyday at school but didn't quite know about them, couldn't quite grasp them, couldn't at all comprehend them. Up until I heard and immediately enrolled in this course I thought I would go out of my mind. This course for me at least was a God send."

Teachers have of course taught disadvantaged children without the knowledge related in the course. However, teachers with experience in teaching disadvantaged children agreed that if they had had such preparation they and their pupils would have been much better off.

Was then the course in some way of lesser value to those experienced in teaching disadvantaged children? The answer is No. It is only that, for the inexperienced teacher the usefulness of the course is only more dramatic; that those with some experience have only recovered from the shock of their first years' teaching, that they are to some extent familiar with the aspects of disadvantaged children dealt with in the course.

Experienced and inexperienced teachers felt themselves lacking, and valued the course for providing ways of comprehending much of the reality of their everyday experience at school. Indeed, many things experienced, were really grasped for the first time. All but two of the respondents highly recommend the course for all teachers--the two discarding from the opinion of the group, would recommend the course if, for the one the discussion periods were improved and for the second, the course would incorporate material which would relate more specific ways to the classroom.

The following are representative patterns of answers to question 5--Would you recommend this course for other teachers?--of the openended questionnaire.

"Definitely", "more than many education courses I have taken . . .", "Definitely!!", "yes-even those who don't teach in economically deprived areas. . .", "yes-regardless of years of experience . . .".

"I think I have changed my thinking in many areas . . . I wish all teachers in target areas could take this course."

"I most certainly would. Especially many teachers who are not working in the target schools could benefit from this course."

"Definitely. I graduated from the University of Minnesota last December Of all the courses I had this course has proved the most valuable for me. I firmly believe this would be an excellent course for all teachers."

"Yes; No one should be allowed to teach in a situation as I did this year without the background and knowledge this course gives. I heard the word "special problems" in the school during orientation week and had little idea these were children and most of them from a home life I had read little or knew about first-hand. How can a teacher expect to cope with or deal sensibly with a problem she doesn't even know exists?"

Respondent teachers strongly feel that the course should not be restricted only to those who are or will be teaching disadvantaged children. For one thing, even in better neighborhoods, some elementary school children may well fit in the category of the disadvantaged child; in high schools, in all probability some children from elementary schools with primarily disadvantaged children would find themselves among children from solid middle class homes who attended primary schools where most children were not disadvantaged.

In either case, if they know something about disadvantaged children, teachers would do a better job with their disadvantaged children, few though they may be. That, as things stand now in "good" high schools, Elementary school Teachers feel such youngsters are frequently snobbed for their comparatively limited academic achievement by their teachers and pupils. Apart from dealing with children in their own school, teachers of "better" schools should have some idea of how and why things operate in other schools. Such knowledge would make them appreciate what is accomplished rather than look down on the achievements of youngsters in economically disadvantaged neighborhood schools. They would come to view the teachers in these schools as perhaps not so bad after all.

Even if the teachers <sup>not</sup> we to teach any disadvantaged children the course would enable them to do a better job of teaching the non-disadvantaged--"Such knowledge broadens the teacher's horizons, makes him better able to comprehend and deal with the world around him, and therefore puts him in a better position to relate whatever knowledge he has to his students, better able to relate to his pupils and deal with their problems." But also in that ". . . because they would have a better understanding of the lower class themselves, they could relate this understanding to their pupils." Besides, aside from enlightening the teacher himself, the material in this course, while focusing on disadvantaged children, is regarded by respondent teachers as pertinent, valuable, informative for all kinds of children everywhere.

All respondents felt strongly that this course should not only be offered for teachers but also that it should definitely become a required undergraduate course in the school of education. Some suggested--and they appear to be endorsed by the group as a whole--that it would indeed be extremely valuable for professors in the school of education to familiarize themselves with the material of this course. "They too, not only teachers, are not well versed--which is an understatement--in the social sciences." It would be to the benefit of teaching and of all schools if members of the board of education were made to sit in on this course before making decisions pertaining to teaching and schools--"we would all accomplish much more than we now do."

Aside from enrolling in the course, respondents suggested that: It would be of immeasurable value to have the T.V. lectures (if possible in telecast) in school. Some who took the course would like to be able to be exposed to the same material again. It would be extremely valuable to have and discuss in staff meetings and with parents in P.T.A. meetings and extremely useful in the case of new teachers at school, especially when--and this is more often than not--the new teacher lacks background pertaining to disadvantaged children. The book of readings has already been used in this way and will be used more extensively in the future.

1 .--Teachers thought that the combining of the T.V. series of lectures, the Book of Readings, and discussion periods in small classes was an "excellent" idea. However, they felt this idea to be one whose execution could and should be improved.

True, no one liked the T.V. medium as such.\* They would have preferred to have listened to the speakers themselves. They found it extremely frustrating not to be able to address questions to the speakers themselves, especially where they perceived contradictory statements made by the same speaker, or where points were made with which they were in strong disagreement, and where points were not understood and needed further clarification. However, such disadvantages were regarded as being far outweighed by the advantage of being able to listen to lectures by "authorities throughout the country"--they all realize that affluent though we are, the speakers could not be flown in regularly for the occasion.

The selection of both speakers along with their orientation and the topics dealt with was generally viewed as extremely good. Some objections were raised, however:

To what seems to be a "personal attack" made to teachers and schools "teachers and schools seem to get all the blame for whatever goes wrong in this world". On this account a couple of teachers threatened to drop the course. They did stay however and did on the whole think highly of the course.

Often the speakers gave the impression of talking "from the top of their heads" with no "first hand contact" with the classroom situation, the teachers and their difficulties, and the disadvantaged children themselves.

The "efforts, positive contributions," especially of elementary school teachers for disadvantaged children were not given any recognition.

Problems were brought forward but too few solutions for these problems were discussed, and for many problems, solutions were not feasible or, if solutions were possible, in no sense were they under the influence of the teachers and schools.

There was much and frequently uncalled for negativism--"Why teachers, schools don't do this or that and the this and that suggested by speakers are things we have, at least in Minneapolis, been doing all along. Also, many approaches and techniques which were criticized by the lecturers we, in our schools, aren't guilty of. Why can't we start with positive things accomplished and suggest and discuss improvements?"

---

\*One teacher came late in the first class meeting and the T.V. was already on. I was standing at the door distributing the book of readings. On seeing the T.V. on, she asked whether the whole course was conducted through T.V. After explaining the organization of the course to her, she was absolutely furious at herself for "being so stupid as not to have read more carefully the announcement of the course." In a thoroughly indignant mood she left saying "I am not going to sit in front of that box."

Challenging, informative and valuable though it was to listen to speakers from other cities, teachers would have liked the material to be related with additional information more directly pertinent to the situation in the Twin Cities.

These and other criticisms that were made about the T.V. lectures and about the course as a whole were almost always qualified by such phrases as: "Still this is one of the best," "Still, I would recommend taking it more than any other courses," "the shortcomings were far outweighed by the advantages this course offers to teachers."

While teachers valued being exposed to all the lectures and felt that each one "had its own contribution to make" they expressed special preference for: Haizlip on the American Negro, Wax on the American Indian, Shapiro on Communicating With the Deprived Child; Rainman (Classroom Techniques with Disadvantaged Children) and Smiley (Language Arts) were especially appreciated by those who looked for more practical suggestions, while Cloward (Sociological Perspectives on Education and Poverty) and Eisenstein (The Culture of the Lower Class) and Dodson (Psychological Factors Affecting Work With the Disadvantaged Child -- Prejudice, Power, and Intergroup Relations) were especially appreciated by those who valued the course for "theoretical orientation," "provocative and new concepts," and "Broader understanding."

2. The words "excellent," "extremely valuable," "most needed," "interesting," "informative" are typical characterizations of the Book of Readings edited by Elaine White and Barbara Knudson. There was not a single respondent who did not find the book as of immense value, and such appreciative statements about the book as the following were quite frequent.

"I was quite impressed with most of these articles."

". . . it is seldom in my opinion, that one reads for a class and enjoys it as well as learns from it."

"I am delighted with many of the readings in this book. It will be extremely useful to me. Every person working with the "culturally deprived" and particularly teachers should read and study this book . . . Such articles as James Baldwin's "Talk to Teachers" and Lee Rainwater's "Crucible of Identity" are very relevant and so truly important . . . I really could go on and on--this book is really kind of a "miracle"--usually books of this nature are not of much worth but . . ."

"I was very impressed with every chapter. I feel it had a lot of knowledge that I had not had a chance to seek out for myself. I feel as if I know what is going on in the heart of the big city."

The material in the book was viewed relevant, extremely so, and pertinent to the teachers' needs; it was not thought of as either too technical, written too far above or below their level of understanding; it supplemented and provided further understanding of the topics dealt with in T.V. lectures; it made an "enjoyable" as well as "learning-from" reading experience.

One lack, mentioned once about the book but voiced by others for the course on the whole was to quote:

"The readings were all helpful; however, as in any group some were more practical than others. The articles by Dodson, Rlessman, Goodlad, Fusco, and Lloyd were most practical for me because the authors gave some practical suggestions along with the background information. Too few of the authors actually wrote from the point of view of a teacher actually working with children. It is easy to theorize about teaching but more difficult to actually try out some of the ideas in an actual teaching situation. I can't recall any author suggesting that these children may need one teacher to about five pupils until they begin achieving--until their self-concept is what it needs to be. We do a great deal of talking today about 'meeting the needs of children,' 'providing for individual differences,' etc. However, we must give more individual instruction to achieve this goal. I'm sorry none of the authors emphasized this the way it needs to be."

In addition the book was criticized on such grounds as, to quote:

"The readings provided background but were of very little practical use. It was frustrating to read about the problem of the poor and statements of how inadequately their problems were met by the schools but no practical suggestions for us to hold on to."

"I would have liked more positive suggestions on ways to begin solving problems that create this large gap which exists between the 'haves' and 'have nots'. What concrete awards or methods will usually produce concrete results?"

"Readings were informative. However I could not directly apply any of the information to my teaching situation because the readings were theoretical."

". . . Perhaps the entire readings could have been condensed, as in some chapters the material seemed to be redundant."

Such criticisms as the above ones however were voiced only by very few respondents. The book came first in the rank order as the most rewarding part of the course (question 4 in open ended questionnaire). All respondents highly recommend the book for all teachers as well as others concerned with education. In addition the book was recommended for all who deal in one way or another with disadvantaged children.

While some articles were mentioned as especially liked\*, the book was mostly valued for its total selection of articles.

Aside from the value of the book on reading it, it is considered as extremely valuable 'source' book; it has already been used as such and all plan to make more extensive use in their teaching. A number of teacher-students had passed the book around to other teachers. Many had dittoed and distributed some of the articles it contains.

3. The most generally and strongly made complaint\*\* about the presentation of the course focussed on the discussion periods. Respondent teachers felt:

That each medium (T.V., book of readings, discussion periods) contributes in many ways the others can't; that they supplement each other; that valuable though each medium alone is, its value would be less, much less, realized without the others.

However, while they supplement each other and could very well be coordinated, there was no attempt made to coordinate the T.V. lectures with the readings. Such coordination would have enhanced the comprehension and understanding of both.

No attempt was made to relate the discussion to what was said on the T.V. lecture. There was no attempt to focus and expand the discussions on the many "critical," "thought provoking," "new," "at times controversial," topics dealt with in the T.V. presentations.

The frustration of not being able to discuss the issues brought forward with the speakers themselves, the plain passive listening for a whole hour, the nature of the material presented in that whole hour of listening, all combined to evoke an intensive want to discuss specifically the material expounded in the T.V. screen. This want was not satisfied and was found extremely frustrating.

The material dealt with in the T.V. lectures on which additional discussion and information was particularly desired, was that evoking a social science background. They perceived their instructors as not being as well versed as would have been necessary fully to enhance their understanding of what went on the T.V. screen.

---

\* Such as: (1), (2), 12, 14, 15, 17, 28, 30. The papers "with too much statistics" were not as much enjoyed but considered as valuable nonetheless.

\*\* This can't be overstated; teacher after teacher complained emphatically in the evaluation meetings, in the questionnaires and in personal conversations.

To quote but a few typical complaints"

"Group discussions were generally poor . . . but worst of all they were directed away from the lectures . . . he simply did not seem to be motivated, to want to talk about the main points made on the T.V. lecture . . . "

"They (discussions) could have been more guided."

". . . little or no planning was quite evident at all meetings. There were no planned goals in the discussion periods."

". . . the sort of discussion we were looking forward to was not what we had, totally disorganized, drifting off to our own experiences in the classroom, without any focus, any specific point to gain . . . we would have profited much more if we had a more less definite focus, an outline, a point of view to explore and to go deeper into. The T.V. lectures provided the background, brought forward the points, the topics which begged for group discussion. But we didn't. It was as if our instructor did not himself know much more than we did on the material dealt on the T.V. lectures and therefore he could not relate, make more vivid and more understandable that material in a group discussion."

A frequent complaint--the reverse of one commonly made--was that the course was much too easy for a graduate credit course. They would have found their homework more "interesting," "provocative," "stimulating," "a truly new learning experience" if it was coordinated with and made to supplement the topics dealt with in the T.V. presentations. Teachers appear to be saying that they would have preferred their instructors to have operated under the assumptions that they enrolled in the course prepared to work hard, in order to both have graduate credit and learn, and that they are capable of doing more "brainwork." Instead, they felt cheated for not being given enough credit for their capabilities.

As an observer in class, I agree with the teachers that conversations were rarely focussed on the material in the T.V. presentation. However, I did not sense a burning desire for hard work and discussion of these materials. When confronting teachers with questions on such observations it became apparent in their comments that, perhaps unlike other graduate students, they are not used to helping shape the direction of the conversation in class or other aspects of the course. Instead, they expect guided leadership. They expect their instructors to know and direct them towards the most worthwhile topics. They seemed quite early to sense that their instructors were not much motivated to focus and expound specifically on the sort of material presented in the T.V. Besides, it is only after the course is over--after having been exposed and acquired a feeling for the whole framework of the course--that they really realized the ways the course would have been more profitable to them.

The discussion period, however, was regarded by most of the teachers as being valuable for the self-support the group of teachers offer to each other. Indeed, this was regarded as the most rewarding aspect of the course by about one out of five.

"group discussions were generally poor. They did however provide a form of group therapy which may be a legitimate end in itself!"

"Realistic experiences were shared which means a great deal."

"They (discussion periods) were very good because we had a chance to discuss situations which exist in Minneapolis . . ."

"These were a good form of therapy. I would have preferred that we discuss some of the ideas given in the lectures and readings but it helped in other ways. When one meets many failures and you don't feel as though you are getting through to these youngsters, it helps you to know you're not alone . . ."

2. In the teacher-students own opinion was the material--information, knowledge, points of view--presented in the course valuable to them as teachers?

That which those who attended the course viewed as its greatest value and that which led them to recommend it for all teachers was its social science point of view--a theoretical orientation and background that was new, frightfully new, to them. While the content of the T.V. lectures and the book of readings appeared at times to repeat an elementary social science approach, the teachers did not perceive the material in this fashion. To begin with, by far the largest majority of them had no prior course work in the social sciences. Courses specifically dealing with the education of disadvantaged children, or with general background on disadvantaged children, low income groups; no teacher had taken any. A few who had taken 1 - 3 courses "that dealt with differences of culture, race, socioeconomic class, power and minority group positions" (question 4 in the background information of the open ended questionnaire) did not find the course repetitious. While they regarded many of the concepts and viewpoints presented as being somewhat familiar, they were focussed on a "new" topic--the disadvantaged child--which enhanced their learning, both about disadvantaged children and about background theoretical orientation. Indeed, all of those with some social science background would have preferred a greater rather than a lesser emphasis on sociological theory and research and less rather than more emphasis on material more directly "practically related to teaching."

Having had little formal social science training and possessing a strong feeling for the universality of their middle class values, much of the disadvantaged children's behavior in the classroom was viewed as "strange", "lacking in "meaning," "purpose," "reason for its being," "totally incomprehensible," "no good," "improper," etc.

Both in their class discussions of problems with disadvantaged children and in their comments in our evaluation meeting, the teachers tended to focus on the individual as having complete control over his behavior. The individual--and the individual only--was given credit (or blame) for his behavior. While based on values adhered to mainly by middle class Americans, these judgments were nonetheless viewed as being based on values adhered to by all Americans since they do represent the traditional American ethic.

The child tended to be viewed in a vacuum, as if he moved entirely by his own "free will" and independently of those around him. His behavior and his problems tended to be defined and explained in terms of the child itself. Individual attributes alone tended to be sought for defining and explaining behavior, problems and other kinds of individual traits. Individual traits were not seen at all as being to an appreciable extent, counterparts of social organization. They were not seen as mirroring the world around the person but as reflecting the individual's "wants," "potentialities," "needs," and the like in an invariant environmental setting.

True, the teachers had been aware of the family and the peer group as important influences of their pupils' behavior. Like that of the individual pupil, however, much of the behavior of families of disadvantaged children and of their peer group was viewed as "strange" and "incomprehensible." And, like the individual, the family and the peer group were viewed in and of themselves --as being a sum-total of the personality traits of their members. Their behavior was credited to them alone, independent of their position in the social system around them. It was judged in terms of the teachers' own values, personal orientations and the experience of their own world.

Thus the course came to be especially appreciated and valued for materials:

That brought into view the social system as a whole--a system which contains not only individuals with their personal characteristics, but also cultural and structural elements that have a strong influence on the characteristics and behavior of the individual.

On social stratification, especially in the context of differences in values that give rise to the conflicts among classes that, more often than not, are at the heart of misunderstandings between disadvantaged children and teachers-schools.

On power structure - especially the discussions of powerlessness and its consequences; also the ideological and practical questions the possession of power by those who are now powerless would rise.

On ethnic identity - the content of the lectures and articles on American Indians and Negroes was particularly cherished. It provided materials so totally new and illuminating to the teachers that they suggested further courses, further lectures, further anything that would provide more information on the American Negro and the American Indian.

On economic structure - in the context of unemployment, as it is related to prejudice, ethnic identity, personal values and skills, and the vicious cycle of poverty.

On self image - a most suggestive dimension in which teacher-respondents felt teachers should and must focus their efforts in teaching disadvantaged children.

On communicating with the disadvantaged child - especially the importance of his kind of language.

And most of all teachers valued discussions which brought out the inherent interrelatedness among the various dimensions of the cultural, structural, and personality systems that shape specific behavioral patterns. To quote some typical characterizations of the teachers, these discussions provided:

an "overall outline", a "scheme," a "context" an "orientation," a "philosophy," "insights," "clarifications," general as well as specific "tools," a "set of glasses" which organized experienced realities and thoughts about problems with disadvantaged children. The result was a better "understanding" of the disadvantaged child, of the teacher himself, and of their relationship.

3. What was the effect of the course on the student-teachers attitudes?

a. As they themselves perceived this effect during the 1966 session.

While they could not pin down whether it was a consequence of the knowledge acquired, of exposure to various points of view, of the course design, or of some other attribute, the teachers were unanimous in expressing the view that the course developed attitudes of sympathy, understanding, acceptance, and appreciation toward disadvantaged children. While most teachers regarded themselves as having possessed "good" attitudes towards them before they enrolled, the course deepened and broadened the scope of these attitudes. Prior to the course, their attitudes toward the disadvantaged child rested mainly, if not entirely, on a general humane feeling for the underprivileged and on identification with the underdog. The course, provided transcendental sources. It developed "good" attitudes towards disadvantaged pupils on more substantial more specific, more realistic, not "just philanthropic" grounds.

The building of acceptance was largely a counterpart of removing much of the resentment which, before taking the course, appeared to stem from legitimate grounds. It did so partly by developing the fact that many of the behavioral traits disliked in disadvantaged pupils stemmed from differential value-orientations, partly by providing understanding for many a behavior thought as "strange," and partly by developing the realization that some disapproved behavior stemmed from a literal inability to do as expected by teachers--an inability due to actual conditions of their household set up, conditions which teachers may have vaguely suspected but which they could not quite bring themselves to believe.

That their attitudes changed does not mean that the teachers who enrolled in the course left it wholeheartedly sold on teaching the disadvantaged child; far from it.

In response to the question, "Which of these statements best describes your feelings about teaching children from 'culturally disadvantaged' backgrounds:

1. I would prefer not to teach them.
2. I have no objection to teaching them, but teaching children who come from middle-class homes is more rewarding.
3. A child's "cultural" background really makes little difference to me once he is in the classroom.
4. I prefer teaching "culturally disadvantaged" children because they need the help I can give them.

of the open-ended questionnaire--no respondents checked No. 1, 8 checked No. 2, 20 checked No. 3, and 15 checked No. 4.

There are the teachers who expressed feelings that they most likely held before the course, such as:

"The course gave me an added stimulus and clarification for what I have, I think, always wanted to be. I want to be the sort of teacher who is remembered . . . Lets face it, who are really the teachers in our formative years we still remember? Are they those who taught us well arithmetic and spelling? No. They are those who showed us they really cared for us. It is this sort of teacher I want to be . . . How am I going to measure my success? The material on the self-image organized my feelings and thoughts and provided the key answer to my mission as a teacher . . . my main efforts and rewards from my teaching will focus on improving my pupils' self-image; it is in a deprived area that my efforts are most needed and where I want to teach no matter how hard it is . . ."

And there are teachers who feel:

"I have no objections to teaching deprived youngsters; the rewards of teaching are many and differ in kind from teacher to teacher. In my case however my main pleasure and reward is academic achievement . . . The going on this score in a deprived area school is hard. It has been so, for a period of three years for me; very, very slow. Unless somehow we develop a 'know-how,' techniques specific enough to show reasonable academic growth, I will be forced to leave the deprived area in favor of a more rewarding situation. You see at heart I am not a social worker; academic accomplishment is the reward for me as a teacher."

But no matter where and how their feelings towards the disadvantaged and themselves lie, all teachers appear to agree that teaching "disadvantaged children" is plain hard: "It takes so much out of you," "you are physically, psychologically and mentally exhausted;" "So often I come home with my heart and my soul as heavy as they can possibly be."

The course provided a better understanding of the problems associated with teaching disadvantaged children. The course suggested better ways of dealing with some difficulties. Indeed, understanding seemed to eliminate many difficulties. However, some of the problems that beset the households of many pupils in a deprived area--unemployment, divorce, heavy drinking, prostitution, delinquency--are there. The teacher can do little or nothing to alleviate them. No matter how much he knows of their how and why, they are hard to cope with day in and day out. While the rewards of teaching disadvantaged children are many and varied, so also are states of depression, of desperation, of "feeling totally incompetent as a teacher."

Thus, the information at hand reveals no effect of the course to alter the number of teachers wanting to work in a deprived area. All teachers seem to agree, however, that it did provide further grounds in finding rewards in teaching disadvantaged children, and lesser grounds for "being so discouraged."

More, even, than at the disadvantaged child, the course "made us take a harder look at ourselves." "I have never had as much opportunities as in this course to examine and re-examine my own self--my values, my convictions, my rights and the rights of others around me." It made them take a harder look at themselves in terms of themselves, in relation to themselves in society at large, in terms, more pointedly, of their role as teachers of deprived as well as non-deprived children. Before enrolling in the course, such problems as limited motivation for school work, aggressive and difficult to control behavior, difficulties in concentrating and learning were viewed by the teachers as stemming unilaterally from shortcomings of their pupils and their pupils' homes, though at times, teachers did suffer a sense of incompetence. Thus the notion that, it takes two to tango or fight, hit hard. It did however bring forward both resentment and appreciation--resentment for finding and exposing faults with teachers and schools, and appreciation for instigating a more searching attitude toward the methodology, orientation, atmosphere and curriculum involved in the relationship of teacher and school to the disadvantaged child. It "hit hard" for example to hear that the middle class orientation of teachers and schools cause or intensify many a disadvantaged child's problems at school and fails him just as much as he fails his teachers. Yet such material was "good to hear" and valuable in that it entailed knowledge that led to a re-examination of their own attitudes, of the school's curriculum and atmosphere and that suggested better substitutes. True, it did not feel good to hear that disadvantaged children are unjustly judged, but it was revealing and very valuable to learn about "hidden and not-so-hidden" bias in many a "standard" testing procedure. By the end of the course, the resentment felt for the attacks on teachers and schools came to be regarded, by most teachers at any rate, as both legitimate and constructive criticism.

Partly because of the content of the T.V. presentations and the Readings, and partly because of the mutual reinforcement from the group, the course served as an ego-booster. It elicited reactions such as: "It felt good to be with other people in the same boat as I;" "good to realize that, in my difficulties and my everyday problems, I am not alone;" "good to listen to and read from various authorities focussing on this and that problem, my problem, about thus and so children, my children, thus and so teachers, ME." "It felt good to find out that other teachers sitting in the same room have similar problems;" "good to exchange ideas and discuss feelings;" "good to realize that just as I, other teachers too have often felt discouraged, incompetent, and depressed. . ."

3b. As reflected in the objective questionnaire distributed before and after the course in the 1965 session.

Listed in the following table are the questionnaire items for which the observed difference between pre-and-post-test response frequencies would have occurred by chance 5% or less of the time under one or both of the tests employed.

Four responses were allowed to each of the statements included in the questionnaire: definitely agree, probably agree, probably disagree, and definitely disagree. The first test employed used the Chi-square test to determine whether all frequencies in the 2x4 contingency table made up of before and after responses in these categories differed significantly. The second test used students "t" distribution to determine whether the frequency of disagree responses differed significantly before and after the course.

Significant changes in response frequencies were most common in the "parents" and "self-concept" categories (75% and 90% respectively). Those pertaining to "delinquency", "teachers" and "health" had the lowest frequencies of change (33%, 7% and 14% respectively).

The patterns of answers to 80 (43%) of the 186 questions asked were different at the 5% level before and after the course under either or both of the tests employed. If the instrument used can be assumed reliable, this substantial change in response patterns could reasonably be attributed to the course. However, the assumption of reliability is only an assumption.

An attempt was made to construct a tentative measure of course effectiveness by asking a small group of experts to indicate the answers they would expect of good teachers of disadvantaged children. This panel of "experts" included both professional social scientists and teachers who were recommended as being effective in dealing with disadvantaged children. Unfortunately the "experts" answers differed considerably. On discussing various items with members of the panel, it became apparent that many of seeming differences of opinion stemmed from different interpretations of the questions and not from differences in underlying attitudes, opinions or knowledge. All of the 'expert' respondents to the questionnaire indicated the questions to be difficult to answer because many items had more than one interpretation.

If teacher respondents also regarded many questions as ambiguous, a given pre-post response differential may not imply a significant change of opinion but rather only a differential interpretation of the questionnaire item. To repeat, further analysis must await establishment of the instrument's reliability and some sort of a standard to be used in interpreting response changes in the pre-post tests.

Category I - Communications (total number of items: 14)

	"Disagree" Frequency Before (PA)	Frequency After (PB)	Significance Levels $\chi^2$ PA-PB
1. It is not that culturally disadvantaged children cannot communicate - it is only that they communicate in non-verbal ways.	24.2%	11.7%	.5% 1%
2. The problem of culturally disadvantaged children is not just learning to read - it is rather the whole problem of how to use language for communication.	7.6%	3.0%	25% 5%
3. Most culturally disadvantaged children are retarded in reading ability.	20.2%	13.5%	5% 25%
4. Culturally disadvantaged children have more difficulty linking symbols with objects than middle-class children.	15.2%	5.6%	.5% 1%
5. Lack of verbal skills is the primary cause of low scholastic achievement among culturally disadvantaged students.	25.9%	15.0%	5% 1%
6. The home of the culturally disadvantaged child is not verbally oriented.	15.3%	6.2%	.5% 1%
7. Culturally disadvantaged children don't pay attention as well as middle-class children.	27.4%	16.8%	5% 5%
8. Parents of culturally disadvantaged children usually indicate their feelings of affection by action rather than words.	9.1%	3.1%	.5% 5%

Category II - Delinquency (total number of items: 18)

1. At one time or another, most culturally disadvantaged boys are picked up by the police.	73.8%	71.6%	.5%
2. Delinquent behavior in culturally disadvantaged young people is often an attempt to restore a sense of personal adequacy.	9.5%	4.0%	25% 5%
3. The proportion of delinquent youth is much higher in the core of the city than in the suburbs.	24.7%	14.9%	5% 5%
4. There is usually a good reason behind "Delinquent" behavior by culturally disadvantaged youth.	13.9%	6.4%	5% 5%

"Disagree" Frequency  
Before (PA)      After (PB)      Significance  
Levels  
X<sup>2</sup>      PA-PB

Category I - Communications (total number of items: 14)

	"Disagree" Frequency Before (PA)	After (PB)	Significance Levels X <sup>2</sup> PA-PB
1. It is not that culturally disadvantaged children cannot communicate - it is only that they communicate in non-verbal ways.	24.2%	11.7%	.5%      1%
2. The problem of culturally disadvantaged children is not just learning to read - it is rather the whole problem of how to use language for communication.	7.6%	3.0%	25%      5%
3. Most culturally disadvantaged children are retarded in reading ability.	20.2%	13.5%	5%      25%
4. Culturally disadvantaged children have more difficulty linking symbols with objects than middle-class children.	15.2%	5.6%	.5%      1%
5. Lack of verbal skills is the primary cause of low scholastic achievement among culturally disadvantaged students.	25.9%	15.0%	5%      1%
6. The home of the culturally disadvantaged child is not verbally oriented.	15.3%	6.2%	.5%      1%
7. Culturally disadvantaged children don't pay attention as well as middle-class children.	27.4%	16.8%	5%      5%
8. Parents of culturally disadvantaged children usually indicate their feelings of affection by action rather than words.	9.1%	3.1%	.5%      5%

Category II - Delinquency (total number of items: 18)

1. At one time or another, most culturally disadvantaged boys are picked up by the police.	73.8%	71.6%	.5%	--
2. Delinquent behavior in culturally disadvantaged young people is often an attempt to restore a sense of personal adequacy.	9.5%	4.0%	25%	5%
3. The proportion of delinquent youth is much higher in the core of the city than in the suburbs.	24.7%	14.9%	5%	5%
4. There is usually a good reason behind "Delinquent" behavior by culturally disadvantaged youth.	13.9%	6.4%	5%	5%

	"Disagree" Frequency Before (PA)	"Disagree" Frequency After (PB)	Significance Levels $\chi^2$ PA-PB
5. The culturally disadvantaged delinquent is a person who has never adequately adopted standards of right and wrong.	42.5%	52.6%	25% 5%
6. Aggressive delinquent behavior by culturally disadvantaged youth can be considered to be a form of social protest.	8.6%	5.2%	.5% 25%
<u>Category III - Teachers (total number of items: 14)</u>			
1. Teachers colleges do not know how to prepare teachers for working in disadvantaged schools.	20.9%	6.4%	.5% 1%
<u>Category IV - Health (total number of items: 18)</u>			
1. Children from culturally disadvantaged homes usually receive the same quality of medical care as children from middle-class homes.	81.2%	91.6%	.5% 1%
2. Parents of culturally disadvantaged children often have little or no knowledge of good nutrition or proper health practices.	17.4%	11.9%	5% 25%
3. The statement that there are 30 million Americans who go to bed hungry is sheer propaganda.	74.5%	86.8%	5% 1%
4. In spite of many <sup>dis</sup> advantages, most culturally deprived children get enough to eat.	64.1%	70.8%	5% 25%
5. The living conditions in the homes and neighborhoods of culturally disadvantaged children are likely to have harmful effects on their health.	11.4%	4.2%	5% 1%
6. Even families on relief have enough money to provide their children with adequate food and clothing.	61.6%	76.5%	.5% 1%

	"Disagree" Frequency Before (P <sub>A</sub> )	Frequency After (P <sub>B</sub> )	Significance Levels $\chi^2$ P <sub>A</sub> -P <sub>B</sub>
7. There are some diseases that culturally disadvantaged children are more likely to get than children from other groups.	28.6%	12.7%	.5% 1%
8. The infant mortality rate is higher among the culturally disadvantaged than among the remainder of the population.	15.5%	6.9%	.5% 1%

Category V - Mental Ability (total number of items: 16)

- |  |       |       |     |    |
|--|-------|-------|-----|----|
| 1. Knowing the I.Q. of a child from a culturally disadvantaged home tells you a great deal about his abilities.  | 86.6% | 93.9% | 25% | 5% |
| 2. Culturally disadvantaged children generally score low on standard tests of mental ability.  | 18.6% | 8.7%  | 5%  | 1% |
| 3. Most creative children score very high on standard tests of intelligence.   | 61.0% | 72.0% | 25% | 5% |
| 4. I.Q. tests are unfair to culturally disadvantaged children because the tests depend on speedy responses.  | 40.0% | 17.1% | .5% | 1% |
| 5. Among culturally and economically disadvantaged children the proportion of bright children is about the same as it is in the remainder of the population.           | 47.4% | 37.6% | 25% | 5% |
| 6. The I.Q. of culturally disadvantaged children can be raised in a few hours if they are given practice in how to take the test and if they are motivated to do well. | 40.1% | 24.8% | .5% | 1% |
| 7. Creative children tend to finish their assigned tasks more speedily than other children.  | 54.9% | 68.5% | .5% | 1% |

	"Disagree" Frequency Before (P <sub>A</sub> )	Frequency After (P <sub>B</sub> )	Significance Levels $\chi^2$ PA-PB
<b>Category VI - Parents (total number of items: 12)</b>			
1. It would seem that just about the last thing culturally disadvantaged parents think to buy is soap.	83.8%	78.4%	.5% 25%
2. Many parents of culturally disadvantaged children are eager to cooperate with the school but are too absorbed in their struggle for existence.	25.7%	12.7%	.5% 1%
3. Culturally disadvantaged children realize that their parents love them - in spite of frequent spankings.	45.4%	26.7%	.5% 1%
4. The majority of parents of culturally disadvantaged children do not feel that an academic education will benefit their children.	51.1%	64.4%	.5% 1%
5. Although many culturally disadvantaged children do not have both parents in the home they do have strong families in the form of aunts, uncles, grandmothers and other relatives.	34.9%	13.6%	.5% 1%
6. Culturally disadvantaged children learn from their parents that it is more comfortable to be somewhat dirty.	78.9%	75.1%	.5% --
7. A child whose parents are antagonistic towards education will not profit a great deal from school.	33.3%	23.2%	.5% 5%
8. One can take it for granted that parents of culturally disadvantaged children are interested in their youngsters.	60.0%	39.1%	.5% 1%
9. Parents of culturally disadvantaged children are indifferent to "book learning" because most of them have had little schooling.	29.1%	40.2%	.5% 5%

"Disagree" Frequency  
Before (P<sub>A</sub>)      After (P<sub>B</sub>)      Significance  
Levels  
χ<sup>2</sup>      PA-PB

Category VII - Physical Surroundings (total number of items: 10)

1. Programs aimed at changing culturally disadvantaged children must seek to change the entire neighborhood they live in.	35.8%	22.8%	5%	1%
2. Living conditions in culturally disadvantaged families are characterized by an absence of privacy.	5.6%	1.5%	25%	5%
3. The culturally disadvantaged child tends to be restricted to his immediate neighborhood and seldom is able to explore the "outside" world.	13.7%	1.5%	.5%	1%
4. Many poor children never eat a meal with their family because there are not enough chairs to go around.	36.5%	24.5%	5%	5%
5. Culturally disadvantaged children come from overcrowded, sub-standard housing, often lacking adequate sanitary facilities.	10.0%	4.9%	5%	25%

Category VIII - Race (total number of items: 13)

1. It is white America that is responsible for the condition of the culturally disadvantaged Negro.	31.5%	25.9%	.5%	25%
2. Involvement in the civil rights movement is a step forward for the culturally disadvantaged Negro.	17.3%	10.2%	5%	5%
3. Culturally disadvantaged Negro children come from more unstable homes than culturally disadvantaged white children.	77.1%	59.4%	.5%	1%
4. Two of the major reasons that Negro children score low on intelligence tests are lack of pre-school training and the high incidence of broken homes among Negroes.	40.0%	26.0%	.5%	1%

	"Disagree" Frequency Before (P <sub>A</sub> )	"Disagree" Frequency After (P <sub>B</sub> )	Significance Levels $\chi^2$ PA-PB
5. Some Negro students do not study because they are aware that an education is likely to be useless to them.	37.9%	25.0%	5% 1%
6. Negro youth are often forced to become criminals by society.	46.7%	35.4%	25% 5%
7. The effects of slavery can still be seen among culturally disadvantaged Negro children.	26.9%	7.9%	.5% 1%
8. Some Negro students have I.Q.'s as high as 200.	30.8%	20.7%	5% 5%

Category IX - Self Concept (total number of items: 12)

1. Trying to establish himself as a person is a greater source of conflict for culturally disadvantaged adolescents than it is for middle class adolescents.
2. The culturally disadvantaged child's reaction to his social status is apathy and submission more often than aggressiveness.
3. Culturally disadvantaged children think of themselves in terms different from middle-class children.
4. Delinquent behavior is the culturally disadvantaged adolescent boy's way of coping with anxiety about achieving a male identity.
5. Culturally disadvantaged young people may, in some circumstances, find a greater sense of identity in being withdrawn or in being delinquent than in anything else society has to offer them.
6. Children from disadvantaged homes underestimate their abilities more than other children.

	"Disagree" Frequency Before (PA)	"Disagree" Frequency After (PB)	Significance Levels $\chi^2$ PA-PB
7. Being "tough" is particularly important to the culturally disadvantaged boy.	24.0%	11.1%	5% 1%
8. One of the biggest problems in the development of the culturally disadvantaged boy's self-concept is the absence of successful adult men around him.	7.0%	2.6%	25% 5%
9. Culturally disadvantaged youth often gain independence from their homes earlier than middle class youth.	9.0%	2.6%	5% 1%
10. Lack of self-respect in culturally disadvantaged children is a realistic reflection of their treatment by others.	15.7%	8.5%	5% 5%
11. Society's of the well-rounded person may damage the self-concept of the culturally deprived child who may manifest a singleminded kind of creative talent.	19.3%	11.7%	25% 5%

Category X - Work (total number of items: 15)

1. Without a high school diploma, youngsters are locked out of the job market - thus the best place for culturally disadvantaged young people is in school.
2. The necessity of working interferes with the education of some culturally disadvantaged youth.
3. The discrepancy between the desire to work and the few opportunities for it are responsible for much of the trouble culturally disadvantaged youth get into.

	"Disagree" Frequency Before (P <sub>A</sub> )	"Disagree" Frequency After (P <sub>B</sub> )	Significance Levels $\chi^2$ PA-PB
4. Culturally disadvantaged young people who go to work are more likely to be exploited by unfair employers and by labor racketeers than are middle class young people.	29.8%	14.2%	.5% 1%
5. Low vocational aspirations among culturally disadvantaged youth are caused in part by their difficulty of finding employment in an increasingly automated world.	13.9%	7.9%	.5% 25%
6. Culturally disadvantaged youth lack the requirements of high-level work such as long-range planning, orderliness, and punctuality.	22.8%	14.8%	5% 5%

Category XI - Teaching Methods - Motivation (total number of items: 13)

- |   |       |       |     |    |
|---|-------|-------|-----|----|
| 1. Most disadvantaged persons are interested in education in terms of how useful and practical it can be to them.   | 17.4% | 10.1% | 25% | 5% |
| 2. While there may be aspects of the culture of the disadvantaged individual that would be better changed, it is necessary for the educator to work within the framework of the culture as it exists. | 15.7% | 3.5%  | .5% | 1% |
| 3. Most culturally disadvantaged children will never be able to profit from our present educational programs.   | 60.5% | 41.3% | .5% | 1% |
| 4. One good method of getting culturally disadvantaged children to study is to reward their efforts with food.  | 82.1% | 71.5% | 5%  | 5% |
| 5. One problem in motivating disadvantaged children in school is that they have little opportunity to immediately apply what is learned.  | 10.9% | 5.3%  | 25% | 5% |
| 6. Schools should emphasize academic subjects for middle class youth and vocational training for disadvantaged children.  | 68.7% | 81.9% | 5%  | 1% |

"Disagree" Frequency Before (P<sub>A</sub>)      "Disagree" Frequency After (P<sub>B</sub>)      Significance Levels  $\chi^2$  PA-PB

Category XII - Physical Appearance (total number of items: 10)

1. One thing that is characteristic of disadvantaged children is that they always need haircuts.	79.4%	70.4%	5%	5%
2. A child from a disadvantaged home is much more likely to have a physical handicap.	63.3%	40.8%	.5%	1%
3. By and large, children from disadvantaged homes tend to be dirtier than more privileged children.	28.4%	18.3%	25%	5%
4. Stuttering is much more prevalent among disadvantaged children.	82.0%	73.0%	25%	5%
5. Most children from disadvantaged homes never go to a barber.	68.4%	55.4%	25%	1%

Category XIII - Peers & Siblings (total number of items: 10)

1. Peers play a more important role in the socialization of culturally disadvantaged children than they do in middle-class children.	32.5%	15.5%	.5%	1%
2. Delinquent behavior by culturally disadvantaged youth is not as much a question of nonconformity with lawabiding behavior as it is a question of conformity with peer group expectations.	16.1%	5.8%	5%	1%
3. The culturally disadvantaged youth more so than the middle-class youth, relies on his peer group to find an identity for himself.	21.4%	3.6%	.5%	1%
4. Praise and encouragement from peers is more important to culturally disadvantaged students than praise and encouragement from teachers.	39.8%	22.5%	.5%	1%
5. Insults and "roughhousing" by culturally disadvantaged youth toward their peers may really be an expression of affection.	11.2%	4.9%	25%	5%

Category XIV - Culture (total number of items: 11)

	"Disagree" Frequency Before (P <sub>A</sub> )	Frequency After (P <sub>B</sub> )	Significance Levels $\chi^2$ PA-PB
1. Disadvantaged children are more inclined to be loyal to their friends than children from richer neighborhoods.	44.9%	26.6%	.5% 1%
2. Disadvantaged children do not feel that they are able to control their own future.	21.8%	12.0%	.5% 1%
3. "Educationally deprived" is a more accurate term than "culturally deprived".	64.1%	29.7%	.5% 1%
4. Part of the reason that few children from disadvantaged homes ever receive national scholarships is the false value system of those making the awards.	69.2%	57.9%	25% 5%
5. Children from disadvantaged homes are rarely able to plan ahead.	28.1%	15.3%	5% 1%

4. How does the course relate to the teachers everyday experience in school?

The teachers expressed puzzlement. On posing this question, I should know as a matter of course, so why ask? I had to stress that what I think is one matter, what they think may be something entirely different. "Of course" the course is relevant, helpful, valuable, to everyday teaching. It is self-evident that more accurate knowledge about disadvantaged children, about themselves as teachers and about their relationship to disadvantaged children will lead to more effective teaching. But the way in which this body of knowledge will add to their effectiveness is "hard" to ascertain and even "harder" to describe.

"How does one take a body of knowledge . . . and define 'how he plans to use it?'"

"I am not sure what value the course will have in teaching disadvantaged children. This question is like asking, 'what effect will a good rain-fall have on the grass?' Certainly it will have and has had effects already, but as rain affects the grass."

The answer to "what is the relation, value, use of the course to everyday teaching?" is "obvious" in the sense of a tautology. The effect of the material presented in the course to teaching disadvantaged children is the knowledge of this material itself. "I became a better teacher as the truths I learned became a part of me and my philosophy of life." Or the value and use of the knowledge presented in the course to teaching is obvious in the sense of consisting in spelling out and describing the components of such knowledge. Namely the value and use of the course consists of the general and specific materials teachers valued in the course and of direct, indirect, specific and general consequences and inferences drawn from these materials. Such as:

"better understanding of disadvantaged children." "Knowing more about their homelife. . ." "insight into problems especially of deprived Negro and American Indians . . ." "discarding of former prejudices. . ." "a more objective viewpoint in dealing with underprivileged. . ." "accepting of their background and standards yet helping them. . ." ". . .conscious of the effect of the school's hidden curriculum and overall atmosphere." "understanding of the culture of the lower class and how it relates to other classes. . ."

"more accepting attitudes . . ." ". . . understanding lack of motivation, therefore can make actual lessons more applicable to the deprived . . ." "added incentive to be even more personal . . ." "greater appreciation of slow learners. . ." "use more audio visual materials." "use more local involvement by the school's staff. ." "more enrichment activities . . ." "help separate fantasy from reality . . ." "if you call a kid a schmeiel he becomes one. . ."; "more creative writing, shorter paragraphs. . ."

Teachers were asked to relate specific situations in their classroom experience in which knowledge or attitude acquired in this course was applied. Their general reaction was that concrete examples such as came to mind illustrated the relevance of the course only in minor ways. They were not really illustrative of the "course-in-action," but only bits of this and that inferred from the course. The important consequential relation of the course to their teaching is that it "opened our eyes" to understanding of the total situation of these children.

On further probing some of the many examples brought forward were:

"One of my pupils, an Indian girl is very shy. It is almost impossible to get a word out of her mouth; among many of her to us, 'strange' is a way of looking down on the floor whenever I or any other teacher at school talked to her, a way which puzzled all of us. Once I saw a teacher in the hall in an extremely angry way shaking her and telling her 'don't look at the floor when I talk to you, look at me, straight at my face.' That child said nothing! She kept staring at that floor! No matter how hard that teacher shook her and screamed at her she wouldn't lift up her eyes! Well, the material on American Indians straightened out everything. I understood why she was looking at the floor--she was doing the 'proper' thing--of all things! That didn't occur to us. Much of what we thought of about that pupil, which is true for most other American Indian pupils in our school, as difficult, uncooperative, unresponsive, not being involved in schoolwork, not trying at all let alone trying her best to do well, etc., was completely wrong. It appeared so to our eyes because of our ignorance about American-Indian culture. And indeed, as in this case but also about most of our disadvantaged children--much of what in our eyes appears to be a problem with them is, come to look at honestly, our problem of not knowing much about them. And what appears to be a "problem" a bit of knowledge makes no problem at all!"

". . . I didn't know that 'being-on-time' is primarily a middle class value. I thought that every decent person who respects himself is on time except when extra-ordinary circumstances prevent him. I always thought it to be extremely important for children especially in older classes, to know that they should be on time. I used to get so bugged at some of these children for coming late for class or for this and that activity in the school. After this course, after learning,--specifically in this example--that some of my pupils' background time is not viewed as it is in mine, that it has not been drilled into these children as it has into me that to be on time is of paramount importance, that, indeed, 'not to be on time' is 'improper.' Well I interpreted this being late as lack of respect for me and the school, or lack of interest, or disobeying rules as "rebellious" behavior. Apparently this is not--not necessarily, that is to say--the case.

"The problem of their being late seems to take a better solution too. Maybe simply my not being bugged and therefore not bugging them as much as I did before, alone did the trick. But also the course suggested to me a better way of handling the problem; I gave them a 6th grade-version of what I learned here. . . , but I emphasized and tried to explain in class that the way the school operates, works better for all concerned if we all tried to be where we are expected at the time we are expected. I don't seem to have nearly as much of a problem on that score anymore. And the more I think about it, what might have improved the situation might be simply the fact that I stopped resenting them for their being late; that I stopped being so darn irritated at them."

"For example, I have an Indian girl who is very good student but she does not like oral work. We had a spelling test (spelling bee) and she won. She stood out in the class. The next time we had a spelling bee she refused to participate. I was quite upset with her but since taking this course and reading the articles I understand her and can work with her problem."

Aside from or along with the above reactions to the use of the course in everyday teaching experiences, there is also another side to it. The course offered very little if any specific or general help, to the business of teaching the disadvantaged child.

"Theory, background information, explanations about disadvantaged children is perhaps okay but there were no suggestions in this course on what to do with the discipline problem I have everyday."

The course is "too theoretical", "not practical enough" in that it provided only very few "specific" suggestions of what to do in specific situations. A few were looking forward to a cook-book type of organization with clearly spelled out steps to be followed with a given problem, child, difficulty, or situation. I have thus and so problem in disciplining thus and so child. Tell me what to do. The course did not give recipes of this kind, hence lacks in application or use. This viewpoint was, however, strongly criticized by what seemed to be the majority of teachers. The prevailing view was that, even if it would have been possible, a course that attempted to provide recipes would have been very inferior in quality, and, indeed, of lesser applicability to its goal of more effective teaching of the disadvantaged child. To think that one can deal with people in terms of standardized recipes lacks appreciation of the uniqueness, creativity and basic humanity in people. The course was "too theoretical" and therefore not or only partially understood. To fully understand the topics discussed in this class would have required more basic background in general social sciences.

The course was "theoretical." That was good, and necessary. Theory must precede discussions of "practical" applications. But the value of the course to the teachers would have been tremendously enhanced if it had been supplemented, with further materials on techniques of teaching the disadvantaged child. Perhaps a seminar or practicum type of a course following the H.Ed. 110 course which would focus on methodology relating the material developed in the present course to the classroom situation, in general and more specifically, in the Twin Cities.

This suggestion appears to be endorsed by all teachers independent of their views on the applicability of the H.Ed. 110 course to the classroom situation.

#### SUPPORTING MATERIALS

Appendix 1 - Questionnaire

Appendix 2 - M E M O and questionnaire

M E M O

TO: Students in H.Ed. 110

FROM: Popie Mohring, Training Center for Community Programs

As I have already told you, the grant financing this course requires an evaluation. For this report, I will contact a small sample of you for a personal interview. In addition, I would also like to get a reaction from all of you. Hence I am asking you to answer the attached questionnaire and return it to me during the last session which will be held at my home on 1425 East River Road. Dr. Keach's class on June 6 at about 4:00 p.m., Dr. McClard's class on June 7 at about 4:00 p.m., Dr. McCune's class on June 7 at about 6:00 p.m. In the event you cannot come for our last session, please mail the questionnaire to the Training Center for Community Programs, 1109 Social Science Building, University of Minnesota, Minneapolis, Minnesota, 55455.

To avoid any misunderstandings: your answers will be used only for the evaluation of the course, not to grade you in the course; I ask you for your name, school . . . only to arrange for the sample and to contact those who fall in the sample; the analysis and write up will contain no references to individual respondents. So please be critical and express your true feelings.

2-  
SHL  
R 00 01  
UD 00 01

\_\_\_\_\_  
YOUR NAME \_\_\_\_\_

\_\_\_\_\_  
THE NAME OF YOUR SCHOOL \_\_\_\_\_

Location: Minneapolis \_\_\_\_\_ St. Paul \_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
YOUR TELEPHONE \_\_\_\_\_ At what time of the day can you most conveniently be reached? \_\_\_\_\_

\_\_\_\_\_  
During which of the following weeks would it be convenient for you to be interviewed?

	Convenient	Impossible
June 13 - 18	_____	_____
June 20 - 25	_____	_____
June 27 - July 2	_____	_____
July 4 - 9	_____	_____
July 11 - 16	_____	_____
July 18 - 23	_____	_____
July 25 - 30	_____	_____

\_\_\_\_\_  
What time of day do you prefer to schedule an interview? \_\_\_\_\_  
(My own preference is at 1:00 p.m. and 8:30 p.m. at my home. If you can see me then I will be very grateful. If not I can plan to see you at your convenience.)

1. Of what, if any, value will the T.V. lectures be to you in teaching economically deprived youngsters? How important and relevant was the material covered? Please be specific and critical.

2. Of what, if any, value will the Book of Readings by E. White and Barbara Knudson be to you in teaching economically deprived youngsters? How important and relevant is the material covered? Is it written too technically? Again, please be specific and critical.

3. How, if at all, do you intend to use what you have learned from this course in your classroom teaching.

4. Which of the following did you find most rewarding?

The lectures

The group discussions

The readings

5. Would you recommend this course for other teachers?

BACKGROUND INFORMATION

1. Which of the following best describes your experiences with culturally disadvantaged children?

- \_\_\_\_\_ 1. I have never taught any culturally disadvantaged children.
- \_\_\_\_\_ 2. Only a very small proportion of the children in the classes I have taught could be considered culturally disadvantaged.
- \_\_\_\_\_ 3. A substantial proportion of the children I have taught could be considered culturally disadvantaged but not the majority.
- \_\_\_\_\_ 4. The majority of the children I have taught would have to be considered culturally disadvantaged.
- \_\_\_\_\_ 5. I have rarely if ever taught children who were not culturally disadvantaged.

2. What is the highest degree you have obtained?

- \_\_\_\_\_ 1. AA
- \_\_\_\_\_ 2. BA or BS
- \_\_\_\_\_ 3. MA or MS
- \_\_\_\_\_ 4. Ph.D. or E.Ed.
- \_\_\_\_\_ 5. Other

3. Your own childhood was spent in a family that is best classified as:

- \_\_\_\_\_ 1. Upper-upper
- \_\_\_\_\_ 2. Lower-upper
- \_\_\_\_\_ 3. Upper-middle
- \_\_\_\_\_ 4. Lower-middle
- \_\_\_\_\_ 5. Upper-lower
- \_\_\_\_\_ 6. Lower-lower

4. Have you taken any courses that dealt with differences of culture, race, socio-economic class, power and minority group positions?

- \_\_\_\_\_ No
- \_\_\_\_\_ Yes

For courses at University of Minnesota list course numbers. \_\_\_\_\_

For courses elsewhere list course numbers and titles. \_\_\_\_\_

5. Have you taken any other courses dealing specifically with culturally disadvantaged children?

- \_\_\_\_\_ No
- \_\_\_\_\_ Yes
- \_\_\_\_\_ List courses

6. Which of these statements best describes your feelings about teaching children from "culturally disadvantaged" backgrounds:

- 1. I would prefer not to teach them.
- 2. I have no objection to teaching them, but teaching children who come from middle-class homes is more rewarding.
- 3. A child's "cultural" background really makes little difference to me once he is in the classroom.
- 4. I prefer teaching "culturally disadvantaged" children because they need the help I can give them.

UNIVERSITY OF MINNESOTA

---

College of Liberal Arts - Department of Sociology  
Training Center for Delinquency Prevention and Control  
Minneapolis, Minnesota 55455

May 27, 1965

TO THE STUDENTS IN H.ED. 110:

The final assignment for H.Ed. 110 consists of completing the following attitude questionnaire and evaluation. Many of you have already completed the attitude questionnaire earlier, either through the Minneapolis Schools or in the case of the secondary personnel through our office. We are asking you to complete the questionnaire again so that we may have a measure of the course's effect on these attitudes. The Training Center's grant from the President's Committee on Juvenile Delinquency and Youth Development requires evaluation of every project. You may want to consider these issues again in the light of what you've learned this quarter. The attitude questionnaire composes Part I of this booklet and the following page contains instructions.

Part II of the booklet is a form for you to evaluate the course. Please feel free to answer honestly; we are truly interested in your reactions or any comments you may wish to add.

Part III of the booklet is a Background Information Blank. The responses to these questions will be correlated with the opinion statements given in Part I. These booklets are anonymous which explains why we must ask you for this information again even though you may have completed the form last March.

The last session of the course has been scheduled for June 7 at 4:15-6:15. We have changed the date to allow Dr. Putnam and other members of the School Administration and Board of Education to meet with us. The class will be held in Room 4 of the Science Building, which is the new white building just on the east end of the Washington Avenue Bridge. This last session will be an opportunity to discuss the implications of this course.

Bring this questionnaire with you to class on June 7; please consider it a requirement for the course. We're looking forward to an exciting last session.

Yours truly,

*Elaine Green*

Elaine Green  
Research Fellow

P.S. Remember the last session will be held in Room 4 of the Science Building on Monday, June 7 at 4:15 P.M.

UD 004 743-3

INSTRUCTIONS for PART I

~~There are two questionnaires.~~ The first questionnaire asks for your opinion about "culturally disadvantaged" children. We have not defined "culturally disadvantaged" as we want to know what you think this term means. This questionnaire contains 180 statements. You are to indicate by an "X" whether you agree to disagree with each statement. Here is an example:

	Defi- nitely Disagree	Prob- ably Disagree	Prob- ably Agree	Defi- nitely Agree
Most culturally disadvantaged children are juvenile delinquents.	<u>  X  </u> 1	<u>      </u> 2	<u>      </u> 3	<u>      </u> 4

This person did not agree with the statement. He or she feels that most culturally disadvantaged children are not juvenile delinquents. Since these are statements of opinion, there are no right or wrong answers.

Please check if completed this questionnaire previously for the Minneapolis Schools. \_\_\_\_\_

Please check if you returned this questionnaire to the Training Center last March. \_\_\_\_\_

CARD I

Col.

Defi-  
nately  
Dis-  
agree      Prob-  
ably  
dis-  
agree      Prob-  
ably  
Agree      Defi-  
nately  
Agree

- |  |          |          |          |          |
|--|----------|----------|----------|----------|
| 1. There is a lack of order and routine in homes of culturally disadvantaged children . . . . .  | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 2. A culturally disadvantaged child who is whipped by his parents probably suffers less "psychological" pain than a middle class child who gets a whipping . . . . .                                     | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 3. Culturally disadvantaged children are interested more in jobs with security and good pay than jobs that provide for self-realization and which require responsibility . . . . .                       | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 4. Competitive standards of success in schools, such as grades, tend to deprive culturally disadvantaged children of a sense of adequacy   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 5. The home of the culturally disadvantaged child lacks many of the objects used in school, such as books, paper, and pencils . . . . .  | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 6. Trying to establish himself as a person is a greater source of conflict for culturally disadvantaged adolescents than it is for middle class adolescents . . . . .                                    | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 7. The teacher can really do very little if the child is not given some motivation for learning in the home . . . . .  | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 8. Although it is not easy for a child brought up in a culturally disadvantaged home to adjust to school standards, it does not take a specially gitted teacher to bring about this adjustment . . . . . | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 9. There are culturally disadvantaged children who have never been spoken to except in terms of abuse . . . . .  | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 10. Culturally disadvantaged children typically have very low morals . . . . .   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 11. Automation is likely to deprive a great many culturally disadvantaged young people of the chance to be employed at jobs that people like themselves have traditionally held . . . . .                | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| 12. Without a high school diploma, youngsters are locked out of the job market - thus the best place for culturally disadvantaged young people is in school . . . . .                                    | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |

CARD I

<u>Col.</u>	<u>Defi-</u> <u>nately</u> <u>Dis-</u> <u>agree</u>	<u>Prob-</u> <u>ably</u> <u>Dis-</u> <u>agree</u>	<u>Prob-</u> <u>ably</u> <u>Agree</u>	<u>Defi-</u> <u>nately</u> <u>Agree</u>
13. Most disadvantaged persons are interested in education in terms of how useful and practical it can be to them. . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
14. To a culturally disadvantaged child, it is more wrong to be caught stealing than to steal . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15. It is white America that is responsible for the condition of the culturally disadvantaged Negroes. . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
16. The manners and the appearance of a child tell a great deal about his intelligence . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
17. Programs aimed at changing culturally disadvantaged children must seek to change the entire neighborhood they live in . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
18. It would seem that just about the last thing culturally disadvantaged parents think to buy is soap . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
19. At one time or another, most culturally disadvantaged boys are picked up by the police . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
20. Knowing the I.Q. of a child from a culturally disadvantaged home tells you a great deal about his abilities . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
21. The necessity of working interferes with the education of some culturally disadvantaged youth . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
22. Most culturally disadvantaged young people who get into trouble have been influenced by bad companions . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
23. There are children who simply do not get enough to eat at home . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
24. One thing that is characteristic of disadvantaged children is that they always need haircuts . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD I

<u>Col.</u>	<u>Defi-</u> <u>nately</u> <u>Dis-</u> <u>agree</u>	<u>Prob-</u> <u>ably</u> <u>Dis-</u> <u>agree</u>	<u>Prob-</u> <u>ably</u> <u>Agree</u>	<u>Defi-</u> <u>nately</u> <u>Agree</u>
25. Most children, including the culturally disadvantaged, have probably never seen a rat in their house . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
26. Delinquent behavior in culturally disadvantaged young people is often an attempt to restore a sense of personal adequacy. . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
27. Involvement in the civil rights movement is a step forward for the culturally disadvantaged Negro . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
28. The world of the culturally disadvantaged child lacks variety . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
29. One reason that a culturally disadvantaged child does not come to school may be that he has no suitable clothing to wear . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
30. Culturally disadvantaged girls are more likely to become delinquents than the boys . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31. Culturally disadvantaged youth say they have high vocational aspirations but don't follow through by working toward them . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
32. Delinquent behavior is rather widespread among culturally disadvantaged boys, but in most cases it does not progress into serious violation of the law . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
33. Disadvantaged children are more inclined to be loyal to their friends than children from richer neighborhoods . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
34. It is not that culturally disadvantaged children cannot communicate - it is only that they communicate in non-verbal ways . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
35. The culturally disadvantaged child's reaction to his social status is apathy and submission more often than aggressiveness . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
36. Culturally disadvantaged Negro children come from more unstable homes than culturally disadvantaged white children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD I

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
37. While there may be aspects of the culture of the disadvantaged individual that would be better changed, it is necessary for the educator to work within the framework of the culture as it exists . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
38. Culturally disadvantaged children are more likely to become psychotic than neurotic . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
39. The problem of culturally disadvantaged children is not just learning to read - it is rather the whole problem of how to use language for communication . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
40. There is rarely any need for a teacher to call the police to deal with a recalcitrant child .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
41. Many parents of culturally disadvantaged children are eager to cooperate with the school but are too absorbed in their struggle for existence . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
42. Culturally disadvantaged children realize that their parents love them - in spite of frequent spankings . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
43. Culturally disadvantaged children generally score low on standard tests of mental ability	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44. Most creative children score very high on standard tests of intelligence . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
45. Two of the major reasons that Negro children score low on intelligence tests are lack of pre-school training and the high incidence of broken homes among Negroes . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
46. You can usually tell a disadvantaged child by the quality of his clothing . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
47. School systems have been remiss in not adequately compensating teachers who have had to teach the culturally deprived . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
48. The proportion of delinquent youth is much higher in the core of the city than in the suburbs . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD I

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
49. The discrepancy between the desire to work and the few opportunities for it are responsible for much of the trouble culturally disadvantaged youth get into . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
50. Most culturally disadvantaged children are retarded in reading ability . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
51. The culturally disadvantaged child has few opportunities to enjoy nature . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
52. Delinquency among culturally disadvantaged youth is often an expression of underlying hostility to the arbitrary and unfair discipline of their parents . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
53. Culturally disadvantaged children may be as able to memorize facts as culturally disadvantaged children but they cannot reason nearly as well . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
54. The low achievement levels of Negro youth are due to low aspirations for achievement rather than lack of ability to achieve . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
55. Teachers are not given adequate preparation for teaching the disadvantaged child . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
56. Culturally disadvantaged children have more difficulty linking symbols with objects than middle-class children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
57. What appears to be a lazy student may in truth be one suffering from malnutrition or habitual lack of sleep . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
58. Peers play a more important role in the socialization of culturally disadvantaged children than they do in middle-class children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
59. Lack of verbal skills is the primary cause of low scholastic achievement among culturally disadvantaged students . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
60. Disadvantaged children are really much happier than their middle and upper class peers . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD I

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
61. Culturally disadvantaged young people who go to work are more likely to be exploited by unfair employers and by labor racketeers than are middle class young people . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
62. Many disadvantaged children become delinquents because they don't know the difference between right and wrong . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
63-76 (Leave Blank)				
77-80 Your Code Number (Optional) _____				

CARD II

<u>Col.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. A child from a disadvantaged home is much more likely to have a physical handicap . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2. Delinquent behavior by culturally disadvantaged youth is not as much a question of nonconformity with lawabiding behavior as it is a question of conformity with peer group expectations . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
3. Culturally disadvantaged children have more difficulty with verbal expression than middle class children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. Most mentally retarded children come from disadvantaged homes . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
5. The culturally disadvantaged child's family is not a source of warmth and emotional involvement as is the middle-class family . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
6. Parents of culturally disadvantaged youth are generally less insistent that their children concern themselves with long-range occupational ambitions than are middle-class parents . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
7. All children should be required to attend school until they are eighteen . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8. I.Q. tests are unfair to culturally disadvantaged children because the tests depend on speedy responses . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

**CARD II**

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
9. The culturally disadvantaged youth more so than the middle-class youth, relies on his peer group to find an identity for himself . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
10. Teaching the culturally disadvantaged requires more stamina than anything else . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
11. By and large, children from disadvantaged homes tend to be dirtier than more privileged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
12. Some Negro students do not study because they are aware that an education is likely to be useless to them . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
13. Teaching culturally disadvantaged children is a dangerous occupation . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
14. Children from culturally disadvantaged homes usually receive the same quality of medical care as children from middle-class homes. .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15. Stricter discipline is the solution to the problem of delinquency among culturally disadvantaged youth . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
16. Culturally disadvantaged children think of themselves in terms different from middle-class children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
17. Most culturally disadvantaged children will never be able to profit from our present educational programs . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
18. Disadvantaged children are much more likely to come from homes where religion is not very important . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
19. Among culturally and economically disadvantaged children the proportion of bright children is about the same as it is in the remainder of the population . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
20. Parents of culturally disadvantaged children often have little or no knowledge of good nutrition or proper health practices . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD II

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
21. Praise and encouragement from peers is more important to culturally disadvantaged students than praise and encouragement from teachers . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
22. School dropouts who don't find a job should be drafted . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
23. The poor heredity that culturally disadvantaged youngsters suffer is just about the most formidable handicap a teacher of these pupils has . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
24. Delinquent behavior is the culturally disadvantaged adolescent boy's way of coping with anxiety about achieving a male identity . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
25. One good method of getting culturally disadvantaged children to study is to reward their efforts with food . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
26. Youngsters in gangs are so conforming that they lose their ability to make rational, independent decisions . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
27. The gang of culturally disadvantaged young people differs from the social group of middle-class youth both in the needs which it satisfies and the form that the satisfaction takes . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
28. It is only realistic to believe that teaching the culturally disadvantaged will be more unpleasant than teaching middle class children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
29. A culturally disadvantaged child should speak correctly before he learns to read . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
30. Special employment programs for culturally disadvantaged youth are unfair to other young people who are excluded. . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31. Culturally disadvantaged young people may, in some circumstances, find a greater sense of identity in being withdrawn or in being delinquent than in anything else society has to offer them . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
32. Slum clearance alone will not solve most of the problems of the culturally disadvantaged child - the people, more than the buildings, need change . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD II

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
33. The statement that there are 30 million Americans who go to bed hungry is sheer propaganda	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
34. A child's ability to benefit from education does not depend on his social or cultural background . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
35. The I.Q. of culturally disadvantaged children can be raised in a few hours if they are given practice in how to take the test and if they are motivated to do well . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
36. Children from disadvantaged homes underestimate their abilities more than other children	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
37. The majority of parents of culturally disadvantaged children do not feel that an academic education will benefit their children . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
38. Disadvantaged children do not feel that they are able to control their own future . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
39. Disadvantaged children tend to smile less than most children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
40. The home of the culturally disadvantaged child is not verbally oriented . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
41. Although native ability may set limits on the achievement of disadvantaged children, patient and understanding teachers can do wonders with even the most disadvantaged pupil . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
42. Poor heredity is responsible for many of the inadequacies, physical and mental, of culturally disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
43. In spite of many disadvantages, most culturally deprived children get enough to eat . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44. Living conditions in culturally disadvantaged families are characterized by an absence of privacy . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD II

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
45. The connection between education and employ- ment should be made clear to culturally dis- advantaged youth . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
46. Mothers of culturally disadvantaged children tend to be unemotional with their children .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
47. Many poor children tend to be overweight. .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
48. There is no proof that children from disadvan- taged homes are any more delinquent than other children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
49. The increase in violent crimes committed by culturally disadvantaged youth reflects all too well the major cultural values of our society	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
50. Children from disadvantaged homes rarely carry handkerchiefs . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
51. The middle class has a lot to learn from the so-called disadvantaged . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
52. The culturally disadvantaged child tends to be restricted to his immediate neighborhood and seldom is able to explore the "outside" world	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
53. Teaching culturally disadvantaged children merits extra salary . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
54. Although many culturally disadvantaged child- ren do not have both parents in the home they do have strong families in the form of aunts, uncles grandmothers and other relatives . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
55. Most teachers who work with culturally deprived children find it an unattractive, unrewarding task . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
56. Creative children tend to finish their assigned tasks more speedily than other children . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD II

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
57. It is silly to talk about the culturally dis- advantaged since anyone in the United States can succeed if he really wants to . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
58. Being "tough" is particularly important to the culturally disadvantaged boy . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
59. Although home and neighborhood environment may be a disadvantage, it is poor heredity that ultimately defeats the culturally disadvan- taged child . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
60. One of the biggest problems in the development of the culturally disadvantaged boy's self- concept is the absence of successful adult men around him . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
61. If a child is truly creative his ability will come to light regardless of his environment and education . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
62. Culturally disadvantaged children are not likely to have their pronunciation and grammar corrected in their homes . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
63-76 (Leave Blank)				
77-80 Your Code Number (Optional) _____				

CARD III

<u>Col.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. Culturally disadvantaged youth often gain indep- endence from their homes earlier than middle class youth . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2. There is usually a good reason behind "Delin- quent" behavior by culturally disadvantaged youth . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
3. One problem in motivating disadvantaged child- ren in school is that they have little opportu- nity to immediately apply what is learned . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. Many poor children never eat a meal with their family because there are not enough chairs to go around . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD III

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
5. The living conditions in the homes and neighborhoods of culturally disadvantaged children are likely to have harmful effects on their health . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
6. There is less mental illness among the culturally disadvantaged than among other groups .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
7. It is a mistake to place beginning teachers in the situation of having to teach culturally disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8. The Negro race has a genetic tendency toward laziness and crime, which is in part responsible for their present situation . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
9. "Educationally deprived" is a more accurate term than "culturally deprived". . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
10. Culturally disadvantaged children, more than middle class youngsters, are inclined to feel that respect for and obedience to parents are important . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
11. The culturally disadvantaged delinquent is a person who has never adequately adopted standards of right and wrong . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
12. Even families on relief have enough money to provide their children with adequate food and clothing . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
13. Schools should emphasize academic subjects for middle class youth and vocational training for disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
14. Teachers who have been assigned teaching in schools with a large number of culturally disadvantaged children should have the first choice of transfers to more attractive schools . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15. Culturally disadvantaged children are more interested in the three R's and the sciences than they are in social studies, literature and the arts . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
16. Culturally disadvantaged children learn from their parents that it is more comfortable to be somewhat dirty . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD III

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
17. It is difficult to compensate for the fatigue of teaching culturally disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
18. Low vocational aspirations among culturally disadvantaged youth are caused in part by their difficulty of finding employment in an increasingly automated world . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
19. Negro youth are often forced to become criminals by society . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
20. Part of the reason that few children from disadvantaged homes ever receive national scholarships is the false value system of those making the awards . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
21. Teachers should be alert to the child who lies ingeniously, as lying may be a clue to a creative personality . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
22. Aggressive delinquent behavior by culturally disadvantaged youth can be considered to be a form of social protest . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
23. The effects of slavery can still be seen among culturally disadvantaged Negro children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
24. Lack of self-respect in culturally disadvantaged children is a realistic reflection of their treatment by others . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
25. Culturally disadvantaged youth lack the requirements of high-level work such as long-range planning, orderliness, and punctuality . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
26. It is not fair to judge a teacher by her success or failure in teaching the culturally disadvantaged because working with these children simply is so punishing . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
27. Many culturally disadvantaged children were never told stories or read to when they were little . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
28. Although they may not get the best quality food, there is practically no one in the United States who does not get enough to eat . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD III

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
29. Insults and "roughhousing" by culturally dis- advantaged youth toward their peers may really be an expression of affection . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
30. A teacher's main task is to teach; not to be concerned with self concepts, ego strength and other personality traits . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31. It is possible to have schools which are "separate but equal". . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
32. Three years is a long stint of teaching the culturally disadvantaged . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
33. It is quite easy to recognize poor children by their physical appearance . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
34. An authoritarian approach is the most appro- priate way of teaching children from disadvantaged homes . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
35. Culturally disadvantaged children don't pay attention as well as middle-class children .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
36. Culturally disadvantaged children come from overcrowded, substandard housing, often lack- ing adequate sanitary facilities . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
37. A child whose parents are antagonistic towards education will not profit a great deal from school . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
38. If one can get to the leader of a gang of cul- turally disadvantaged youth, then the gang can be reached and straightened out . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
39. The value system of culturally disadvantaged youth, with its emphasis on "thrills" and "kicks", is responsible for much of the delin- quency of culturally disadvantaged young people . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
40. Some Negro students have I.Q.'s as high as 200 . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD III

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
41. Extensive use of audio-visual aids is more effective with disadvantaged children than with most other children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
42. The high creative ability of disadvantaged children is often overlooked because they are poor at expressing themselves . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
43. The best training for teachers of disadvantaged children is coursework in abnormal psychology . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44. Many culturally disadvantaged young people have gotten used to the idea that it is possible to live in spite of sporadic employment	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
45. One can take it for granted that parents of culturally disadvantaged children are interested in their youngsters . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
46. Culturally disadvantaged children, in the United States, rarely suffer from avoidable medical and dental problems because free clinics are usually available . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
47. Culturally disadvantaged children respond more to the concrete, immediate properties of objects rather than their abstract and relational properties . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
48. Disadvantaged Negro children who attend integrated schools where there are large numbers of middle-class children are much more likely to want to go to college . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
49. Children from disadvantaged homes are rarely able to plan ahead . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
50. The gang has the same function in the lives of culturally disadvantaged young people as the club, clique or social group has for middle-class people . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
51. Parents of culturally disadvantaged children usually indicate their feelings of affection by action rather than words . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
52. The trouble caused by culturally disadvantaged youth often is not a good indication of the cause of the trouble . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

CARD III

<u>Col.</u>	<u>Defi- nitely Dis- agree</u>	<u>Prob- ably Dis- agree</u>	<u>Prob- ably Agree</u>	<u>Defi- nitely Agree</u>
53. Parents of culturally disadvantaged children are indifferent to "book learning" because most of them have had little schooling . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
54. Stuttering is much more prevalent among disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
55. There are some diseases that culturally disadvantaged children are more likely to get than children from other groups . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
56. Teachers colleges do not know how to prepare teachers for working in disadvantaged schools	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
57. Most Negro children are culturally disadvantaged . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
58. Society's worship of the well-rounded person may damage the self-concept of the culturally deprived child who may manifest a singleminded kind of creative talent . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
59. The school lunch program probably provides the best meal of the day for some culturally disadvantaged children . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
60. Most children who drop out of school become juvenile delinquents . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
61. Most children from disadvantaged homes never go to a barber . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
62. The infant mortality rate is higher among the culturally disadvantaged than among the remainder of the population . . . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

63-76  
(Leave  
Blank)

77-80 Your Code Number (Optional) \_\_\_\_\_

Please mark an X in the column corresponding to your evaluation of the article. Evaluate only to those articles which you have read.

In the education of professionals who work with low-income groups the material in this article is:

	Very Important 1	Somewhat Important 2	Not Important 3	Written too Technically 4
Peter I. Berger, "Selection from Invitation to Sociology."	_____	_____	_____	_____
R.A. Cloward & J.A. Jones, "Social Class: Educational Attitudes & Participation,"	_____	_____	_____	_____
R.A. Cloward & L.E. Ohlin, "Barriers to Legitimate Opportunity."	_____	_____	_____	_____
H.H. Hyman, "The Value System of Different Classes: A Social Psychological Contribution to the Analysis of Stratification."	_____	_____	_____	_____
F. Reissman, "The Culturally Deprived Child: A New View."	_____	_____	_____	_____
T.F. Pettigrew, "Negro American Personality: The Role & Its Burdens."	_____	_____	_____	_____
Delmo Della-Dora, "The Culturally Disadvantaged: Educational Implications of Certain Social-Cultural Phenomena"	_____	_____	_____	_____
J. Baldwin, "A Talk to Teachers."	_____	_____	_____	_____
League of Women Voters of Minnesota, "Indian Education in Minnesota."	_____	_____	_____	_____
E.F. Mittelholtz, "Estimated Indian Population in Minnesota by Communities."	_____	_____	_____	_____
J.S. Stromberg, "Some Problems of Chippewa Acculturation."	_____	_____	_____	_____

PART II

	Very Important 1	Somewhat Important 2	Not Important 3	Written Too Technically 4
R.H. Wax & R.K. Thomas, 'American Indians and White People.'	_____	_____	_____	_____
Murray and Rosalie Wax, "Cultural Deprivation as an Educational Ideology."	_____	_____	_____	_____
Dan Dodson, "Education and Powerlessness."	_____	_____	_____	_____
P.I. Rose, "Prejudice."	_____	_____	_____	_____
C.W. Quinn, "The Trans- mission of Racial Attitudes Among White Southerners."	_____	_____	_____	_____
Charlotte Epstein, "Eval- uating Intergroup Relations Education."	_____	_____	_____	_____
J. Memeyer, "Some Guide- lines to Desirable Elemen- tary School Reorganization."	_____	_____	_____	_____
J. Goodlad, "Meeting Children Where They Are."	_____	_____	_____	_____
O. Klineberg, "Life is Fun in a Smiling, Fair-Skinned World."	_____	_____	_____	_____
C.J. Calitri, "The Nature & Values of Culturally Different Youth."	_____	_____	_____	_____
Donald Lloyd, "Subcultural Patterns which Affect Lan- guage and Reading Develop- ment."	_____	_____	_____	_____
Gene Fusco, "Home · School Partnership."	_____	_____	_____	_____
Ruth S. Cavan, "Lower-Class Families."	_____	_____	_____	_____

In the education of professionals who work with low-income groups the material in this lecture is:

	Very Important 1	Somewhat Important 2	Not Important 3
March 25 Dr. Richard A. Cloward Sociological perspectives on education and poverty	_____	_____	_____
March 30 Mr. Morris Eisenstein The culture of the lower class	_____	_____	_____
April 6 Mr. Harold Haizlip The American Negro	_____	_____	_____
April 13 Dr. Murray Wax The American Indian	_____	_____	_____
April 20 Dr. Dan Dodson Psychological factors affecting work with the deprived child	_____	_____	_____
April 27 Dr. Carl Marburger Organization of Schools	_____	_____	_____
May 4 Dr. George Shapiro Communicating with the deprived child	_____	_____	_____
May 11 Dr. Irving Tallman Working with the parents of the deprived child	_____	_____	_____
May 18 Dr. Charles Goodrich, M.D. Health - the relation of physical factors to educational problems	_____	_____	_____
May 25 Dr. Eva Schindler-Rainman Teaching Students Different than Ourselves	_____	_____	_____
June 1 Dr. Marjorie Smiley Language Arts	_____	_____	_____

1. How many class sessions did you attend?

- A. more than 10  
 B. 7 - 9  
 C. 5 - 7  
 D. 3 - 5

2. About how many of the mimeographed articles did you read?

- A. 20 - 24  
 B. 15 - 19  
 C. 10 - 14  
 D. Less than 10

3. In general the requirements for the course were:

- A. Too demanding  
 B. Not demanding enough  
 C. About right

4. The most valuable part of the course was:

- A. Lectures  
 B. Discussions  
 C. Readings  
 D. Written assignments

5. The second most valuable part of the course was:

- A. Lectures  
 B. Discussions  
 C. Readings  
 D. Written assignments

6. I would recommend this course for other teachers in my school.

- Yes  No

7. If I had to advice the Training Center on future courses like this I would prefer:

- A. Live lecturers speaking to classes of about 250.  
 B. TV lectures to classes of 25.

8. Of the mimeographed reading which two articles were the best?

A. \_\_\_\_\_

B. \_\_\_\_\_

9. Which two articles were the worst?

A. \_\_\_\_\_

B. \_\_\_\_\_

10. The lecturer who had the greatest impact on me was:

\_\_\_\_\_

11. Which of the following was true in your discussion group?

\_\_\_\_\_ A. I appreciated the opportunity to discuss the issues with my colleagues and the discussion leaders.

\_\_\_\_\_ B. We discussed issues that were important to me.

\_\_\_\_\_ C. I didn't want to participate much.

\_\_\_\_\_ D. I didn't get a chance to participate much.

\_\_\_\_\_ E. Most of the people in my group were interested in what was being said during the discussions.

\_\_\_\_\_ F. We never seemed to get anywhere.

\_\_\_\_\_ G. There were one or two people who seemed to do all the talking.

\_\_\_\_\_ H. \_\_\_\_\_

\_\_\_\_\_

12. Do you think the fact that you were enrolled in this course will affect your behavior in the school setting?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

13. Do you think the fact that you were enrolled in this course will make a difference to your school?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Explain: \_\_\_\_\_

\_\_\_\_\_

14. Suppose you were given the opportunity to design H.Ed. 110. Which of the following changes would you make:

- A. More lecture, less discussion
- B. More discussion, less lecture
- C. More reading
- D. Less reading
- E. More interesting reading
- F. More relevant reading
- G. More written assignments
- H. Fewer written assignments
- I. Add exams on the lectures and reading
- J. Use only "live" lecturers.
- K. Make H.Ed. 110 a non-credit course
- L. Charge a small fee (\$5.00) to take the course
- M. Offer the course in the evening
- N. Decrease the size of the discussion groups
- O. \_\_\_\_\_  
\_\_\_\_\_

15. Number of years you have taught: \_\_\_\_\_

16. Name of School \_\_\_\_\_

17. Additional Comments

I. Which of the following best describes your experiences with culturally disadvantaged children?

- \_\_\_\_\_ 1. I have never taught any culturally disadvantaged children.
- \_\_\_\_\_ 2. Only a very small proportion of the children in the classes I have taught could be considered culturally disadvantaged.
- \_\_\_\_\_ 3. A substantial proportion of the children I have taught could be considered culturally disadvantaged but not the majority.
- \_\_\_\_\_ 4. The majority of the children I have taught would have to be considered culturally disadvantaged.
- \_\_\_\_\_ 5. I have rarely if ever taught children who were not culturally disadvantaged.

II. What is your present age:

- |                   |                     |
|-------------------|---------------------|
| _____ 1. Under 25 | _____ 4. 40 - 49    |
| _____ 2. 25 - 29  | _____ 5. 50 - 59    |
| _____ 3. 30 - 39  | _____ 6. 60 or over |

III. What is your marital status:

- |                  |                                |
|------------------|--------------------------------|
| _____ 1. Single  | _____ 3. Widowed               |
| _____ 2. Married | _____ 4. Divorced or separated |

IV. Sex:

- \_\_\_\_\_ 1. Male
- \_\_\_\_\_ 2. Female

V. Race

- \_\_\_\_\_ 1. Negro
- \_\_\_\_\_ 2. White
- \_\_\_\_\_ 3. Other

VI. In what part of the country did you live most of the time before you were 18:

- \_\_\_\_\_ 1. Northeast (including Pennsylvania and New Jersey)
- \_\_\_\_\_ 2. South
- \_\_\_\_\_ 3. Southwest (including Oklahoma and Texas)
- \_\_\_\_\_ 4. Midwest (including Minnesota and Rocky Mountain area)
- \_\_\_\_\_ 5. Pacific Coast
- \_\_\_\_\_ 6. Outside the continental United States

VII. The highest level of education your father attained was:

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Less than High School | <input type="checkbox"/> 4. College Graduate              |
| <input type="checkbox"/> 2. High School graduate  | <input type="checkbox"/> 5. Advanced degree (MA, PhD, MD) |
| <input type="checkbox"/> 3. Some College          | <input type="checkbox"/> 6. Cannot say                    |

VIII. His major occupation would probably be classified as:

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Professional managerial | <input type="checkbox"/> 5. Semi-skilled labor |
| <input type="checkbox"/> 2. Sales or clerical       | <input type="checkbox"/> 6. Unskilled labor    |
| <input type="checkbox"/> 3. Skilled labor           | <input type="checkbox"/> 7. Other              |
| <input type="checkbox"/> 4. Farmer                  |  |

IX. Your own childhood was spent in a family that is best classified as:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> 1. Upper-upper | <input type="checkbox"/> 3. Upper-middle | <input type="checkbox"/> 5. Upper-lower |
| <input type="checkbox"/> 2. Lower-upper | <input type="checkbox"/> 4. Lower-middle | <input type="checkbox"/> 6. Lower-lower |

X. Are you a University of Minnesota graduate:

- |                                 |                                |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 2. No |
|---------------------------------|--------------------------------|

XI. What is the highest degree you have obtained?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> 1. AA       | <input type="checkbox"/> 4. PhD or EEd |
| <input type="checkbox"/> 2. BA or BS | <input type="checkbox"/> 5. Other      |
| <input type="checkbox"/> 3. MA or MS |  |

XII. Which of these statements best describes your feelings about teaching children from culturally disadvantaged backgrounds:

- 1. I would prefer not to teach them because they disrupt the class.
- 2. I would prefer not to teach them because too much teaching time must be wasted in trying to maintain discipline.
- 3. I have no objection to teaching them, but teaching children who come from homes where education is valued is a lot more rewarding.
- 4. A child's "cultural" background really makes little difference to me once he is in the classroom.
- 5. I prefer teaching culturally disadvantaged children because they need the help I can give them.

XIII. Aside from undergraduate courses, have you ever taken any graduate or special courses dealing specifically with culturally disadvantaged children:

- |                                 |                                |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 2. No |
|---------------------------------|--------------------------------|

TRAINING  
CENTER  
For Community  
Programs

TEACHING  
THE  
DISADVANTAGED  
CHILD  
FILM SERIES



UNIVERSITY  
OF MINNESOTA





**A seminar developed at the University of Minnesota by the Training Center for Community Programs and the College of Education, for teachers in schools serving children from disadvantaged families.**

**[A series of 11 lectures on 16 mm. film or video tape available free of charge.]**

---

**WHY TEACHERS?** Education remains the principal access route to legitimate opportunity for any child; for the disadvantaged child, it is almost the only route. Yet each year the large number of borderline achievers, school failures, and dropouts among the low income group attests to the fact that too many of these youngsters are bypassing — and are being bypassed by — the one institution which society has designed expressly to prepare all its young people for responsible adulthood. The disadvantaged child can not break out of the narrow confines of his poverty-stricken world unless he can establish a firm toe-hold on the educational ladder. He can not establish this toe-hold unless he has qualified and understanding teachers. The teacher is often the only potentially constructive link the disadvantaged child has with the "alien" world outside his own neighborhood.

**WHY PROBLEMS?** We know that social class factors account for many differences among people. We know that some of these differences relate specifically to attitudes toward education generally and the school system in particular as well as to attitudes toward work and vocations.

We know also that school staff members tend to represent middle class attitudes, values and life styles and to have little understanding in depth of the attitudes, values and life styles which characterize the lower class child and his family. Within the school setting, middle class teacher and lower class child are often at odds one with the other; outside the school setting their worlds exclude each other. Too often, then, the one never learns to communicate effectively with the other or to come to know the other. This usually works to the detriment of the child.

If the lower class child is to derive maximum benefit from his school years, certain changes must be effected. These changes must involve not only the orientation of the child and his family to the school, but also the orientation of the school to the child and his way of life. In the past, most of the emphasis has been placed on changing the child's attitudes with no attempt at understanding how his attitudes came to be formed in the first place.

**A WAY TO HELP.** A basic medium for helping youngsters to help themselves and to push open the doors of opportunity to more constructive living is education. The Training Center and the College of Education at the University of Minnesota, recognizing that education is a two-way street which involves both teacher and student, designed a seminar for elementary and secondary teachers employed in the Minneapolis inner-city schools as an attempt to improve educational opportunities for inner-city children. Planning was based on two principal assumptions: First, that preparation of teachers for working effectively with youngsters from disadvantaged subcultures is not always adequate; second, that there is available a growing body of knowledge on the subject of cultural deprivation and cultural differences which, if presented to teachers working in low

income neighborhood schools, would help them to better understand and to be more effective in reaching these otherwise hard-to-reach youngsters.

Planning had three main aims: To reach as many of the teachers as possible; to form the teachers enrolled in the course into small groups in which there could be active involvement and exchange of firsthand information, and to present the most knowledgeable lecturers in the field.

**THE COURSE.** The decision to record the lectures on video tape and to present them over the University's closed circuit television channel enabled the three aims to be met. The total enrollment was broken down into ten small groups and a moderator assigned from the College of Education to lead each group in discussion following the televised lecture. The content included talks on the sociological perspectives of education and poverty; the culture of the lower class; ethnic and racial variations; the nature of prejudice and intergroup relations in the classroom; the organization of schools; the problems of communicating with the deprived child; working with the parents of the deprived child; the relation of physical health to educational problems; classroom techniques with disadvantaged children, and the language arts.

Minneapolis teachers who attended this course praised it as being straightforward and to the point. Many teachers have reported that the course helped them to develop new classroom techniques and new ways of doing things. Most importantly, many teachers have said that they acquired a better understanding and acceptance of the subcultural base of the disadvantaged child. Constructive work with the child and his family requires this understanding and acceptance.

### **TAPES AND FILMS AVAILABLE**

Would you like to use this series of talks for training your teachers? Video tapes, for closed circuit television showings, and 16 mm. films of the eleven lectures are available free of charge **except** for mailing costs. Each lecture runs about one hour. A sample tape, made up of excerpts from several talks, is available upon request. A set of supplemental readings to accompany the lecture is also available at cost.

For further information write to:

**Director**

**Training Center for Community Programs**

**University of Minnesota**

**1109 Social Science Building**

**Minneapolis, Minnesota, 55455**

**373-3491**

---

**A "THREE-DAY" COURSE FOR TEACHERS DEALING WITH THE PROBLEMS OF  
DISADVANTAGED CHILDREN WHO LIVE IN DISADVANTAGED AREAS**

The course will be held from June 10-12, 1968

at the auspices of the Training Center for Community Extension and the College of  
Education

Given through the General Extension Division

University of Minnesota

St. Paul, Minnesota

The College of Education is pleased to announce that the University of  
Minnesota's Training Center for Community Extension will offer through  
the General Extension in the 1968 Spring Quarter, a course for  
teachers dealing with the problems of teaching children who live in disadvantaged urban  
areas. The Minneapolis Public Schools and the Youth Development Project have made  
important contributions to the development of this program.

The course, entitled History of Education III, Intercultural Education: Teaching  
the Disadvantaged Child, will carry three hours of credit which may be used to meet  
the academic area requirements for the M.A. degree, subject to the rule that no more  
than six credits earned through the Extension Division can be applied towards a  
graduate degree.

A training grant from the Office of Juvenile Delinquency and Youth Development,  
Welfare Administration, U.S. Department of Health, Education and Welfare in cooperation  
with the President's Committee on Juvenile Delinquency and Youth Crime enables the  
University to pay the expenses of those who enroll.

**COURSE OUTLINE, LECTURERS, AND DATES**  
Course Coordinator: Prof. Vincent Rogers  
College of Education, University of Minnesota

- I. Social science knowledge relevant to teaching the disadvantaged child
  - A. Sociological and anthropological factors concerning the disadvantaged child
    1. Sociological perspectives on education and poverty

Dr. Richard A. Cloward, Professor, School of Social Work,  
Columbia University

MARCH 29

2. The culture of the lower class

Mr. Morris Eleenstels, Professor, School of Social Work,  
Atlanta University

APRIL 2

COURSE OUTLINE, LECTURERS, AND DATES  
(continued)

1. Ethnic and racial variations

a. The American Negro

Dr. Harold Harshbarger, Action for Boston Community Development APRIL 12

b. The American Indian

Dr. Murray Wax, Professor, Department of Sociology,  
University of Kansas APRIL 19

2. Psychological factors affecting work with the disadvantaged child --  
anxiety, power, and intergroup relations

Dr. Dan W. Slesser, Director, Center for School Studies,  
New York University APRIL 26

3. Application of Social Science Knowledge to Educational Problems

A. Organization of Schools

Dr. Carl Harburger, Director, Great Cities Program for School  
Improvement, Detroit Public Schools MAY 3

B. Special problem areas

1. Communicating with the deprived child

Dr. George Sapiro, Associate Professor, Department of Speech  
and Theatre Arts, University of Minnesota MAY 10

2. Working with the parents of the deprived child

Dr. Irving Kallman, Associate Professor, Department of Sociology  
University of Minnesota MAY 17

3. Classroom techniques with disadvantaged children

Dr. Eva Schindler-Kalman, D.S.W. Private Practices MAY 24

4. Self-learning in the classroom

MAY 31

5. Language Arts

Dr. Josephine Bailey, Director, Office of Instructional Research,  
Hunter College JUNE 7

6. References

JUNE 14

## SCHEDULE OF CLASSES AND OTHER INFORMATION

The course will be held in two-hour sessions from 4:15 to 6:15 P.M., once a week beginning March 29th and ending June 14th. The teachers will be assigned to classes of approximately 25 each and housed in classrooms in the Aeronautical Engineering Building, Main Campus. The first hour will be devoted to a presentation by a guest lecturer, a nationally known authority in his field, over the closed circuit television facilities of the University's Department of Radio and Television. The course coordinator will be Dr. Vincent Rogers, professor of Elementary Education, University of Minnesota. Following the lecture, each class will have an hour of discussion under the leadership of a member of the University's College of Education faculty. The discussion leaders will determine the course requirements, and the reading material will be provided. The discussion leaders will be:

Herbert T. Aesch, Jr., Associate Professor, Elementary Education, U of M  
George McKinn, Professor, General College, University of Minnesota

## ADMISSION

Applications will be accepted until the quota is filled in the order in which they are received. Teachers may reserve a place in the class by calling the Teaching Center at 373-4943 or 373-3491 between 9 AM and 4:30 PM Monday through Friday. Applicants who are accepted will complete Extension Division registration blanks during the first class session.