Vicarious experience approach to preparing prospective teachers for inner-city teaching

Dorothy Nell Burns
Iowa State University

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Vicarious experience approach to preparing prospective teachers for inner-city teaching

by

Dorothy Nell Burns

A Dissertation Submitted to the Graduate Faculty in Partial Fulfillment of The Requirements for the Degree of DOCTOR OF PHILOSOPHY

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INTRODUCTION

A major concern of education in the past decade has been that of strengthening educational offerings for the forgotten, the poor, the culturally deprived, the socially different and the child of the inner-city. Particular emphasis has been placed on the inner-city child because he offers the promise through which the vicious cycle of poverty and deprivation may be broken and the talents and abilities of this group may be salvaged.

Much of the literature on the deprived of the inner-city has focused on the identification of needs of the disadvantaged, those who are unable to participate fully in the dominant culture for economic and social reasons, rather than helping teachers learn how to provide learning environments to meet the needs. The assumption has been that if the characteristics and needs of learners are known, then teachers in the classroom can automatically make the adjustments needed to satisfy these needs.

Because teachers are not adequately prepared to teach the disadvantaged inner-city child, the challenge faced by teacher education institutions is that of re-evaluating and strengthening their programs of urban teacher education. Those who are preparing to work with the child in the inner-city not only need to understand the adverse and often culturally diverse backgrounds of their students, but also how to utilize
techniques which are compatible with the learning styles of the disadvantaged student. In some teacher education programs the preparation could be strengthened by improving the quality of instruction.

Preparing teachers to work with children, many of whom have economic, social and cultural backgrounds different from their own is a complex matter. Preparation involves dealing with attitudes held by the teacher as she enters the classroom which affect her relationship with the student. If teacher education programs are to help "to prepare teachers to teach students" (Miller, 1970) then there is the need to take into account ways to develop more favorable attitudes on the part of prospective teachers. Lockette (1970, p. 26) has stated that unless more favorable attitudes can be developed by teachers toward the disadvantaged, efforts spent at developing instructional materials and strategies will be futile.

Because attitude plays a vital part in the success of a teacher, concerted efforts must be directed toward providing the types of experiences which help prospective teachers to evaluate their own attitudes and develop more positive ones toward the inner-city child. Experiences which help to increase knowledge about the inner-city child and to dispel myths and misconceptions are needed by teachers for there is a relationship between knowledge and attitudes. Krathwohl and his associates (1956, p. 85) indicated that behavior cannot be neatly classified in terms of cognition and affective for behavior
has both components. Increased knowledge of the characteristics of the inner-city child and his environment should also result in respect and some change in attitude toward the child. Any attempt, therefore, to strengthen the preparation of teachers needs to give special attention and time to providing qualitative experiences which will help prospective teachers to see the relationship of the two components. This would result in the teacher becoming more accepting of the child of the inner-city.

A variety of approaches have been investigated in the preparing of teachers to work with the disadvantaged learner. Although the problem has been attacked differently a major concern has been that of providing direct experiences for teachers which aid them in meeting the needs of the disadvantaged child in the classroom and to derive some satisfaction in doing so. Because it is not always possible or feasible to plan such student teaching assignments, there is the need for examining alternatives to meet the needs of those students who are interested in working within the inner-city. Simulation techniques may provide one alternative.

Finding ways to increase the transfer of learning outcomes from theory to practice, from school and laboratory to realistic situations have long been a concern of educators. It is recognized that only when learnings are transferable will they be of lasting and general usefulness to the individual. The theoretical background for simulation resulted, therefore,
from research in learning theory and transfer.

Simulation is based on the operant conditioning model. The basic tenet of operant conditioning is that a response is made more frequent or probable by the presentation of a reinforcing stimulus. In educational practice this means that behavior may be shaped by reinforcing or failing to reinforce certain operants or acts exhibited by the learner (Skinner, 1953). Through a process of successive approximations identical elements of a situation are reinforced when they re-appear in subsequent situations.

In the identical elements theory transfer of learning is facilitated only insofar as two functions have as factors common elements (Thorndike, 1913). The implication in educational practice is that content, procedures, facts, actions, attitudes, techniques, or principles which are important must be clearly defined and learners taught to cope with each specific one. Further, learners must be given the opportunity to experience the identical elements repeatedly in differing combinations. To this theory, transfer is automatic when elements are identical. Bruner (1963) calls this type of transfer "the extension of habits or associations" (p. 17).

The identical elements theory on which simulation is based has been disproved. An early opponent of the theory (Judd, 1939) suggested that the degree of transfer of learning was dependent on the extent to which the outcomes of learnings are consolidated into generalizations rather than the simi-
larity of elements in a situation. To Judd (1939), "generalizations which epitomize great numbers of experiences are the highest products of social and individual intellectual efforts" (p. 496). Bruner (1963) called this type of transfer non-specific transfer which involved the transfer of principles, basic and general ideas or attitudes (p. 17).

Whether transfer is viewed in terms of the identical element or generalization theory, certain conditions are basic to the process. First, there must be learnings or knowledges to be transferred and secondly, the learner needs a variety of experiences or opportunities to use this knowledge. Fry (1970) noted however, that studies involving the use of simulation have not focused on the learning of facts, generalizations, principles which are basic to transfer. Gagne (1962) has suggested that perhaps "simulation has its greatest and most obvious usefulness in application to the second stage of the process of acquiring skill" (p. 240). It is assumed therefore when simulation techniques are used that there already exist basic knowledges and skills on which higher level skills may be built.

Simulation invokes the use of principles and generalizations in life-like situations which help to facilitate the transfer of learnings into real-life situations. The student of simulation receives information, interprets it, evaluates it, makes decisions and responds based on what is perceived to be the best line of action which is appropriate for the
situation. Through simulation he is enabled to fit knowledge into a structure which is a reasonable facsimile of the real environment, store it in a system representative of an environmental matrix, and practice some of the kinds of uses he will later make of it (Crawford, 1967).

Simulation techniques have been used successfully by the military for many years (Prophet, 1970) and is gaining in acceptance by industry, business, medicine, management and education. In business and industry simulation techniques have been utilized in the training of personnel and in updating the skills of workers on the jobs (Drenth, 1966). High risks in both manpower and economics have been reduced through the use of the method.

The medical profession has found the solution to many of its problems of training doctors and other medical personnel at both the pre- and inservice levels through the use of simulation. Actual conditions encountered in major medical procedures have been duplicated through the use of a simulator. Students are provided the opportunity to practice, discuss, and develop skill and speed in making decisions which may make the difference in life or death for the patient (Steiner & Cochrane, 1966).

In education, simulation offers advantages over more traditional methods of teaching and learning. A major advantage of simulation which contributed to the purposes of the present study is that it attempts to provide a nonthreatening
life-like situation which enables the learner to experience vicariously situations which might not otherwise be available to him. Some other advantages given by Gagne (1962, pp. 225-26) are that it (a) provides its users with certain controls over the situation and (b) is deliberately designed to omit certain parts of the real operational situation which are not important for the particular training.

Another advantage of simulation is that it produces more student motivation (Cherryholmes, 1966, p. 6). The participant receives feedback based on decisions that he has made. Interest therefore is heightened and sustained throughout the activity.

According to Cruickshank (1969, p. 25), another distinct advantage of simulation is that it allows the learner the opportunity to solve problems in an intellectual rather than an emotional setting. The student is given an opportunity to first master correct techniques before being placed in a real situation fraught with many complexities. Hopefully, through simulation techniques confidence can be gained in the ability to respond appropriately and confidently in the actual classroom setting.

Because simulation techniques have been used successfully by many professions including teacher education, it appears that some benefit could be derived from the use of the technique in a program of inner-city teacher education. The present investigation therefore was designed to explore the
feasibility of using simulated, vicarious experiences in preparing prospective teachers for inner-city teaching.

For purposes of the study, the following terms have been defined:

1. The disadvantaged are those individuals who have been victimized or handicapped by conditions of economic, cultural and social deprivation. There is a lack of or deficiency in terms of the type of experiences which are considered important to emotional, intellectual and social growth.

2. The inner-city refers to a geographic location within an urban community which is inhabited most often by low socio-economic groups. Usually sub-cultural or ethnic groups make up the population.

3. Simulation techniques are means of providing experiences through the use of media which enable students to observe and experience vicariously real-life situations which might otherwise be inaccessible.

4. Vicarious experiences are those activities which allow the student to realize or participate in experiences through the use of the imagination.

Throughout the study the terms simulation and vicarious experience will be used interchangeably.
REVIEW OF LITERATURE

The chapter contains a review of the literature which had particular relevance for the study undertaken. No attempt has been made to include reviews of all of the reported research efforts dealing with simulation and inner-city teacher education.

The literature reporting research on inner-city teacher education is voluminous. The extent of teacher preparation and some approaches used by institutions of higher education in their urban teacher education programs will be the focus of the first section of this chapter. The next section will focus on the problems faced by teachers who work with the disadvantaged student. Problems perceived by teachers gave insight into the type of preparation needed by those who will go into the classroom to teach both the rural and urban disadvantaged learner.

Research on the use of certain simulation techniques in education is the emphasis of the third part of the chapter. Some of the vicarious experiences included in the category of simulation and used in research reported here include video tapes, films, filmstrips, slides, case studies and roleplaying. Simulation has been used in teacher education to facilitate the teaching-learning process. The last section of the review is devoted to this aspect.
Teacher Preparation for the Inner-city

Research concerning curricular offerings in teacher education as preparation for working with the disadvantaged and inner-city child has focused on three factors. They include the number of institutions which have addressed themselves to the concerns of urban teacher education, how problems have been approached and the depth of experiences provided in urban teacher education programs. Selected studies of the offerings of educational institutions and some approaches used in the preparation of teachers for inner-city teaching are cited in this review.

Two studies which have explored practices in preparing teachers to teach the disadvantaged are reported here. One study explored the preparation of elementary school teachers (Bellmeyer, 1968); the other, home economics teachers (Johnson & Swope, 1972).

Needs and practices in the education of prospective teachers of the culturally disadvantaged student in the elementary school were investigated by Bellmeyer (1968). He hypothesized that (a) there is no significant difference in the nature of preservice education of teachers of the culturally disadvantaged and middle-class student in the elementary school and (b) experiences to involve prospective teachers with culturally disadvantaged students in elementary schools are not required in preservice education programs.
For the purpose of obtaining data 126 institutions responded to a questionnaire in 50 states in the United States. At least one state university from each of the 50 states responded to the instrument.

Data supported the two hypotheses proposed. Some of the significant findings of the study were as follows. Minimal emphasis was placed on basic concepts related to the history and culture of minority groups in teacher education. Only 10% of the institutions indicated that these concepts were required in curriculum content. A course in teaching the disadvantaged was required by 18.25% of the institutions. Observations, other than student teaching, were required in both a school with a large percentage of disadvantaged and in a school located in a middle-class neighborhood by 30.95%. These data indicated that more institutions were giving attention to direct field observational experiences for prospective teachers than to the curricular content of cultural differences and teaching skills.

A recommendation made by the researcher was that institutions critically evaluate their preservice education programs to determine practices to be included in the preparation of teachers of the culturally disadvantaged. Further, consideration be given to the preparation of all students enrolled in elementary programs to teach the culturally disadvantaged child. This recommendation was consistent with the implication made by Carr (1969) that such training should
be feasible for all prospective teachers. Barclay (1969) also reported the reactions of inner-city teachers were that "inner-city experiences should be a part of preservice education" (p. 103).

Johnson and Swope (1972) focused on the offerings of current programs in home economics. A relevant finding was that, of 108 institutions surveyed for the study, 69% offered courses on the disadvantaged; 12% had none and 19% did not respond to this item. It was the observation of the researchers that home economics appeared to have responded to the challenge of exerting special effort to help students understand and prepare to work with the culturally and economically disadvantaged. A conclusion of the study by the authors (p. 17) was

... home economists have the key to the solution of many of the problems of disadvantaged persons and families; it is imperative that we learn to effectively use the key. Middle-class values often make it difficult, if not impossible, for home economists to become effective agents of change in the lives of those who need help most. Home economists should work to correct this situation.

Research has been undertaken by educational institutions in an effort to include experiences, direct and indirect, with the disadvantaged in their teacher education programs. One study examined the effectiveness of an experience seminar for prospective teachers in changing attitudes and increasing understanding of differences in people (Lehman & Haas, 1966). Another investigation explored the feasibility of using a spe-
pecially designed method course which included direct observational experiences in depressed areas in the preservice education of teachers (Carr, 1969). A third investigation has as an objective, to provide professional preparation at an early stage in the professional sequence and to assess the effectiveness of such an approach. The last study to be cited dealt with the effects of the preservice experience with the disadvantaged on first-year teachers in schools serving the disadvantaged.

Two findings of a regional research study served as the basis for a pilot investigation by Lehman and Haas (1966). The two findings were (a) work experiences tended to be associated with low scores on attitudes toward groups that were different and (b) travel and college course experiences outside the classroom were associated with low attitude scores by junior students. Based on findings of the regional study, a pilot investigation was undertaken to "secure evidence of change in attitudes and to bring about a greater understanding of differences in people through experiences" (p. 356).

To carry out the objectives of the study all freshmen in the School of Home Economics at Ohio State University were administered an attitude inventory. Two years later 48 students were retested. Eight of the 48 junior students volunteered to participate in the pilot seminar. Three staff members served as seminar leaders.

The students in the pilot seminar were exposed to two
types of direct experiences with the disadvantaged. One group worked in a well-child clinic with small children waiting to see the doctor. Another group had experiences with a group of subteen girls in a settlement house. As a part of a method course opportunities were also provided for participation for a half-day in a local high school. Some vicarious experiences such as readings and guest speakers were also provided.

The seminar was evaluated in two ways. The first was through individual conferences held with each student. A second way was through viewing the project in relation to original goals set.

Overall reactions to the seminar by participants were favorable. Recommendations were made by subjects that the seminar be continued on a noncredit, voluntary basis. Seminar leaders expressed both satisfaction and dissatisfaction with the project. Change in attitude was not evident. Leaders realized that change does not come quickly as a result of a few experiences. Approval was expressed by leaders that students were thinking more realistically about the role of the teacher in working with different persons.

Several recommendations resulted from the study which are pertinent to the present investigation. It was suggested that the seminar be more structured and more time be allowed for greater in-depth experiences rather than variety. Variation in experiences could be gotten through interaction and the sharing of experiences in the seminar. In both the method
and field experience courses, it was recommended that reading materials should be provided that pertain to the particular group of people the student is currently studying.

The feasibility of providing a specially designed method course in a preservice education curriculum was explored by Carr (1969). This course was designed to increase the knowledge of prospective teachers of youth from depressed areas, change attitudes toward others different from oneself and to develop an interest in teaching youth in depressed areas.

Twenty prospective teachers enrolled in a one quarter method course constituted the sample. The subjects were from middle socio-economic backgrounds and largely urban areas. A one-group pre- and posttest design was used.

The treatment in the study had four foci. These included the value gap, parent and environment, culturally disadvantaged youth and teachers of these youth.

The planning phase of the experiment consisted of constructing a course syllabus; selecting media such as films, tapes, recordings and readings and the setting up of an independent study laboratory for the simulated activities. Arrangements were also made for actual observations in inner-city classrooms and other direct experiences.

The course was a three hour per week lecture course where subjects were exposed to principles for planning, teaching and evaluating home economics programs. All content included in the course focused on teaching in depressed areas. The media
was designed to provide further insight into the four foci selected. Subjects were required to spend two hours per week in the independent laboratory. Four additional hours were spent visiting homes and social environments of depressed areas.

Prior to the treatment three inventories were administered. These included (a) Knowledge of the Disadvantaged, (b) The Teacher and the Community and an (c) Interest Scale. Subjects also wrote autobiographies, completed personal data sheets and indicated personal reactions to the course.

Some of the findings of the study are relevant to the present investigation. (a) A specially adapted method course treatment did contribute to an increase in knowledge by subjects of the disadvantaged youth and his environment. An evaluation by students revealed that 50% indicated the course had helped to increase their knowledge of the disadvantaged. None of the subjects indicated gaining nothing from the experience. (b) Ninety percent of the subjects indicated the course had influenced the change in their attitudes toward the disadvantaged. (c) There had been a statistically significant difference indicating a change in interest and readiness to teach youth in depressed areas.

Implications of the study made by Carr were that prospective teachers can profit from activities of individualized use of audio-visual materials and literature in an independent laboratory setting. Further, the approach is feasible regard-
less of the future involvement of the preservice teacher, for home economics teachers in any setting are likely to teach students of varying abilities and backgrounds. The same positive reason in support of the importance of the inner-city preservice experience was concluded by Barclay (1969). Subjects gave the following reasons why they believed the inner-city experience was important. "(1) 'This kind of experience would help in any school situation'; (2) 'Should provide a broader view'; and (3) 'One never knows the future'" (p. 61).

Aside from the primary objective of providing professional preparation for prospective teachers for inner-city schools, Morrison and Ray (1968) sought to experimentally provide exposure earlier in the professional sequence than had been done previously. Another objective was the evaluation of the program based on the reactions of students and the involved personnel.

Within the study, five areas were explored. These were: the general characteristics and attitudes of students in the sample; interest inventory and value scale data on the sample; student perceptions of pupils, schools and project experiences; teaching behaviors and changes in selected dimensions and public school and college personnel evaluations.

Subjects for the investigation were selected from a population of 74 volunteers who indicated an interest in inner-city teaching. Nineteen subjects were selected based on admission to the college, recommendations from admission and records,
grade point average, personal statement of purpose and interest, willingness to participate in intensive junior and senior year internship and other criteria.

The treatment consisted of having subjects exposed directly to the inner-city classroom. Course work centered primarily in the school rather than in the college setting. Subjects participated in activities which related to the various functions of the classroom teachers. During the senior year internship subjects were paid for services. The researchers indicated this factor may have contributed to diverse personal motivation for participating.

A finding which is relevant to the present investigation is that subjects were better prepared for teaching in the inner-city school than those who were involved in a conventional student teaching program. The implication here was that earlier, more intense and varied experiences with the disadvantaged provided teachers who would be better prepared for teaching this group.

Leslie, Levin and Wampler (1971) studied the effects of preservice experience with the disadvantaged on first-year teachers in schools for the disadvantaged. The researchers hypothesized that (a) there would be a difference in the perceptions of the disadvantaged by those who had extensive preservice experiences with them, those who had limited experiences and those who had essentially no experience with them and (b) that principals would be able to observe differences
in teacher performance as related to the amount of preservice experience with the disadvantaged.

Subjects for the study consisted of 161 first-year teachers of the disadvantaged in the state of Utah and their principals. To collect data on the backgrounds of teachers, subjects responded to a questionnaire. The teachers were then categorized on the basis of their experience with the disadvantaged. Group A had done both student teaching and had additional experiences; Group B had observed and done aide work and Group C had no previous experience whatever with the disadvantaged student.

In addition to the questionnaire administered to the first-year teacher, a questionnaire was developed and administered to principals. This instrument contained 14 items on specific behavior of teacher effectiveness and a general rating. It required that subjects be compared to all first-year teachers in the school. A structured interview was also used to sample the opinions of 20% of the subjects in the study. The chi-square statistic was used to test for significant differences among groups A, B and C.

Findings of the study included the following. (a) There were no statistically significant differences among the three groups on teaching experience, age, religious preference, and socio-economic status. (b) A greater proportion of Group A had requested placement in the schools for the disadvantaged than from the other groups. (c) For teachers who had done
student teaching in disadvantaged schools, it seemed the experience was of greater value than substantial amounts of teaching experience per se. The evaluations of principals indicated that Group A was rated significantly higher than the other two groups. Ratings of principals revealed differences in the overall effectiveness of the three groups of teachers, although the particular abilities in which they differed were not easily isolated in the ratings of specific behaviors. A statistically significant difference was found in ratings on "this teacher has been able to maintain effective discipline and control in her classroom (p. 410)" for which Group A was rated higher.

Leslie, Levin and Wampler (1971, pp. 410-11) concluded that

Perhaps the important question raised by these findings is whether the new teacher education programs, emphasizing direct contact with disadvantaged students, are as promising as many have assumed. The evidence gained from this study does, however, bring into serious question the entire matter of the expected returns of direct contact with the disadvantaged to prepare their teachers. Teacher educators often view these new programs as little less than panaceas. The data here clearly suggest less dramatic dividends.

Perceived Problems of Teachers

Some of the reported research had explored the problems of teachers of the culturally and economically disadvantaged and the inner-city classroom. Two studies sought to identify the problems of inner-city teachers and to compare them with
those identified by teachers in schools serving rural disadvantaged youth. Problems faced by home economists in working with the disadvantaged were the focus of the two other studies. Reference to these four studies is given in the following text.

Cruickshank and Leonard (1967) and Cruickshank et al. (1968) investigated the perceived problems of teachers working with the inner-city and rural disadvantaged student. An investigation was first made of problems of inner-city teachers. Utilizing the same methodology another study was undertaken to identify problems of teachers of rural disadvantaged classrooms and to make comparisons between the two studies.

In the study dealing with the inner-city (Cruickshank & Leonard, 1967) 287 teachers in 12 major cities of the United States were surveyed to identify problems faced in the classroom. Teachers were asked to respond to an open-ended instrument - My Biggest Problem Today Inventory (MBPTI). For ten successive days they were asked to record the incident which caused them greatest concern in the classroom. Teachers were then asked to rate the stated concern on a continuum (1-6) to sets of adjectives: normal-abnormal, simple-complex, solvable-unsolvable, slightly upsetting-extremely upsetting. The incidents were then classified by respondents into the following categories: student behavior; teaching or methodology; parent relationship; personal, teacher or administrator relationship and evaluation. The analysis of information obtained from the MBPTI served as the basis for the development of the Teacher
Problem Inventory (TPI).

Using the TPI, 45 problems which caused concern to the teachers of the inner-city classroom were identified. The 45 significant problems were condensed to 37 and placed in the following nine categories:

1. Problems which seem to involve disruptive or disturbing student behavior
2. Problems which seem to arise out of student home conditions
3. Problems of parent-school relationships
4. Problems of working with the exceptional child
5. Problems of providing for individual differences
6. Problems of child-to-child relationships
7. Problems of building skills in independent work
8. Problems of school conditions
9. Problems of child's self and self-concept

(Cruickshank & Leonard, 1967).

The second study by Cruickshank et al. (1968) sought to identify these problems which were perceived by teachers in school for the rural disadvantaged. The sampling strategy was to identify nationally distinctive rural schools which were populated largely by disadvantaged students. For the purposes of this study, the TPI was revised. Problems were obtained by asking teachers to report for ten days the classroom incident which caused them greatest concern.

The problems or concerns identified most often by rural teachers were in the area of language arts, characteristics of learners and family circumstances. Difficulties in language arts existed because of lack of appropriate reading materials in the homes and the inability of pupils to express themselves well, orally. A second group of concerns were personal charac-
teristics of learners. Teachers indicated that students did not listen, remember or follow instructions; had limited or unsatisfactory outside experiences, were immature, had low ability and were often hungry and sleepy in class. Family circumstances included a lack of concern or interest by parents, inadequate study materials and cramped, overcrowded home conditions.

Three problems were ranked highest by teachers in rural disadvantaged schools. These were finding time for individual instruction, being required to perform outside class duties and working with children who were unprepared because of poor teaching.

To ascertain the differences in the types of problems perceived by inner-city and rural teachers, Cruickshank made comparisons on the basis of the results obtained from the two studies. This comparison revealed that the rural teachers perceived a narrower spectrum of problems than inner-city teachers. The problems identified as most frequent and severe by rural teachers were quite like those reported by inner-city teachers. The correlations were high and positive. A conclusion based on the comparison was that the two groups of teachers had more problems in common than not, yet each group had some problems which the other did not face. Because of the similarities of problems, an important implication of the studies was that help given to one group would also be applicable to the other in solving its problems.
Reed (1969) examined the attitudes of high school home economics teachers toward students with economically deprived and culturally different backgrounds and problems experienced by the teachers in working with the disadvantaged. Data for the study were obtained from 229 teachers who responded to the Purdue Scale of Attitudes Toward Any Group and a questionnaire constructed to secure background information about the school and the teacher.

Certain findings of the investigation are relevant to the present study. Few teachers had a variety of experiences with the economically and culturally deprived. Further, the kinds of experiences with the deprived did not significantly affect or alter the nature of the attitudes of teachers. Reed concluded from analysis of the data that problems attributed to the deprived child in the classroom appear to be more accurately classified as emotional and not directly intellectual, e.g. defensiveness, defiance, aggressiveness, craving for recognition and praise (p. 59).

The conclusion arrived at by Reed supported findings of Scott (1967) who concluded that "more situations which require teachers to attend to psychological needs of children arise in inner-city than in noninner-city classrooms" (p. 120). Teachers of inner-city pupils considered situations which indicated fatigue, restlessness, listlessness and/or discouragement as more crucial than teachers in noninner-city classrooms. Inner-city teachers also gave more attention to encouraging, reassuring and giving approval to pupils than did other teachers.
in this investigation.

Cross (1971) investigated problems faced by home economists in working with disadvantaged youth. A secondary objective of her study was to discover implications the findings might have for the pre-service education of teachers.

Subjects in the study were selected from a population of 159 graduates in home economics at Oklahoma State University. To be included in the sample, graduates had to (a) have worked with the disadvantaged for at least six months, (b) be currently employed in a position where 20% of the group was disadvantaged and (c) be residing in the state and willing to participate in a personal interview. Eighteen subjects were selected and interviewed for the study.

Certain findings are relevant to the present investigation. Over half of the home economists (56%) indicated they faced no special problems in working with the disadvantaged. No effort, however, was made to identify subjects who had had some training in working with the disadvantaged. Forty-four per cent of the subjects mentioned discipline problems.

When subjects were asked what problems were faced as they started to work with the disadvantaged, five general problem areas were given. These included: difficulty in understanding the culture and values of the youth, motivation, reaching youth level of understanding, dealing with rudeness to adults and stealing. Difficulty in understanding the culture was the problem related most often by the group of subjects.
Home economists were questioned about the type of preparation needed for working with the disadvantaged. Fifty-six per cent of the group indicated the need for actual experiences with and seminars on the disadvantaged to increase their understanding of this group. Others suggested observations in schools having a high proportion of disadvantaged students. Still others indicated that an audio-visual course and workshop would be useful to teachers of the disadvantaged.

A number of subjects suggested courses might be helpful in increasing their understanding of the disadvantaged. Forty-four per cent recommended a sociology course; 39% psychology and 17% family relations courses. This finding implied that subjects believed they needed strength in subject matter background to increase their understanding of and ability to work with the disadvantaged student.

Simulation Techniques in Education

There is concern in education about effective methods of facilitating the teaching-learning process. The following studies have explored the use of simulation techniques in education. The first two investigators cited have assessed the effectiveness of simulation methods in comparison to conventional teaching techniques in concept and skill development. A third evaluated the use of a game in contributing to cognitive learning and effecting attitude change in contrast to a lecture-discussion method. A fourth study investigated the
use of simulation in increasing the transferability of problem-solving skills whereas, a fifth focused on the necessity for realism in simulation activities.

An investigation was undertaken by Fulton and Rupiper (1961) to determine whether the viewing of film and slide sequences was as effective as direct classroom observation in relation to concept development during pre-service education. The films and slide sequences depicted educational principles which were considered important in the professional education of teachers.

Fulton and Rupiper used three different one semester courses - The School in American Culture, Human Growth and Development and Educational Evaluation and Guidance - to compare two methods of observation. The two methods were (a) use of selected vicarious audio-visual materials such as motion picture films and slide sequences and (b) direct observation of educational situations in classrooms. From an analysis of the course, conceptual principles were identified on which sequences of films and slide sets were produced. The slides and films were of a length to conform to the time allotted to direct observations.

Each of the three courses in the College of Education at the University of Oklahoma had two sections: one used one method and the other, the second method. Students enrolled were randomly assigned to the six sections. Approximately 45 students were enrolled in each section.
Specially constructed achievement pre-tests were administered prior to the treatment along with three other inventories - Cooperative School and College Ability Tests, Minnesota Teacher Attitude Inventory and Sims Social Class Identification Occupational Rating Scales. At the end of the course, the achievement tests were administered again as a posttest. Analysis of covariance was used to measure the effects of the treatment.

The results of the investigation were not consistent for all three courses. A statistically significant difference was found between sections exposed to the two instructional methods in the course, The School in American Culture. The section using the film and slides in this course had higher scores than the section with direct observational experiences. For the other two courses, there were no significant differences between sections according to methods. The researchers concluded that in the first professional education course students could gain a better understanding of concepts through the use of films, film sequences and slides. In subsequent courses, concept development might be acquired as effectively through vicarious observational experiences as through direct observational experiences. The conclusion lends support to the present investigation.

A second study compared the use of simulation techniques to direct observational experiences in teaching psychological principles. Hershey, Shepard and Krumboltz (1965) compared
experimentally two methods for teaching the relationship of educational and psychological principles to instructional practices. The two methods were off-campus public school classroom observation and on-campus simulated teaching experiences.

The sample consisted of 280 students enrolled in the first required professional education course in the College of Education at Michigan State University. Subjects enrolled in the morning class were randomly assigned to five sections taught by five different instructors. Subjects enrolled in afternoon classes were also randomly assigned to five sections and the five instructors. Each instructor, therefore, had two sections: a classroom observation group and a simulated teaching group.

The treatment consisted of exposing both groups to many of the same kinds of experiences during the ten week term. All subjects were exposed to the same lectures, demonstrations, films and examinations. The difference occurred only in the nature of the particular supplementary experience designed to provide opportunities for some application of psychological principles.

Subjects in the classroom observation group visited in public school classrooms for a maximum of once per week during the eight weeks for 30 to 180 minute periods. They observed, in most cases, in their subject area of interest. The focus for this activity was provided by four sets of guide questions. The questions related to the particular unit being discussed
in class. Four written assignments were required of each subject.

The simulated teaching group was organized by sections in sub-groups of four to six members each. Efforts were made to make the sub-groups homogeneous with respect to subject area or grade level of the lesson to be taught. In the small groups, the student "teacher" presented a short lesson to classmates who portrayed the role of "pupils". The short lesson was selected to teach some concept or skill in the area of competence of the "teacher" using psychological principles discussed in class and in the textbook. After the lesson, "pupils" evaluated the effectiveness of the "teacher" in applying principles. The simulated teaching group also completed four written assignments based on guide questions similar to the observation group but focused on the simulated teaching experience.

Six criteria measures were used in evaluating the experience. These included (1) course grade, (2) final examination, (3) Minnesota Teacher Attitude Inventory, (4) Career Plans Questionnaire, (5) Redwood School Test and (6) a Course Evaluation Scale. For each criterion measure a two-way analysis of variance was computed. Means and standard deviations along with the significance test for the main effect between treatments were also calculated.

Certain findings of the investigations had relevance for the present study. (a) There were no significant differences
found between the two groups on any of the criteria measures except Career Plans and the Course Evaluation Scale. (b) The classroom observation group indicated that in relation to all other experiences, observational experiences were most beneficial; the experience had contributed greatly in terms of growth for the future; the observations were important in helping to understand principles, and the observations helped in understanding concepts of individual differences and principles of classroom discipline. (c) The simulated teaching group indicated that the written assignments along with teaching experience were helpful in learning psychological principles; the simulated experiences were most beneficial in terms of understanding principles involving the teaching of concepts and skills and the simulated activity was helpful in their understanding how to state objectives in behavioral terms and test pupil progress.

The implication of the study was that simulated teaching experiences are valuable in mastering certain teaching skills. The observational classroom experiences, however, contribute to the overall development of the teacher.

Gaming represents another type of contrived or simulated activity. At present, there are very few precise data on which definite conclusions about the value of games can be based. Much of the research has focused on assessing the effectiveness of a particular game in achieving an objective. Heinkel (1970) explored the use of the game as one type of simulation. The
investigation was designed to evaluate the effects of a simulation technique on cognitive learning and to determine attitudinal changes that could be attributed to participation in a simulation game.

The subjects for the study consisted of students enrolled in two junior classes of political science at San Diego City College. One of the classes was randomly selected for simulation, the remaining class for control. The simulation experimental group contained 35 students; the control group 32 students.

For the study, the game Napoli was selected for use. This political game provides a fictitious, lower, representative House in which students are members of one of two political parties – one conservative, one liberal. Eight geographic regions are represented in each party based on a political poll built into the simulation. During the game, 11 bills must be considered and disposed of by the House. Time is allowed for party and regional caucuses before each session. Following each session, each student is informed of the probability of being re-elected.

Immediately prior to the simulation experience, a 100-item pretest was administered. A 100-item posttest was also administered after the simulation experience as well as a 200-item delayed posttest at the end of the semester. A semantic differential was also administered to determine the direction, if any, of attitude change.
The game lasted four days - approximately one hour each day. During this time, the control group received instruction in a traditional lecture-question-answer manner.

Statistical analyses included analysis of covariance to test hypotheses relative to cognitive learning. F ratios were interpreted for statistical significance.

There were no significant differences between the simulation and control group in cognitive learning. The simulation group consistently showed more favorable and less unfavorable attitudes toward government categories than the control group. Subjects in the simulation group did at least as well as subjects who received instruction in a traditional lecture method. This finding was consistent with that of Fulton and Rupiper (1961).

In addition to the effect of simulation on cognitive learning and in effecting attitudinal change, the use of simulation activity in improving problem-solving skills has also been investigated. The use of simulation in problem-solving tasks to increase ability to apply principles in realistic settings was investigated by Ryan (1965). It was hypothesized that the use of an instructional approach providing student choice of method for acquiring information, combined with problem-solving tasks requiring immediate use of information, increased transferability of learning outcomes of average ability students in the regular college classroom. The main objective of the study was to increase the ability of subjects
to apply principles and facts in solving problems in realistic situations.

In the investigation 192 students were selected at random from a population of undergraduate educational psychology stu­dents at Oregon State University. The subjects were randomly assigned for eight weeks to four treatment conditions.

A $2 \times 2 \times 2$ factorial design was used to test the hypothesis proposed. The design involved two methods of information gathering and two methods of developing the ability of subjects to apply principles. Two instructors were also assigned to control for teacher influence. Pretreatment knowledge, time of instruction and content of instruction were held constant for all conditions.

Two instructional methods were used by subjects in gathering and applying information. They were (a) subjects allowed choice of method of gathering information and (b) all subjects required to follow the same procedure in acquiring information. Two methods were also used in developing the ability of sub­jects to apply knowledge. Subjects were (a) required to engage in a series of problems-solving tasks using the information acquired in simulated classroom situations and (b) required to prepare papers on topics related to the problem-solving task of the week.

To test the ability of subjects to apply principles in realistic situations, criteria measures were administered at the end of the eight week experience. Subjects were required
to react to a situational test by selecting and justifying appropriate teaching behavior when presented with descriptions of teaching situations. From the responses, twelve were randomly selected and rated by two judges. An inter-rater reliability of .88 was established.

The results of the criterion measure on which analysis of variance was performed indicated that both instructional approach for acquisition of knowledge and instructional method for developing transfer were related to the ability of subjects to use principles in a realistic situation. The instructional approach allowing students a choice of method for acquiring information combined with providing practice in simulated problem-solving and immediate use of this information was the most effective means for increasing the transferability of the learning outcomes.

Those students who had no choice of method of gaining information and no practice in simulated problem-solving made the least favorable scores on the test of ability to solve problems using principles. There were no significant differences in teacher influence, possibly because the critical factor was the instructional approach rather than the teacher.

A conclusion of the study which has relevance for the investigation undertaken is that the transferability of learning outcomes is a function both of acquisition and using information rather than the two factors separately. It cannot be assumed that students who acquire information will be able
to apply the facts and principles in real-life problems in the future unless they have the opportunity to use this information. A simulated situation provides this opportunity.

Simulation must resemble a life situation if it is to encourage problem-solving activity. Realism is therefore, an important component of simulation exercises. The realism in simulation may be evident in process, product or in the situation. Kersh (1963) conducted an investigation, one aspect of which focused on determining the need for "realism" (fidelity) in simulation procedures used in teaching. Of the variables contributing to fidelity in simulation, "the size of and motion in the projected image were explored" (p. 4).

To execute the objective, Kersh simulated a sixth grade classroom through the use of motion pictures films and printed materials. The simulated materials included (a) a complete set of cumulative records of pupils; (b) short descriptions of the hypothetical school and community; (c) orientation films showing a teacher working with his class in a typical fashion and (d) 60 problem sequences to show student teachers the consequences of his handling a problem in a particular way.

The study consisted of selecting 40 prospective teachers and randomly assigning them to four experimental groups. All four groups were given some instruction, with only the degree of realism of the screen projection being varied. The most realistic projection used life-size sound motion pictures with the least realistic employing still pictures reduced greatly
in size. The two projections falling between the two extremes had varying sized images projected.

Subjects for the study were juniors and seniors selected from a course taught by the same professor for two terms. Subjects were screened on the basis of aptitude, sex, age, and their previous experiences with children in an educational setting. Almost all were women without teaching experience. There were no statistically significant differences indicated on aptitude scores and pretest scores among the four groups.

The findings, which resulted from computing analysis of variance on posttest scores, revealed a significant difference in the main effect of screen size. The difference was in favor of the smaller, less realistic projection. Differences in all other productions were not significant. In the main effect of motion, more trials were required to reach criterion with motion pictures than with still pictures. Findings from the self-reports indicated that the more realistic mode of presentation produced sensations of tension, fear and frustration which were notably absent when the less realistic mode was used. Overall reactions to the medium of instruction were favorable with two exceptions. The two subjects reported not being able to overcome the feeling of strangeness and resisted reacting to the screened productions.

If relevant stimulus properties can be presented on a small screen, the technique would be more feasible for use in teacher education. The smaller projection may be attributed
to the ability of subjects to translate concrete experiences into principles of behavior which proved effective as mediators for their responses to the test (Kersh, 1963, p. 10). The finding of this investigation does not support the identical element theory of transfer by Thorndike on which simulation is based. The fact that the most realistic projections were described as frightening and overwhelming may be associated with the same idea by some researchers that direct, real-life experiences are more threatening to students.

Simulation in Teacher Education

The use of simulation techniques have not only been explored in the educative process but also in teacher education. The three studies reported in this section have used various simulation techniques. Two of the studies utilized video tape as part of the simulated instructional strategy (Fry, 1970 and Bogniard, 1968). Another investigation used a prepackaged set of materials which included films, roleplays, playlets, case studies or a combination of these techniques (Tucker, 1972).

Two of the above mentioned studies investigated the effect of simulation in changing attitudes. Fry (1970) studied the effect of simulation training in classroom control on the attitudes of undergraduate students in home economics. Other purposes of the study included: (a) to develop video tapes and an instructional strategy which could be used for simulation instruction in home economics; (b) to develop a measuring
device for assessing attitudes and (c) to determine at what level in the professional sequence simulation experiences were most effective.

In the study, 56 students enrolled in home economics education courses at Texas Technological University comprised the treatment groups. These students were in various phases of their professional sequence. Twenty-three students were enrolled in the method course preceding student teaching (Experimental Group I), 25 had completed the student teaching experience (Experimental Group II) and eight volunteers were pre-student teachers enrolled in a course which may be taken either before or after the student teaching experience (Experimental Group III).

To prepare the simulated experiences, video tapes were made of actual classroom activity in two high schools. Efforts to structure teaching situations for video taping had failed twice. Student participants over acted in each instance thereby making the incidents unrealistic. From the tapes collected on actual classroom activity, 60 minutes of finished video tape with audio commentations explaining the activity being viewed resulted. Contained in this tape were 16 specific incidents of both positive and negative student behaviors.

Three weeks of simulation experiences had involved the viewing of video tapes of student behaviors by all three groups. Subjects were asked to observe and record the learning principles which were evident in the taped sequences. Selected
learning principles had been discussed with the groups at the first meeting. Most of the tapes were viewed and then discussed in small groups of five or six persons. The small groups provided feedback to the larger group concerning decisions and observations made in the smaller group discussions.

The study utilized a pre- and posttest design with two of the experimental groups. A third group made up of volunteers was included and evaluated by a posttest only. Subjects in Groups I and II were administered the Semantic Differential (SSPI) before the simulation treatment. It was administered to all three groups following the simulation experience. An instrument, a Self-Critique of the Simulation Instruction, and a 16 Personality Factor Questionnaire were also given as post evaluative measures.

Findings of the study revealed that simulation experiences on classroom control did not significantly change the attitude of subjects as measured by the SSPI. Differences between pre- and posttests by subjects in Groups I and II were not statistically significant.

Simulation techniques were more effective in terms of attitude change for Experimental Group III (volunteers) than for the post-student teaching group (Experimental Group II). The researcher concluded that simulation was probably most effective in the home economics education professional sequence immediately prior to student teaching. Bogniard (1968) also suggested that simulation could be a valuable experience in
preparation for student teaching.

On the basis of little evidence of change in attitude by subjects, the researcher further suggested that more time was perhaps needed for the simulation process regardless of the level at which it was placed. No specific suggestion, however, as to the length of the experience was recommended.

The study was confined to the measurement of attitudes only. The researcher suggested that subjects may have performed well on a cognitive test which measured those objectives emphasized in the simulation instructional strategy. Because the researcher had prepared the video tapes herself, the observation was made that the tapes could have been of higher technical quality if done with professional help. There were reasons to believe that the technical quality and length of the video tape productions may have adversely affected the results of the study.

Another study which involved an investigation of the effect of simulation on the attitudes and behavior of student teachers was undertaken by Tucker (1972). The purpose of the study was to determine the effectiveness of a simulated inner-city classroom situation in helping student teachers increase (a) their confidence in classroom problem-solving and teaching performance, (b) their ability to exhibit desirable personal-social traits and effect positive classroom behavior traits of pupils taught and (c) their desire to seek a teaching position in the inner-city.
Forty-two subjects were randomly assigned to treatment and control groups. The experimental group participated in simulated inner-city classroom activity during and in lieu of the first two weeks of a ten week student teaching period. The control group spent the entire ten weeks teaching without the simulation treatment experience.

The Inner-City Simulation Laboratory (ICSL) was utilized with the experimental group. The ICSL is a set of materials contained in the Data Book (Cruickshank, 1969a) which resulted from a study done previously by Cruickshank and Leonard (1967) of problems faced by inner-city teachers in 12 major cities in the United States. The Data Book is divided into five sections and contains all of the resources and materials needed in the simulation experience. The sections include (1) orientation to school, (2) response guidelines for the incidents, (3) a bibliography for each incident, (4) sociometric data, and (5) supplementary materials such as case studies, truant reports, memos and disciplinary records. These materials were designed as vehicles through which common problems can be met and discussed in the context of a third person and then examined from both a practical and theoretical vantage point by teachers.

To achieve the objectives of the study several instruments were developed and used for the purpose of collecting data. An instrument, The Confidence Scale, was developed and administered to ascertain the confidence of subjects in coping with and solving problems common to inner-city teaching. This scale
was administered at the end of the two week period of simulation treatment and at the conclusion of the experiment. A second instrument, The Classroom Observation Record, was used by college supervisors to rate student teachers in the classroom on their display of confidence in teaching, their ability to effect positive classroom behavior and positive personal-social traits in classroom behavior by pupils. The rating scale was used during the last two weeks of the student teaching period by supervisors. The third and fourth instruments, the Student Teacher Interest Survey and Behavioral Measure, were administered to test whether subjects would express and display a greater desire to seek employment in the inner-city. They also were administered at the beginning, after the two weeks and at the end of the student teaching period. Subjects in the control group were evaluated twice, at the beginning and the end of the student teaching experience.

Certain findings of the study are pertinent to the present investigation. The experimental group exposed to the simulation experience (ICSL) perceived themselves more confident in solving critical teaching problems of the inner-city. The simulation treatment appeared to have a significant effect on the confidence exhibited by student teachers in classroom behavior as judged by supervisors. Chi-square statistics revealed no significant difference in the behavior of inner-city pupils taught by either the experimental group or the regular group of student teachers. When followed by eight
weeks of student teaching experience, there was no statistically significant difference between groups in expressed desire to teach in the inner-city. This finding implies again, that the simulation experience was at least as effective as the on-the-job student teaching experience when it was followed by student teaching.

The effects of simulation in assisting student teachers in developing skills and increasing confidence in their ability to teach was investigated in another study. Bogniard (1968) explored the feasibility of providing a systematic, controlled learning experience in which prospective teachers in home economics under direct supervision were able to practice classroom teaching behaviors by solving practical classroom management problems.

Seven students enrolled in a college methods course were exposed to a two week simulation experience prior to beginning their actual student teaching experience. For this group, the student teaching experience was delayed for two weeks.

Subjects exposed to the simulation activities were given an opportunity to engage in six types of experiences. The experiences (Bogniard, 1968, p. 47) included the following:

1. Assume the role of a beginning teacher.

2. Have access to, and use related professional information and materials.

3. Have opportunity to solve critical problems of beginning teachers free from stress.
4. Be exposed to a variety of alternatives for potential solution to particular problems.

5. Consider possible consequences of their problem-solving behavior and evaluate them.

6. Focus intensively on critical teaching problems and study or analyze them before they were confronted with them in the actual teaching situation.

The study was divided into three phases, the developmental, testing and the instructional phase. In the developmental phase, to provide the opportunity for subjects to have the experiences mentioned, video tape, roleplaying, case studies and written incidents were used. Twenty video tapes of 13 critical teaching incidents were produced. All of the problems selected for use had been identified and validated by research contained in the literature.

Scripts were written for the 13 problem incidents. These were then rehearsed and acted out by a student teacher and students in a home economics class in a local high school. The video taped problem teaching incidents were 20 to 75 seconds in length. Two programs consisting of 10 simulated incidents each were developed from the 20 tapes.

Prior to the instructional phase a skill pretest and Confidence Scale were administered to subjects. A Dogmatism Scale and the California Personality Inventory were also given prior to the treatment. At the conclusion of the instructional program, a posttest was administered. The posttest consisted of the 10 incidents not used in the instructional phase.
Supervising teachers were asked to respond to a questionnaire on the use by student teachers of principles studied in the simulation experience. Subjects were also given the opportunity to react to the simulated experience.

In the instructional phase of the experiment, subjects were presented with 10 video taped problem incidents involving a student teacher. Each tape or roleplay situation was constructed to illustrate only the one, two or three principles needed for the effective behavior necessary for coping with the problem. This removed extraneous information to help the subject identify the problem. Subjects were allowed to practice solving the problem situation as often as they wanted to arrive at an effective solution. Some of the problem-solving situations were taped for replay so students could see themselves exhibit problem-solving behaviors.

Each subject spent 20 minutes per day in an individual conference with the investigator following the problem incident where feedback was received on reactions to the problem incidents. In addition, two hours were spent in group sessions, five days per week.

Analysis of variance, correlation and interaction techniques were used to determine the effectiveness of the program. The t-test was used to determine significant differences in changes in scores from pre- to posttests taken prior to student teaching.

An examination of the pre- and posttest ratings of super-
visor revealed that experimental subjects showed measurable changes in their ability to respond to, assess and solve simulated classroom critical teaching incidents. There was a gain in means from .94 to 1.34 which were statistically highly significant. Subjects in the study responded favorably toward the simulated experience. Supervising teachers indicated that they thought the experimental group used all of the principles practiced in the simulation experience in their classroom teaching when necessary. Faculty reactions were also favorable in terms of the acceptability and effectiveness of the program. The conclusion of the study was that the faculty and students perceived the simulated experiences as highly acceptable and effective. It was a worthwhile and useful experience that should be continued in the preparation of students for the student teaching experience.
METHOD OF PROCEDURE

The major objective of the study was to explore the feasibility of using simulation in preparing prospective teachers for inner-city teaching. To facilitate the achievement of this objective, the following procedures were undertaken.

1. Develop a series of lessons involving simulation to prepare prospective teachers for working with inner-city secondary students.

2. Develop an instrument to measure awareness and knowledge of inner-city students, their backgrounds and the role of the inner-city teacher.

Background for developing the study was obtained from a review of the literature on the use of simulation in teacher education and the preparation of teachers for teaching in inner-city schools. Much of the reported research on the inner-city has focused on learners and their characteristics. Research on teacher preparation for inner-city utilizing a variety of innovative approaches, is increasing. The use of simulation as a technique has received the attention of educators only in recent years. Most of the studies on simulation have involved the use of games, roleplaying and microteaching. The use of media as an approach to preparing teachers has received only limited attention. A majority of the studies on inner-city teacher preparation has focused on a direct, experimental approach (Southern Illinois, 1970; Samalonis,
1960) or a combined pre-study and field experience approach (Carr, 1969; Reed, 1969; Clothier & Hudgins, 1971). Few have used media extensively as a substitute for direct, observational inner-city experiences.

Lesson Series

The study consisted of the development of a series of lessons and evaluation devices, field testings, observations and evaluations of the lesson series. Several steps were involved in the development of the lesson series. They were:

(a) identifying objectives and pertinent generalizations
(b) planning lesson content
(c) selecting simulation activities
(d) developing related materials
(e) developing evaluation devices.

Time was a limiting factor in determining the amount of content and the types of learning activities which could be included in the lessons. The series was planned for use in a course at Iowa State University, Home Economics Education 406, Methods of Teaching Home Economics. Only six class periods of 50 minutes each were available for a study of the unit on the inner-city. Students were expected, however, to devote two additional hours of study time for each hour of class contact time. This factor was considered in the planning and scheduling of learning activities.

Because the literature is replete with information which
aids in understanding and working effectively with inner-city students, efforts were directed toward identifying that scope of content which would aid prospective home economics teachers in working with the disadvantaged inner-city students. In order to secure additional insight about what prospective teachers needed to know to work effectively in the inner-city, two visits were made to programs in operation in inner-city areas.

The Cooperative Urban Teacher Education (C.U.T.E.) program located in Wichita, Kansas, was visited first. The C.U.T.E. program, developed by the Mid-Continent Regional Educational Laboratory, was devised to provide cultural orientation for potential inner-city teachers as well as to increase the quantity of their training which deals specifically with educational problems common to an inner-city classroom and low income environment (C.U.T.E. Program Manual, Foreword). The program has been in operation for more than three years. It attracts prospective inner-city teachers from throughout the midwest. On the three day visit to the Wichita program, there was the opportunity to talk with the director about what he perceived to be the role of urban education. A field trip of the inner-city, which included a visit to several of the inner-city high schools followed. Because this visit took place during school hours, there was the opportunity to observe actual classes in session and to talk with teachers and students.
A visit was also made later to an inner-city classroom in Des Moines, Iowa. During this time the investigator talked with the principal and several teachers within the school. These teachers talked about ways they were attempting to meet the needs of the students, some of the problems of the school and the inner-city area in addition to the difficulties being faced in the classroom. Several classes were visited; much about student behavior was learned from observations made while wandering through the corridors and listening to students interact with each other outside the classroom setting.

From the visits and observations in the two inner-city situations, and review of the literature, objectives were identified for a total unit on the inner-city. The objectives identified were:

1. Comprehend some of the culture and life styles of residents of the inner-city community.
2. Discriminate among fact, myths and stereotypic thinking about the inner-city.
3. Comprehend the needs, interests and abilities of students in the inner-city.
4. Identify positive and negative environmental influences which have implications for classroom teaching.
5. Identify methods and materials which may be useful in inner-city teaching.

It appeared from the overall objectives that three general
areas of concern were evident: the community, student and
teacher. These treated as topics are not mutually exclusive;
however, they were used as the framework from which each
lesson was developed.

Involved in the development of each topic, The Inner-city
Community, The Inner-city Student and The Inner-city Teacher,
was the identification of objectives, pertinent generalizations
and learning activities including simulation which could be
achieved in the amount of time allotted for study of the unit.
For the topic, The Inner-city Community, three objectives were
used as guidelines.

1. Identify and explain some factors which may have
cauised the conditions of the inner-city.

2. Distinguish fact from common myths and stereotypic
thinking about the inner-city.

3. Comprehend some of the environmental influences
which have had impact upon the life styles of
residents of the inner-city.

For topic two, The Inner-city Student, the following objectives
were identified.

1. Accept and respect differences among inner-city
students.

2. Identify positive and negative aspects of the
inner-city student backgrounds.

3. Comprehend the importance of meeting the needs
and abilities of each student.

4. Identify strengths of learners.

Four objectives were written for the topic, The Inner-city
Teacher.
1. Identify special skills needed by teachers in relating to inner-city students and their families.

2. Comprehend the importance of planning learning activities with learners which utilize his strengths and abilities and meet his needs and interests.

3. Identify various teaching methods, aids and materials which may be appropriate for use with students of varying backgrounds and ability levels.

4. Comprehend the importance of good planning to classroom management and control.

From these objectives pertinent generalizations were written for each topic.

The next step in the development of the unit was to identify the content for each of the three topics. The following three references were used to develop the content outline: (a) the C.U.T.E. Program Manual (1970); (b) Tuckman and O'Brien (1969); and (c) Southern Illinois University, On-Site Rural and Inner-City Training Program (1970). Numerous sources provided guidelines for identifying specific content for each topic and lesson. Five references which provided specific help were Johnson (1970), Charnofsky (1971), Conte and Grimes (1969), Carr (1969) and Fantini and Weinstein (1968). An outline of the content is included in the chapter, Instructional Unit on the Inner-city.

Audio Tapes

Activities which included the use of audio tapes were planned and prepared in relation to objectives, generalizations and content outline in order to facilitate the learnings de-
sired. Because of its practicality, potential for reuse and economic advantages, audio tape was used to provide one type of simulated experience. Audio tape provides the possibility of having subjects exposed to a variety of viewpoints in a minimum amount of time. Tapes may be re-played to clarify issues and review points of view. Opportunities for independent study could also be provided through the use of tapes. The expense of having resource persons visit classes was avoided.

To prepare the audio tapes, it was necessary first to construct an interview schedule. The content outline was used as the basis for developing the schedule which was used in interviewing persons who lived or worked in the inner-city area. A copy of the schedule is contained in the Appendix.

The second step was to secure the names of persons who might be contacted for an interview. With the aid of resource persons on the Iowa State University campus and in the Des Moines area, four groups of persons were contacted by mail and telephone to obtain their cooperation for an interview. The groups consisted of teachers, parents, community leaders, service workers and officials who worked in the inner-city community.

Of the 15 interviews sought, 12 persons consented and were interviewed. Two persons did not respond and one was on leave from his position. The following is a brief description of each person who participated in an interview.
a. An attorney

Member of school board. Experiences included work on Board of Public Instruction and in the hard-core unemployment program in the inner-city community.

b. A judge

Member of Municipal Court. Resident of inner-city community. Chairman of Executive Board of Black Federation, an organization to unite blacks and to encourage greater interest and participation by blacks in business and education.

c. A retired home economist and assistants

Expanded Use of School Facilities Program in Model Cities area. Assistants were parents living with their families in inner-city community.

d. Family food aide

Worked in Expanded Nutrition Program for three years largely with Spanish speaking families. Lived with family in inner-city community.

e. Extension home economist

Expanded Nutrition Program Coordinator. Worked in low income areas both in U.S. and abroad. Youth leader for 4-H Extension.

f. A minister

Formerly pastor of church in Des Moines community. Relocated in smaller community as a missionary. A parent.

g. A home economist

Expanded Use of School Facilities in Model Cities area. One year teaching experience prior to inner-city assignment.

h. Executive secretary

Black Federation. Formerly ADC recipient. Lived in inner-city community.
i. Home economist

Low-rent Housing Authority. Worked closely with Expanded Use of School Facilities Program. Experienced teacher.

j. Home economist

Director of home economists with Expanded Use of School Facilities Program. No direct contact with inner-city community.

k. A teacher

Junior high school. Taught for five years in inner-city school. No formal preparation for working with disadvantaged prior to teaching assignment.

l. A teacher

Junior high school. Graduate of C.U.T.E. program. Two years teaching experience in present position.

All interviews were held either at the place of employment or in the home of the interviewee. The interview schedule was followed closely to assure that key questions were asked of all persons interviewed. In addition to the specific information sought, other insights were given by interviewees. Most of the interviewees talked openly about the inner-city and gave their views on solutions to many of the problems of the area.

Of the 12 audio taped interviews, six were transcribed, with minor editing, for use. Three of the remaining tapes were not usable due to technical difficulties. The content of the other three tapes duplicated information contained in other tapes selected for use and were therefore not used. Copies of transcribed interviews are included in the Appendix.
Video Tapes

In addition to the audio taped interviews, video tape was used to provide observational experiences of classroom activity. Through the use of video tape particular classroom situations can be captured for later study. Responses to these situations can be shared and studied by subjects. Through the use of this kind of simulation technique the prospective teacher can become more sensitive to the kinds of problems confronted in the real classroom (Cruickshank, 1969b).

To obtain video tapes of inner-city classroom situations several steps were taken. They were: (a) seeking the cooperation of the city supervisor of home economics in identifying teaching situations which might be taped, (b) securing the cooperation of teachers whose classrooms were to be video taped and (c) seeking permission from school officials to video tape in the schools.

With the aid of the city supervisor of home economics, three teaching settings were identified. These teachers were selected because of their previous success as an inner-city teacher, their experiences in working with the disadvantaged and their formal training in this area. The three teachers identified were contacted by mail to secure their cooperation. One teacher from each school agreed to have her classes video taped. They were then asked to submit a schedule of the classes they taught, number of students enrolled and the area
of content being studied.

After working with the city supervisor to identify teaching situations and securing the cooperation of teachers, permission was obtained from administrators to video tape in the schools. School officials were contacted both in person and by letter. Permission was granted to video tape in two junior high schools.

In both schools, girls in grades eight and nine enrolled in homemaking classes were involved. One of the classes was studying food and nutrition, the other clothing selection and construction.

The objective was to secure tapes of teaching-learning activities as closely as possible to the regular daily classroom routine. Teachers were asked, therefore, not to structure or stage any particular lesson for the tapings. Classroom situations were video taped as they occurred. One teacher, however, had told students that someone would be video taping the classes. The other teacher told the classes only if they asked questions about what was taking place.

Having obtained 14 one-half hour video tapes of classroom activity, the next step was the editing of the tapes to emphasize the content identified in the lesson outline. All tapes were reviewed to identify student and teacher behaviors. From the 14 original tapes, three master tapes were developed. Two of the master tapes focused on student behavior, the other on teacher behavior. For the two master video tapes, study guides
were written, a copy of each is contained in the Instructional Unit. The study guide consisted of a series of questions to be used in focusing attention on specific content contained in the tapes and to serve as a basis for group discussion.

Selection of Related Materials

In addition to the audio and video tapes, films, case studies and readings appropriate to the topics and content were included. Commercial films and adapted case studies were used to supplement other materials developed. Four commercial films appeared appropriate, two of which were selected for use. Study guides were developed also for use with the two films.

To serve as a basis for small group discussions, two case studies were adapted for use. The purposes of the case studies were to (a) focus attention of subjects on the home and family life of inner-city students which directly affect school performance and (b) to encourage the examination of feelings and possible reactions to the inner-city child when conditions and circumstances of his home and family life are known. Copies of case studies and film study guides are contained in the Instructional Unit on the Inner-city.

Collection of Data

Those participating in the lesson series activity were a census of 85 students enrolled in Home Economics Education 406, Methods of Teaching Home Economics, at Iowa State Uni-
Due to the development of materials evolving from fall quarter to winter quarter, only students enrolled in winter and spring quarters participated in activities which required written reaction reports on assigned readings. Listening assignments were also done individually rather than in a group. Copies of all tapes and transcriptions were made available in the University Library and in the Instructional Material Center within the Department of Home Economics Education.

Evaluation Devices

In order to assess the attainment of the objectives for each topic, two instruments were constructed. One was developed to measure the achievement of subjects in relation to the knowledge component. The other device was used to secure the reactions of subjects as to the effectiveness of the lesson series in increasing their awareness and understanding of inner-city experiences of any type. Because the development of materials evolved basically from fall quarter to winter quarter, only students enrolled in winter and spring quarters participated in activities which were similar. The major change in activities during the quarter following the methods course. The majority of the students enrolled were Iowans; few had inner-city experiences of any type.
ponent, fall quarter participants were asked to respond to an open-ended instrument. This instrument, which contained 10 statements to be completed and three terms to be defined, is included in the Appendix. The statements in the instrument were taken from the literature. The responses of subjects were used as a pool from which distractors were drawn in the construction of multiple-choice and true-false items for the test.

The first draft of the instrument contained 34 multiple-choice items. The instrument constructed was then administered at the end of the 4-day unit to the same group of fall quarter participants who had responded to the open-ended instrument. An item analysis was undertaken and the findings used as the basis for further improving the instrument.

The revised instrument was administered as a pre- and posttest during the winter quarter when the lesson series was again repeated. The reliability coefficient for the pretest was .23. An item analysis was again undertaken. Most of the distractors were functioning in the 34-item test. Over half of the items fell within the limits on both the difficulty and discrimination indices. The discrimination index used was .20 to .40; difficulty level 30 to 70%. The findings of the item analysis indicated that the instrument needed strengthening. Before the instrument was administered again, therefore, the length was increased from 34 to 65 items. Because true-false type items offer a solution to the difficulty of finding
several plausible distractors, 25 of the additional items were of the true-false type.

To establish the content validity of the revised instrument, a professor in the Family Environment Department, Iowa State University, who had worked extensively with the disadvantaged, the evaluation specialist and the program director of the C.U.T.E. program were asked to react to the instrument. None of the resource people recommended major changes which needed to be made in the content or structure of the instrument. Permission was then sought to administer the instrument to the 29 students enrolled in the C.U.T.E. program and to a class in the Department of Family Environment.

Permission was received to have the group of 29 C.U.T.E. participants respond to the instrument. These students had been enrolled in the program for eight weeks. They had not done student teaching field experience. The calculated reliability coefficient for the group using the Kuder-Richardson Formula 20 was .68. In a follow-up conference with the evaluation specialist some interpretation of the item analysis for this group was obtained.

Without modification, the instrument was then administered to the 47 subjects enrolled in Home Economics Education 406 spring quarter as a pre- and posttest. In order to establish the overall reliability of the instrument, the posttest scores from the C.U.T.E. students, winter and spring quarter enrollees in Home Economics Education 406 were combined.
The distractor analysis for the combined group (N=116) indicated that some items were consistently functioning poorly for the total group. Fifteen items were deleted, six multiple-choice and nine true-false. Items which were omitted in the revised instrument were: 1, 14, 15, 30, 31, 34, 41, 43, 47, 48, 49, 52, 54, 58, and 59. The resulting instrument contained 50 items. The reliability of the revised test of 50 items was .66. Because the reliability of an instrument will vary greatly from group to group and in the case of achievement test using the KR-20, "the reliability values computed are usually smaller than expected because the item content of this type test is not homogeneous" (Ahmann & Glock, 1967, p. 321). Further, the reliability is not a clear indication of the usefulness of an instrument. The decision was made to discontinue work on the instrument.

A Student Evaluation Form, a copy of which is contained in the Instructional Unit on the Inner-city, was constructed to secure the reactions of subjects to the lesson series and the experience in total. Subjects were asked to assess (a) the qualitative and quantitative emphasis placed on the inner-city in the unit studied; (b) their progress toward the stated objectives and (c) the role of audio tapes, video tapes, films and other materials in increasing their knowledge and understanding of the inner-city.
Analysis of Data

Three types of data were collected in the study. They were: (a) evidence of achievement of objectives on a knowledge test, (b) subjective evaluation of the lesson series by students and (c) general observations by the investigator and students who participated in the experience.

Data collected by the administration of the knowledge instrument were obtained on IBM answer sheets and scored by the Test Scoring Section of the Student Counseling Service at Iowa State University. To assess achievement as a result of exposure to the lesson series, the instrument was divided into three subtests denoting the three topics of the unit. Means and standard deviations were calculated for the pre- and posttest scores obtained on the total test. The t-test was used to determine the statistically significant difference between the means obtained for the pre- and posttest scores.

The subjective evaluations by students of the inner-city experience were analyzed by computing means and standard deviations for all 13 items contained in the instrument. The means of items which appeared to be related were compared. General observations by the investigator as the lessons were taught and comments, written and oral, by students also provided information which was used in the assessment of the offering.

Procedures used in the development of the instrument were item analysis and correlations. The item analysis computed
by the Testing Service also provided evidence of the reliability and standard error of measurement of the instrument. The reliability was calculated using the Kuder-Richardson Formula 20. A 10 x 10 correlation matrix based on 86 observations was computed on the various test lengths by the Computation Center at Iowa State University. Based in part on the finding from the matrix, the length of the final test was determined.
INSTRUCTIONAL UNIT ON THE INNER-CITY

Overview

The materials that were prepared to achieve the objective of the present investigation have been edited to be presented in this chapter. By making the materials available in this form, they would be usable either for instructional purposes or as bases for additional research studies.

This is an instructional unit of a three topic series planned to be used in a pre-service home economics education offering. The three topics are:

The Inner-city Community
The Inner-city Student
The Teacher in the Inner-city.

The objectives for the three topic series were as follows.

At the completion of a study of the three topics, pre-service home economics education students will be better able to

Comprehend some of the culture and life styles of residents of the inner-city community.

Discriminate among fact, myths and stereotypic thinking about the inner city.

Comprehend the importance of assessing the needs, interests and abilities of students in the inner-city classroom.

Identify positive and negative environmental influences which have implications for classroom teaching.

Identify methods and materials which may be useful in inner-city classroom teaching.
Materials that provide guidelines for implementing each of the topics are as follows.

Objectives
Pertinent generalizations
Content outline
Learning activities
  Films with study guides
  Audio tapes with transcriptions
  Video tapes with study guides
  Case studies (for topic, The Inner-city Student, only)
Selected references

Two instruments are included that can be used to evaluate the result of the series. An objective test, Knowledge of the Disadvantaged, is for use to measure the achievement of the objectives of the lesson series. The second instrument, Student Evaluation Form, is for the purpose of evaluating the lesson series as viewed by the student.

The amount of time to be used for carrying out the three topics may vary depending on the educational needs of the students, interest involved and time available for such instruction. Potential exists for expanding the topics as presented as what has been included is considered minimal.

In the pilot use of the series, the three topics were taught within six 50 minute class periods and as much additional time outside the class period as needed to accomplish the suggested simulated experiences. Below is a time block to illustrate how a study of the three topics can be divided so that the objectives can be accomplished in the time limits of six lessons.
### Chart 1. Plan for 6-day lesson series

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Discussion of film and video tape on The Inner-city Student</strong></td>
</tr>
<tr>
<td><strong>Film:</strong> Portrait of the Inner-city</td>
<td>Assignment:</td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
<td>1. Read: Johnson (1970) &quot;A Teaching Philosophy&quot; and Whitten (1970) &quot;What Makes an Effective Vocational Teacher&quot;.</td>
</tr>
<tr>
<td>1. Listen to at least one of following tapes: Attty. G., Mrs. S., Judge G.</td>
<td>2. Write two generalizations.</td>
</tr>
<tr>
<td>2. Read: Samoff (1969) &quot;People to be Served in the Inner-city&quot;. Prepare written reaction to reading.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion of film and some problems and needs of the inner-city</strong></td>
<td><strong>Discussion on The Inner-city Teacher</strong></td>
</tr>
<tr>
<td></td>
<td>View video tape on teaching behaviors with study guide</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
</tr>
<tr>
<td></td>
<td>2. Prepare reaction and summary.</td>
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</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion based on audio tapes and readings</strong></td>
<td><strong>Discussion of teaching strategies and skills</strong></td>
</tr>
<tr>
<td><strong>Film:</strong> Portrait of the Disadvantaged Child</td>
<td><strong>Summary and written evaluation</strong></td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
<td></td>
</tr>
<tr>
<td>1. View video tape on student behavior</td>
<td></td>
</tr>
</tbody>
</table>
Topic I: The Inner-city Community

Objectives

At the completion of a study of the topic, the student will be better able to

1. Identify and explain factors which may have caused the conditions of the inner-city
2. Distinguish fact from the common myths and stereotypic thinking about the inner-city
3. Comprehend some of the environmental influences which have impact upon the life styles of residents of the inner-city.

Pertinent generalizations

1. Life styles differ from one subculture to another and even within subcultures because of varying environmental stimulation.
2. Acceptable behavior may be defined differently by cultures and subcultures.
3. Economic and social conditions may prevent individuals from accepting values of the dominant culture.
4. People who are disadvantaged are defined as having had an excess of stigmatizing experiences, deviant role models, failure and other negative environmental stimulations.
5. A ghetto is any section of a city or town which is inhabited almost entirely by a particular minority group.
6. Slums are low-income neighborhoods characterized by deteriorating housing and high incidences of social illnesses.

Content outline (including lecture)

I. Orientation to the inner-city

A. Identification of concepts
   1. Inner-city
   2. Ghetto
   3. Disadvantaged
   4. Poverty
   5. Culturally deprived

B. Historical development of the area
   1. Migration
   2. Automation
   3. Discrimination

C. Overview of problems of inner-city community
   1. Economic problems
      a. Unemployment
      b. High cost of living
   2. Social problems
      a. Segregation: housing, employment
      b. Mental illness
      c. Family stability
   3. Educational problems
      a. Values on education
      b. Immediate gratification
      c. Quality of education
4. Health problems
   a. Facilities
   b. Sanitation
   c. Life expectancy

D. Populations of inner-city area
   1. Blacks
   2. Puerto Ricans
   3. Mexican-Americans
   4. Appalachian-Southern whites
   5. American Indians
   6. Orientals

II. Family life styles
   A. Size of family
   B. Parent-child relations of subcultures
   C. Family recreation
   D. Consumption patterns
   E. Other aspects of life style
      1. Religion
      2. Education
      3. Communication patterns

III. Facts, myths, misconceptions about inner-city
   A. Facts
      1. Superiority-inferiority fallacy
      2. Stability of black family
      3. Economic status and family stability
      4. Double standards
B. Myths

1. Immorality of lower class
2. Laziness and lack of concern
3. Lack of individuality

Learning activities

1. View the film titled "Portrait of the Inner-city". This film focuses on problems and strengths of the inner-city community. It shows the streets, school and living quarters of inner-city residents. The film gives some idea of what life is like in the inner-city community.

2. Discuss the film and some other problems and needs of the inner-city which were not depicted by the film. Use study guide for film, "Portrait of the Inner-city".

3. Write three generalizations that may be drawn from having viewed the film. Please hand these in at the end of the discussion period.

4. Listen to audio taped interviews made with individuals who lived and/or worked in the inner-city community.

5. Read "People to be Served in the Inner-city" by Samoff (1969). Prepare a written reaction paper.

Study guide for film, "Portrait of the Inner-city"

Description of film Film focuses on street, schools, and living quarters in the inner-city of a large urban community. It depicts some idea of what life is like in the inner-city.

Questions

1. What are some of the problems of the inner-city as evidenced in the film?
2. What was particularly interesting or disturbing to you in this film?

3. Which of these things you have mentioned are attitude or value issues?

4. What appeared to be some of the attitudes of persons and families in the inner-city? Why do you suppose these attitudes exist?

5. What are some of the strengths of residents of the inner-city?

6. What evidence can be given that shows community interest-effort?

7. Why don't children learn as well as they should in this environment?

8. What does school mean for many of the children of the inner-city community? Why?

References: The Inner-city Community


Samoff, Z. Persons to be served in the inner city and urban areas. Paper presented at the meeting of the National Conference on Consumer and Homemaking Education, Omaha, Nebraska, February, 1969.


**Topic II: The Inner-city Student**

**Objectives**

At the completion of a study of the topic, the student will be better able to

1. Identify positive and negative characteristics of aspects of inner-city student background
2. Accept and respect differences among inner-city students
3. Comprehend the importance of meeting the needs and
ability level of each student

4. Identify some of the strengths of the inner-city
learner and comprehend the importance of using these
in planning learning activities.

Pertinent generalizations

1. Individuals tend to react most favorably when they
are accepted and valued as persons.

2. How individuals feel about themselves influence or
contribute to success or failure.

3. Learners tend to develop positive attitudes toward
learning when they are given opportunities to experi­
ence success. Activities which utilize the strengths
of students are likely to provide success experiences.

4. Individuals deserve respect for who they are but also
for their right to remain as they are or to change
if they want to.

5. Communication involves understanding as well as making
oneself understood.

6. When physical, psychological, social and economical
needs are not met, the individual seeks to satisfy
these unmet needs in whatever ways he can.
Content outline (including lecture)

I. Needs of students
   A. Socio-psychological needs
      1. Belonging and identification
      2. Self-concept
      3. Motivation
      4. Success opportunities
   B. Educational needs
      1. Realistic learning situation
      2. Teachers with positive attitudes
      3. Relevant materials and methods

II. Strengths of students
   A. Language - expressive and nonverbal
   B. Humor
   C. Feelings for others
   D. Group loyalty
   E. Patience
   F. Physical and visual orientation
   G. Superior coordination and physical skills

III. Factors in learning styles
   A. Language - restricted and elaborated code
   B. Noise versus meaningful sound
   C. Attention span
      1. Distractibility
      2. Temperamental patterns
D. Attitudes toward intellectual tasks

1. Boredom

2. Reasons for negative response to new stimuli

Learning activities


2. Write three generalizations that may be drawn from the film.

3. View video tapes which focus on student behaviors in an inner-city classroom. Use study guide.

4. Discuss in small groups the two case studies.


Study guide for film, "Portrait of the Disadvantaged Child - Tommy Knight"

Description of film Film brings out some of the realities of a day in the life of a slum child. Highlights are taken from experiences of two equally disadvantaged children in order to point out the effects of the inner-city on the child's ability to learn.

Questions

1. What needs of the inner-city child were being satisfied? Which were not? Why were these needs unmet?

2. Even in an impoverished environment, what were some of the strengths of the disadvantaged child?

3. What is the overall impact of the environment on the disadvantaged child?

4. How did parental attitudes toward children and the school differ?
5. At the beginning of the film a teacher commented, "I didn't go into homes because I didn't want to impose". Do you feel this was an adequate explanation based on actual efforts to visit or was this merely an 'excuse'?

6. Why doesn't the inner-city child learn as well as he should? Why is he characterized as being less verbal?

7. Who can be blamed for the child's failure to learn or can anyone be held responsible?

8. What can we teach a young girl in this situation who must assume the partial role of mother in the home?

Study guide for video tapes: Student Behavior

Description of video tapes
Tapes focus on the behaviors of students in classes of two inner-city schools. They illustrate varying patterns of behavior which may be evident in an inner-city classroom. Behaviors range from attentiveness, participation, enthusiasm to apathy and disruptive activity.

Video tape 1

1. What types of behaviors are evident in this tape?

2. How do behaviors of students shown in the tape differ from those of students in a middle-class classroom?

3. Did the teacher attempt to deal with any of the behaviors exhibited? What were her reactions?

4. Are strengths of students evident in the tape? Weaknesses?

5. What is the nature of the class interaction? Is there student-student interaction? Student-teacher? Cite examples.

6. Contrast the types of different behavior present, verbal and nonverbal. Does this contrast give any insight into individual differences of students? Did you see any behaviors you expected to observe in an inner-city classroom? Give examples.

7. Does this tape give you any insights into the backgrounds of these students? Give examples.
Video tape 2

1. What types of before class activity are evident? How did the teacher terminate the activity?

2. What evidence was there that students were attending to what the teacher was saying?

3. What other behaviors were evident?

4. What evidence was there that the teacher was aware of the various undercurrents of behavior? How did she deal with such?

5. What can be said about the control exercised in this classroom? Did the techniques used work for or against the teacher?

6. Are strengths of students evident? If so, give some. Weaknesses?

7. Contrast the behaviors evident in this tape with that you would expect to find in the noninner-city classroom. What are some similarities? Differences?

Inner-city case studies

Situation 1    Lila was born in the city and has lived in inner-city ghetto areas all of her life until recently. She lives with her mother, and eight sisters and brothers. However, within the last two years she has had a 'stepfather'. More recently, the stepfather has left the home and is seeking court action to obtain a baby daughter born of him. Lila knows nothing of her real father. She had grown up on public assistance. This family has packed up its belongings and has criss-crossed urban ghettoes almost as many times as Lila has witnessed years of her life. (Lila is 13.)

Until recently, Lila's general attitude has been pleasant. Last week she was suspended from school for fighting in the
halls between classes. It was reported that the fight resulted when another female student called her a 'bastard'. As a result of this suspension, she became sullen and would not complete academic assignments. Yesterday, she caused a disturbance in the foods laboratory when she accused Mae of taking gum from her purse.

Questions for discussion

1. What factors are possibly at the root of Lila's problems?
2. How do you feel about her home situation?
3. In what way, if at all, can the school become involved in resolving "unsatisfactory" home conditions?
4. What alternatives are available to a teacher in helping Lila?
5. What values do you hold that cause you to choose the alternatives given?
6. As a teacher, how would you approach Lila to help her?

Situation 2

Kirk is 14 years old and lives with his mother and four brothers in a poverty stricken ghetto in the city of Chicago. The building in which the Cantys live is the only one standing in a block which has been the center of an urban renewal project.

Mrs. Canty is the head of the household and receives public assistance. She is ill much of the time, and as a result, the older boys (especially Kirk) stay home often to take care of the younger children. During the first part of this school year when Mrs. Canty was pregnant with the youngest child, she was extremely depressed and looked much older than
she actually was. However, since the birth, she appears to have come out of her state of depression. The baby was born at home but was taken to the hospital and kept for 2 weeks because of its small size. Kirk was at home with his mother when she delivered the baby.

Mrs. Canty works very hard to take care of the children and to keep her small 3 and \( \frac{3}{2} \) room apartment clean and well-ordered. She has had considerable difficulty with the landlord and has been without heat for most of this winter. At present there is no hot water in the building. Since the destruction of the surrounding buildings, Mrs. Canty has had to be content with a great influx of rats. Although she has complained to the city about the lack of heat, hot water and the rats, very little has been done.

As mentioned earlier, Kirk has had to assume a great deal of responsibility in the home. He is angry and outspoken about the fact that his family must live under such miserable conditions. In the home, however, Kirk is of real assistance to his mother both as a babysitter and cook. He often does babysitting for other families and gives his earnings to his mother. Mrs. Canty indicated that Kirk is very willing to help her with the washing and other household tasks and often does the grocery shopping for her. When talking about the family, Kirk expresses real concern about his brothers and appears to have assumed the father role for the family.

In the classroom, Kirk presents an attitude of indiffer-
ence. He does not seem to be at all interested in what is going on in class and it is most difficult to get him involved. He is easily distracted and often the center of continual classroom disruption. He has been disciplined by the school for a wide range of infractions including fighting, refusal to do his homework, cheating, stealing and gambling. On several occasions he has been caught in card and dice games played in the boys' toilet. As a result, Kirk has been suspended several times from school.

Mrs. Canty would like very much for Kirk to improve his school achievement. However, she does not know what to do about it and admits she has little control over him and his older brother.

Questions for discussion
1. What is your immediate reaction to Kirk's situation?
2. What are some factors in Kirk's background that may be contributing to his attitude toward school?
4. Under the circumstances, assuming no change in family patterns, in what ways can or should the school guide Kirk toward a good life? (Define what you mean by a good life.)
5. How do you feel about the mother? What are the factors that are causing the mother to respond as she did?

References: The Inner-city Student


**Topic III: The Teacher in the Inner-city**

**Objectives**

At the completion of a study of the topic, the student will be better able to

1. Identify the special skills needed by teachers in relating to inner-city students and their families
2. Identify various teaching methods, aids and materials which may be appropriate for use with students of varying backgrounds and abilities
3. Comprehend the importance of good planning to classroom management and control.
Pertinent generalizations

1. Teachers and pupils who relate to each other positively are likely to achieve optimum results.

2. Pupils are likely to learn those concepts that have relevance for them or relate to their experiential backgrounds.

3. The attitudes of teachers influence their own behavior as well as that of their students.

4. Teacher-pupil planning is likely to result in the identification of goals which are achievable by the learner.

5. The extent to which the teacher is successful may depend on her classroom management as much as her teaching skills.

Content outline (including lecture)

I. Desirable characteristics of teachers
   A. Acceptance and respect for differences
   B. Commitment
      1. Dedication to teaching-learning
      2. Sincerity in desire to help
      3. Enthusiasm
      4. Sense of humor
   C. Skill in teaching
      1. Sense of fair play
      2. Knowledge of a variety of appropriate tech-
niques and materials
3. Resourcefulness
4. Relating learnings to students experiential backgrounds

II. Skills needed by teacher
A. Knowledge of community and cultures
   1. Life styles of subcultures
   2. Values and beliefs of community
   3. Needs and goals of community
   4. Problems and possible solutions
   5. Strengths of subcultures represented
B. Classroom management
   1. Setting rules and regulations
   2. Discipline and punishment
   3. Control
   4. Remediation and referrals

III. Some teaching strategies
A. Concrete versus abstract experiences
   1. Symbolistic vs. experiential
   2. Horizontal vs. vertical skill sequences
   3. Academic vs. participating
   4. Real vs. vicarious experiences
B. Individualizing instruction
   1. Problem-centered approach
   2. Individual projects
C. Group process

1. Group projects
2. Line production
3. Role playing

D. Instructional aids

1. Visual aids
2. Games and puzzles
3. Other experiences

Learning activities

1. Read and react to:
   a. "A Teaching Philosophy" by Johnson (1970)
   c. "Educating the Powerless" by Charnofsky (1971).

2. Discuss video tape which focuses on the teaching behaviors of one inner-city teacher. Use study guide.

3. Discuss teaching skills and strategies.

Study guide for video tape: Teacher Behavior

Description of video tape The approach of an inner-city teacher in meeting the needs of girls in a clothing selection class is the emphasis of the tape. Of particular interest are the techniques used by the teacher in avoiding and solving classroom difficulties.

Questions

1. What were some of the strengths of the teacher?
2. What are some desirable teaching behaviors of the teacher shown in this tape?
3. Were the teaching aids used appropriate for the lesson and the students. Why or why not?
4. What could have been done to improve the effectiveness of the teaching aids?

5. What evidence was there that the teacher had planned the lesson based on the needs, interests and abilities of her students? Discuss.

6. What techniques of classroom control can be singled out?

7. What techniques were utilized to involve students in the lesson?

8. Describe the teacher-student interaction and student-student interaction.

References: The Inner-city Teacher


Test: Knowledge of the Culturally Disadvantaged

Directions: This test deals with concepts important to one's understanding of the inner-city disadvantaged. The term "culturally disadvantaged" is relative and as used here, refers to individual's inability to participate fully in the dominant culture because of his experiential background.

Some of the items are multiple-choice, the others are true-false.
Read each item carefully and indicate the response which best completes the statement on the answer sheet provided.

Do not write on test sheet.

1. The major cause of school dropouts in the inner-city is
a. low value on education
b. family instability
c. desire for economic independence
d. low achievement

2. Black families are unstable largely because of
a. their constant moving
b. lack of interest in family life
c. poor education of parents
d. underemployment of male

3. Disadvantaged students do not learn because they
a. cannot read
b. are not taught
c. expect to fail
d. lack interest

4. The term "inner-city" describes
a. low-income housing area of city
b. geographical center of city
c. inhabitance of minority groups
d. physically deteriorating section of city

5. Puerto Ricans differ from other minority groups in their views about education in that they
a. think school is too formal and authoritarian
b. do not give support and reinforcement to child
c. are indifferent to education
d. have higher regards for education

6. Teachers of the inner-city feel that the major problem in the classroom is
a. discipline
b. low motivation of student
c. relating to student
d. finding appropriate teaching materials

7. Current research indicates that low intellectual achievement among the disadvantaged is due largely to
a. genetic factors
b. parental aptitude
c. environmental factors
d. low teacher expectations
8. The major reason that blacks have not been assimilated into the mainstream of American life is that they
   a. prefer to live with their own race
   b. are not economically capable of success
   c. are highly visible and easy to isolate
   d. do not really desire a different life

9. Broken homes are directly related to
   a. educational level
   b. economic status
   c. authority figure in the home
   d. social mobility of family

10. The vocational and educational aspirations have generally been found to be lowest among
    a. blacks
    b. Mexican-Americans
    c. Puerto Ricans
    d. Appalachian whites

11. Aggression is common among the inner-city students largely because of
    a. constant failure
    b. feelings of inferiority
    c. resentment of middle class
    d. feelings of rejection

12. Education is a problem with the disadvantaged because he
    a. does not see its value
    b. is a slow learner
    c. lacks support from home
    d. is not understood

13. Motivation may be low among inner-city students largely because of
    a. poor family backgrounds
    b. pressures to adopt appropriate behavior
    c. lack of sense of control over environment
    d. displacement as member of a minority group

14. The most effective form of punishment for disadvantaged students is
    a. physical punishment
    b. withdrawal of privileges
    c. reprimands in front of peers
    d. detention or suspension

15. A common truth about the moral behavior of the poor is that
    a. illegitimacy is sanctioned
    b. promiscuity is encouraged
c. they have low morals
d. motherhood is accepted within or outside of wedlock

16. Students fail because
   a. their values conflict with those of the teacher
   b. content is not relevant
   c. teachers fail to teach
   d. they don't try

17. Disadvantaged students may be more mature than other students
   a. emotionally
   b. socially
   c. psychologically
   d. physically

18. A common characteristic of the disadvantaged is
   a. low aspirations
   b. member of a minority group
   c. little regard for orderliness
   d. low regard for authority

19. The inner-city has more of everything America rejects. Which of the following is least commonly found there?
   a. illiteracy
   b. aged, disabled
   c. double standards
   d. recreation

20. An essential ingredient for academic success in the inner-city is a
   a. tolerance for rejection
   b. positive self-image
   c. positive attitude toward school
   d. high reading level

21. Materials used with middle-class students may not be suitable for use in the inner-city classroom largely because they are
   a. too difficult to comprehend
   b. above their reading level
   c. not relevant to the needs
   d. not action oriented

22. Male heads of households are
   a. common in black families
   b. equally found in high and low income groups
   c. more common in urban families
   d. usually absent in minority group families
23. In order to best foster learning for the student of the inner-city, the primary need is
a. understanding and acceptance of his language
b. individual help
c. a realistic learning situation
d. practical skills, not facts

24. When planning learning activities for disadvantaged students, it is best to use
a. visual symbols
b. dramatized experiences
c. verbal symbols
d. direct experiences

25. In teaching the disadvantaged student, it is best to
a. move from part to whole
b. teach generalized occurrences
c. relate content to theory
d. teach concrete facts

26. Disadvantaged students find conventional education uninteresting because
a. they are slow learners
b. it is too structured
c. teachers are not interested in them
d. subject matter does not represent life

27. The teacher leaves the classroom for a short time and returns to find that coins left on the desk have been removed. The best technique for handling this situation is to
a. punish the class
b. ask a student informer
c. ignore the incident
d. call in the principal

28. An important strength of inner-city students is their
a. ability to defend themselves from attack
b. emotional control
c. nonconforming tendencies
d. early acceptance of responsibility

29. The major role of the inner-city classroom teacher is to
a. serve as a model for learners
b. initiate, direct and evaluate learning
c. lend order to the disordered lives of students
d. serve as a link for the learners with dominant culture

30. Too often the style of the disadvantaged does not complement the orientation of the school curriculum because the learner
a. is present and practically oriented
b. has no faith in education
c. values physical powers more than intellectual powers
d. none of above
f. all of above

31. Disadvantaged learners tend to solve problems
a. deductively, concretely
b. inductively, abstractly
c. inductively, concretely
d. deductively, abstractly

32. The extent to which the teacher is effective in the classroom will depend on her
a. classroom management
b. goal attainment
c. skill in keeping order
d. knowledge of content

33. Getting homework done is difficult for the inner-city student largely because
a. he has no time to do it
b. parents are unable to give help
c. it is difficult to find a place to study
d. resources are not available at home

34. Maintaining discipline in the classroom may be difficult largely due to
a. students' aggressive natures
b. family values which do not include discipline
c. lack of respect for authority
d. misinterpretation by teacher of learners' forms of expression

T F 35. Parents of the inner-city encourage aggressiveness in their children by rewarding this behavior.

T F 36. The main difference between the achievement orientation of the inner-city youth and the affluent youth lies not in the choice of goals, but in the expectation of attaining these goals.

T F 37. Ethnic background is directly related to self-esteem of individuals.

T F 38. In some respects, inner-city youth are actually superior to other youths.
T F 39. Teachers of inner-city students must select instructional objectives that are understood by students even if they are not achievable.

T F 40. Vocational education can be one way of solving some of the problems of the disadvantaged.

T F 41. A teacher's ability to deal with the discipline problems in her classroom is an adequate criterion for assessing her effectiveness.

T F 42. The terms "culturally disadvantaged" and "minority group" are synonymous in meaning.

T F 43. Since disadvantaged inner-city pupils are expected to have fewer learning gains, they are frequently taught less well than identified advantaged students.

T F 44. Family instability is a major cause of most ghetto problems.

T F 45. It is important that the teacher understand speech habits of inner-city students, but she should not use their language in communicating with them.

T F 46. The teacher should use test results for determining where the student is and what the program should be like for the student.

T F 47. The absence of a suitable model in the home and community of the disadvantaged child is the major cause of the overaggressive behaviors exhibited by students.

T F 48. Most poor people are disadvantaged, yet not all disadvantaged are poor.

T F 49. Education is the answer to poverty.

T F 50. The inner-city affects the individual's capacity to learn because of its limiting experiential opportunities.
Student Evaluation of Instructional Unit on the Inner-City

Directions: The following statements were devised to get your assessment of the emphasis placed on the inner-city during the past six days. Please respond to each statement carefully and indicate your response by checking the appropriate word for each statement.

1. I would rate quality of the emphasis placed on each topic in light of the amount of time available to be spent on each as
   - Community: ___Poor; ___Fair; ___Very Good; ___Excellent
   - Student: ___Poor; ___Fair; ___Very Good; ___Excellent
   - Teacher: ___Poor; ___Fair; ___Very Good; ___Excellent

2. I would rate the quantitative emphasis (amount of time devoted to each) as
   - Community: ___Poor; ___Fair; ___Very Good; ___Excellent
   - Student: ___Poor; ___Fair; ___Very Good; ___Excellent
   - Teacher: ___Poor; ___Fair; ___Very Good; ___Excellent

3. I would evaluate the in-class discussions as ___Excellent
   ___Very Good
   ___Fair
   ___Poor

4. To what extent do you think you made progress toward the objectives stated in the unit outline?

Having completed the unit on the inner-city, the students will be able to:

a. Identify and explain some factors which may have caused conditions of the inner-city. ___much
   ___some
   ___little
   ___none

b. Distinguish fact from common myths and stereotypic thinking about the inner-city. ___much
   ___some
   ___little
   ___none
c. Comprehend some of the environmental influences which have impact upon the life styles of residents of the inner-city.

much

some

little

none

d. Identify positive and negative aspects of inner-city students' backgrounds.

much

some

little

none

e. Accept and respect differences among inner-city students.

much

some

little

none

f. Comprehend the importance of meeting the needs and abilities of each student.

much

some

little

none

g. Identify strengths and comprehend the importance of using these in planning learning activities.

much

some

little

none

h. Identify special skills needed by teachers in relating to inner-city students and their families.

much

some

little

none

i. Identify various teaching methods, aids and materials which may be appropriate for use with students of varying backgrounds and abilities.

much

some

little

none

j. Comprehend the importance of good planning to classroom management and control.

much

some

little

none
5. I would rate the group viewing and listening technique used during this unit as
   __Excellent
   __Very Good
   __Fair
   __Poor

6. I would describe the preparation for and follow-up of viewing and listening experiences as
   __Excellent
   __Very Good
   __Fair
   __Poor

7. I would rate the value of audio tapes in providing insights into the inner-city as
   __Excellent
   __Very Good
   __Fair
   __Poor

8. I would describe the required and supplementary readings used in this unit as
   __Excellent
   __Very Good
   __Fair
   __Poor

9. I would rate the films used in relation to the focus on the inner-city environment and its inhabitants as
   __Excellent
   __Very Good
   __Fair
   __Poor

10. I would describe the content of the video tapes on student and teacher behaviors as
    __Excellent
    __Very Good
    __Fair
    __Poor

11. As a prospective teacher of home economics, I would evaluate the total inner-city experience as
    __Excellent
    __Very Good
    __Fair
    __Poor

12. I would describe my attitude toward the study of the inner-city as
    __Very Positive
    __Positive
    __Indifferent
    __Negative
    __Very negative
13. I would describe the overall attitude of students in the
class to the inner-city emphasis as

- Very Positive
- Positive
- Indifferent
- Negative
- Very Negative

14. The following suggestions would perhaps improve this unit.
(Please give reasons for the recommendations made.)
FINDINGS AND DISCUSSION

The findings reported in this chapter are assessments of the developed lesson series on teaching in the inner-city, involving simulated experiences. Findings at the various stages in the development of the instrument which was prepared to measure cognitive achievement as a result of exposure to the lesson series are also included.

Development of Knowledge Instrument

The quality of the learning activities were measured by a cognitive test and evaluated by a Student Evaluation Form, both developed for their respective purposes. Findings related to the development of the knowledge instrument are presented in three sections as follows:

1) results of administration of instrument as a pre- and posttest
2) item analysis of data collected by the instrument
3) final form of the instrument.

The assessment of the lesson series was based on the achievement of students of the objectives specified in the unit and their reactions to the inner-city experience. The three topics, The Inner-city Community, The Inner-city Student and The Inner-city Teacher, are discussed in terms of achievement on test items related to each. Evaluations by students are reported and discussed in comparison with the measurement of achievement from the knowledge test.
Pretest results

The instrument developed to assess the knowledge of students was administered both as a pre- and posttest in a methods course taken prior to student teaching. Reference made to a pre- and posttest hereafter is to be interpreted as the same instrument administered as both a pre- and posttest. Forty-six students responded to the instrument when administered as a pretest during spring quarter, 1972. As a result of the pretest there was one item (item 51) which was answered correctly by all subjects. None of the 65 items were answered incorrectly by all subjects. The raw score range for the test was 17 to 44. A mean of 32.57 and standard deviation of 5.93 were calculated. In the pretest, the scores fell between 26.64 and 38.60 which is one standard deviation above and below the mean. Approximately 74% of the pretest scores were within these limits.

Posttest results

The instrument was administered twice as a posttest. It was administered first to a class winter quarter, 1972, and then to a class spring quarter, 1972.

For winter quarter the posttest results for the 40 subjects responding indicated a mean of 35.52 and standard deviation of 4.30. The raw score range was from 26 to 45. In a normal distribution, the scores would fall between 31.22 and 39.82. Seventy-eight per cent of the scores fell within these
limits indicating that few students made extremely low or high scores on the test. There were no items which were answered correctly or incorrectly by all subjects.

For spring quarter the posttest results indicated that there were two items (items 46 and 51) which were answered correctly by all of the 46 subjects. No item was answered incorrectly by all subjects. The raw scores ranged from 31 to 48. A mean of 39.87 and standard deviation of 3.93 were obtained. In a normal distribution two-thirds of the scores would fall between 35.90 and 43.76, one standard deviation below and above the mean. Approximately 76% of the scores were within these limits. Thirty-seven per cent of the raw scores was at the mean.

Comparison of pre- and posttest results

The difference in the range of raw scores for the pretests, 11.96, was greater than for the posttest for the class spring quarter, 7.86. The corresponding standard deviations were 5.93 for the pretest and 3.93 for the posttest indicating more variance among scores for the pretest than the posttest.

A comparison of the pre- and posttest means indicated a mean difference of 7.30. A "t" value of 6.89 was calculated indicating a statistically significant difference at the .01 level.
Item analysis

To assess the quality of the instrument used, an item analysis of the responses obtained by the instrument was undertaken. The item analysis was based on the data from the instrument administered as a pre- and posttest during the spring quarter. Reliability, difficulty level and item discrimination power are recognized as factors indicating the quality of an instrument. The reliability of a test is based in part on the level of difficulty and discrimination of the items (Ahmann & Glock, 1967).

Reliability

A reliability of .70 was established on the pretest using the Kuder-Richardson Formula 20. Reliability coefficients may range from .00 to 1.00, however, a coefficient of at least .80 is needed as an index to be used for group prediction. There is no specific recommendation as to the size of the reliability coefficient in determining the usefulness of an instrument when prediction is not involved (Downie & Heath, 1965). Because the findings from the measure of the instrument were not to be used for predictive purposes but rather as an indication of achievement after exposure to a treatment, the coefficient was deemed acceptable.

Several factors may have affected the size of the coefficient of reliability. The factors included the length of the test, quality of the items and the characteristics of
students who provided data for use in determining the reliability. To strengthen the instrument based on the first factor, the test was lengthened from 34 to 65 items. Using the results of the item analysis undertaken fall quarter, some items were revised or deleted to further improve the quality of the instrument. Students admitted to the teacher education program at Iowa State University must have a quality grade point average of 2.3 which is higher than the university enrollment requirement. It was assumed that the group did not contain students with low academic ability because students enrolled in the method class had gone through the selective process.

**Item difficulty**

The level of item difficulty for both the pre- and post-test had results which ranged from 4% to 100%. The level of difficulty of items is contained in Table 1. In the pretest there were 18 items below .30 indicating few students were answering correctly, therefore, these items were considered difficult. The suggested range of difficulty is between 30 and 70% (Student Counseling Service, 1970).

In the posttest, seven of the same 18 items were below the .30 level further indicating their difficulty. A test should, however, contain items with difficulty level ranging from near zero to 100% to provide warmup items and to challenge the better student. Twenty-two items were above the .70 level
Table 1. Difficulty and discrimination indices for items in instrument (N=46)

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*Item had a correlation coefficient less than .05.
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in the pretest indicating that the items were easy; sixteen of the twenty-two were also too easy in the posttest. A reversed finding would be expected. The finding may be attributed perhaps to the length of time allotted for study of the unit. There may not have been adequate time to dissolve confusion and answer questions which may have arisen out of the readings, tapes and films. Some subjects indicated this criticism in their reactions to the experience.

**Item discrimination**

In the administration of the 65 item test as a pretest there were 16 items which discriminated negatively. The item discrimination was calculated by correlating the item score with the total score. Low or negative discrimination indices indicated that students with high total scores performed poorly on the item. The items which discriminated negatively in the pretest were: 2, 3, 5, 6, 7, 14, 22, 24, 25, 28, 35, 37, 42, 43, 47, and 51. Table 1 contains discrimination indices for the pre- and posttest analyses. Indices between .20 and .40 were accepted and used to identify functioning items.

When the instrument was administered as a posttest there were 23 items which discriminated negatively. Items 22, 24, 25, 42, and 51 discriminated negatively in both the pre- and posttest administrations.

The distractor analysis indicated that the answers to items 22, 24, and 25 needed rewording. The content related
to the particular items also need to be re-examined for clarity and correctness.

**Distractor analysis**

In the pretest administration of the instrument there were nine items containing 10 distractors which were not plausible enough to attract any respondent. Each distractor should be sufficiently plausible that at least one student in a class would choose the response (Student Counseling Service, 1970). The findings from the distractor analysis for the multiple-choice section of the instrument are contained in Table 2. The implausible distractors were found in items 1, 8, 13, 24, 27, 29, 31, 34 and 40. All other distractors were plausible to at least one respondent.

In the posttest 11 items contained 21 distractors which were not plausible to any of the respondents. See Table 2 which contains the distractor analysis data. The implausible distractors were contained in items 3, 5, 7, 8, 12, 18, 19, 22, 23, 24, 27, 28, 29, 31, 33, 37, and 40. A comparison of the pre- and posttest distractor analysis revealed that some distractors functioned poorly in both administrations. The distractors were in items 8, 24, 27, 29, 31, and 40. The investigator recommends that to improve the instrument distractors, which attracted only one or no respondent, be made more plausible by replacing or rewording the choice (Student Counseling Service, 1970).
Table 2. Distractor analysis for the multiple-choice items on pre- and posttest (N=46)

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<th>Pretest Option number</th>
<th>Posttest Option number</th>
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*a* Indicates the correct response.
Table 2 (Cont.)

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<th>Posttest Option number</th>
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<td>40</td>
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</table>
Among the true-false items of the pretest only one item (item 51) was answered correctly by all respondents. The posttest contained two items (items 46 and 51) which were answered correctly by all. Other items had at least one incorrect response. Results from the distractor analysis for the true-false section of the test are given in Table 3.

The responses from the true-false items were correlated with the total test to ascertain the relationship of the two sections on content. The 25 item true-false subtest correlated highly, .90, with the 65 item test indicating that both were measuring the same content. From data collected on the pretest an analysis of the true-false section as a subtest indicated a reliability of .79.

**Final revised instrument**

In an effort to produce a test which would reliably assess the achievement of students after exposure to the lesson series, correlations of various length tests were undertaken. The correlation of pre- and posttest scores for the 65 and 55 item instrument was .99 and 1.00, respectively, indicating the latter was highly related to what was being measured in the longer test. A correlation matrix for the various length tests is contained in Table 4. There was some relationship (.11 and .28) between the 65 item and 34 item test, however, the strength of the relationship was low.

The exploration as to the number of items to be included
Table 3. Analysis for the true-false items on pre- and posttest (N=46)

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*Indicates correct response.
Table 4. Correlation matrix for three test lengths

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<sup>a</sup> 1 - pretest of 65 items
2 - posttest of 65 items
3 - pretest of 55 items
4 - posttest of 55 items
5 - pretest of 40 items
6 - posttest of 40 items.

<sup>b</sup>All decimals have been omitted.

in the final form of the instrument revealed that a test of 50 items had a higher reliability, .66, than any of the varying length tests. This instrument was retained, a copy of which is contained in the Instructional Unit on the Inner-city. Although 15 items were deleted from the final form of the instrument, an adequate sampling of behaviors for the three topics and objectives specified was retained. The 50 item
knowledge instrument was one of the means by which the lesson series was evaluated.

Evaluation of the Lesson Series

To measure the achievement of students in terms of the objective identified, the 50 item instrument was divided into three subtests. The three topics, The Inner-city Community, The Inner-city Student and The Inner-city Teacher, were evaluated based on the responses to the test items related to the topic. Seventeen items focused on the inner-city community, 18 on the student and 15 on the teacher.

Analysis of the test data indicated that there were more incorrect responses on the pretest to the items which related to the community than the other two topics. Seven items were answered correctly by a larger percentage of subjects on the pretest than posttest. The items were: 2, 3, 23, 42, 63, 64 and 65. This finding perhaps implies confusion which may have been caused in the attempt to develop the concepts. The other two topics, The Inner-city Student and The Inner-city Teacher, had three items each which had lower scores on the posttest. Percentages of correct responses to the items on the test which related to specific objectives are included in Table 5. In total, there were 37 items based on the objectives which indicated increases in correct responses from the pre- to posttest indicating that the group experienced some growth in terms of the specified objectives.
Table 5. Percentage of correct response to items on pre- and posttest by test item by topic (N=46)

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Table 5 (Cont.)

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<tr>
<th>Objective</th>
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<th>Correct response</th>
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<td>Pretest %</td>
<td>Posttest %</td>
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<tr>
<td>Teacher</td>
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<td>7</td>
<td>13</td>
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<td>32</td>
<td>53</td>
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<td></td>
<td>53</td>
<td>73</td>
<td>61</td>
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</table>
There was evidence that in three objectives there was consistent gains from pre- to posttest. Objectives two and four under the topic, The Inner-city Student, showed increases in percentages of correct responses. For the topic, The Inner-city Teacher, objective one, identify special skills needed by teachers in relating to inner-city students and their families, also showed increase in percentage of correct responses from pre- to posttest.

An overall observation of the lesson series based on the responses obtained from the test indicates that subjects showed greater achievement in relation to topics two and three than to topic one. A possible reason for this was less controversial information was included in these two topics and therefore less confusion may have resulted from the treatment. Topic one could be improved perhaps by focusing on a few select issues and devoting more time to the study and discussion of these.

Evaluation by Students

Students who participated in the simulated inner-city offering during winter and spring quarters were given an opportunity to evaluate the experience. The Student Evaluation Form used for the purpose focused on six specific points. These were: evaluation of the total experience, self-evaluation of achievement of objectives, evaluation of teaching method and simulation activities, student participation,
attitudes toward the experience and suggestions for improving
the offering. Seventy-nine students responded to the 14 items
contained in the instrument.

Participants were asked to indicate their reactions to
the experience as a whole. Sixty-seven per cent of the group
rated the experience as very good; 20% as excellent giving a
total of 87% who viewed the experience as worthwhile. The
means and standard deviations reported in Table 6 indicate
that the quality and quantity of emphasis was best on the
topic, The Inner-city Student. The topic, The Inner-city
Teacher, received the least favorable rating. The standard
deviation, however, indicated that subjects were more in agree­
ment in terms of the quality than quantity of the emphasis
placed on the topics. The finding perhaps reflects the varying
degrees of interest in working in the inner-city and the extent
to which students thought the information was potentially use­
ful.

Suggestions by students for improving the unit indicated
that more concrete help was needed in the application of knowl­
dge obtained from the experience. Some comments of students
included, "I learned more about the student and his environment
than about what I could do as a teacher", "More emphasis on
the teacher is needed", "I would like more ideas on what a
teacher might do in the classroom and problems she will have".

In the evaluation of achievement of series objectives
students indicated that they had accomplished the objectives
Table 6. Evaluation of quality and quantity of emphasis by participants (N=79)

<table>
<thead>
<tr>
<th>Foci</th>
<th>Quality of emphasis</th>
<th>Quantity of emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>Student</td>
<td>3.11</td>
<td>.53</td>
</tr>
<tr>
<td>Community</td>
<td>2.95</td>
<td>.59</td>
</tr>
<tr>
<td>Teacher</td>
<td>2.72</td>
<td>.64</td>
</tr>
</tbody>
</table>

specified. Means and standard deviations for the objectives specified for the lesson series are contained in Table 7. All means for the group, except one, were above 3.00. The one objective, Identification of appropriate teaching methods and materials, had a mean of 2.87. This finding is perhaps related to the felt inadequacy of the experience in terms of the role of the teacher. Specific materials were not identified for use with the inner-city learner. The means and standard deviations indicated that students achieved most on the objective, Comprehension of importance of meeting needs of students.

While students criticized and rated lower the topic, The Inner-city Teacher, the cognitive test indicated they functioned well on the items related to this topic.

The reactions of subjects to the simulation techniques used in the unit are contained in Table 8. Of the three techniques used, audio tape, films and video tape, a higher rating
## Table 7. Self-evaluation of achievement of series objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Response</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprehension of importance of meeting needs of students</td>
<td>3.71</td>
<td>.48</td>
</tr>
<tr>
<td>2. Comprehension of life styles of inner-city residents</td>
<td>3.65</td>
<td>.53</td>
</tr>
<tr>
<td>3. Distinguish fact from myths</td>
<td>3.54</td>
<td>.55</td>
</tr>
<tr>
<td>4. Identification of factors causing the inner-city</td>
<td>3.47</td>
<td>.63</td>
</tr>
<tr>
<td>5. Identification of negative and positive aspects of student backgrounds</td>
<td>3.46</td>
<td>.52</td>
</tr>
<tr>
<td>6. Acceptance and respect for differences of students</td>
<td>3.45</td>
<td>.61</td>
</tr>
<tr>
<td>7. Comprehension of importance of planning to management and classroom control</td>
<td>3.42</td>
<td>.65</td>
</tr>
<tr>
<td>8. Identification of strengths of students</td>
<td>3.34</td>
<td>.65</td>
</tr>
<tr>
<td>9. Identification of special skills needed by teachers</td>
<td>3.29</td>
<td>.64</td>
</tr>
<tr>
<td>10. Identification of appropriate teaching methods, materials</td>
<td>2.87</td>
<td>.63</td>
</tr>
</tbody>
</table>
Table 8. Assessment of simulation techniques and teaching methods

<table>
<thead>
<tr>
<th>Technique</th>
<th>Response X</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films</td>
<td>3.36</td>
<td>.64</td>
</tr>
<tr>
<td>Readings</td>
<td>2.97</td>
<td>.55</td>
</tr>
<tr>
<td>Discussions</td>
<td>2.55</td>
<td>.62</td>
</tr>
<tr>
<td>Video tapes</td>
<td>2.51</td>
<td>.71</td>
</tr>
<tr>
<td>Audio tapes</td>
<td>2.23</td>
<td>.87</td>
</tr>
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</table>

was given to the commercially produced films. Forty-eight per cent of the students rated the content of the video tapes as very good and four per cent gave a rating of excellent. The films were rated as very good by 46% and excellent by 44%.

Audio tapes were viewed as very good by 18% and excellent by 11%. Means further reflected the low quality of the video and audio tapes in contrast to the films. The standard deviations, however, implied that there was less general agreement in the opinions by subjects as to the content of the two types of media. The technical quality of the video tapes produced was low and this factor perhaps overshadowed the content of the tapes. Some of the audio tapes had poor sound quality and
were, therefore, not very audible. Tapes had been edited, however, and copies of transcriptions made available to subjects during spring quarter. Thirty-three per cent of the group spring quarter in comparison to 23% winter quarter rated the audio tapes as very good. The researcher recommends that to improve the quality of the experience, professional assistance be obtained in the collection of the video tapes.

The readings were rated higher than the class discussions indicating that subjects did not have the need to or perhaps did not have knowledge or confidence enough to interact in classroom discussions. Comments by students substantiate this observation.

The data obtained when students were asked to describe their attitude and the attitude of group toward the inner-city are contained in Table 9. Personal attitudes toward the offering were rated higher in contrast to the overall assessment of the attitude of the group. Fifty-six and 39% of the students rated their own attitudes as positive and very positive, respectively, indicating that 95% of the students had favorable attitudes toward the unit offering. Eighty-one per cent evaluated the attitude of the group as positive. Ten per cent of the group described the attitude of the group as indifferent and negative.
Table 9. Attitudes of subjects toward the inner-city experience

<table>
<thead>
<tr>
<th>Foci</th>
<th>Attitude</th>
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</thead>
<tbody>
<tr>
<td>My attitude</td>
<td>4.33</td>
<td>.61</td>
</tr>
<tr>
<td>Attitude of group</td>
<td>3.97</td>
<td>.48</td>
</tr>
</tbody>
</table>
SUMMARY AND RECOMMENDATIONS

The major objective of the study was to explore the feasibility of using simulation techniques in preparing prospective teachers for inner-city teaching. To facilitate the achievement of this objective, the following procedures were undertaken: (a) develop a series of lessons involving simulation to prepare prospective teachers for working with inner-city secondary students and (b) develop an instrument to measure knowledge of inner-city students, their backgrounds and the role of the inner-city teacher.

From a review of the literature and visits to several inner-city schools to observe students, talk with teachers and other personnel, three topics were identified for inclusion in the lesson series. The topics were: The Inner-city Community, The Inner-city Student and The Inner-city Teacher. Objectives were written, pertinent generalizations identified and content planned for the three topics.

Five types of simulated vicarious activities were planned for use in the lesson series. These included audio and video tapes, films, case studies and readings.

To collect the audio tapes, an interview schedule was first constructed. Persons with four different backgrounds, lawyers, teachers, community workers and ministers, who lived and/or worked in the inner-city community, were contacted and interviewed. Audio tapes were then edited and transcribed,
copies of which were made available for use by students participating in the lesson series.

In addition to the audio taped interviews, video tapes were prepared and used to provide observational experiences of classroom activity. Two teachers in inner-city junior high schools cooperated in the tapings of their classes. Classroom activity was taped as it occurred and tapes were later edited to emphasize the content identified in the lesson outline. Three master tapes were developed from the 14 tapes collected, two of which focused on student behavior, the other on teacher behavior. Study guides were written for each of the master tapes to serve as a basis for group discussion.

Films, case studies and readings appropriate to the topics and content were also included. Study guides were developed for use with two films selected for use. Two case studies were adapted to serve as a basis for small group discussions.

Eighty-five students enrolled in Home Economics Education 406, Methods of Teaching Home Economics, Iowa State University, during Fall Quarter, 1971; Winter, 1972 and Spring, 1972 participated in the lesson series. These students were of junior and senior classification; few having had inner-city experiences of any type.

Two instruments, Knowledge of the Culturally Disadvantaged test and a Student Evaluation Form, were constructed for use in evaluating the lesson series. To develop the device used to assess the knowledge of students of the inner-city an open-
ended instrument was administered to a group of students fall quarter, 1971. The responses from the open-ended test were used as distractors in the construction of a 34-item multiple-choice type test. In order to increase the reliability, the test was lengthened to 65 items; 25 of which were of the true-false type. To establish the content validity of the 65-item instrument, an evaluation specialist and subject matter specialists at Iowa State University and the Cooperative Urban Teacher Education program at Wichita, Kansas were asked to evaluate the instrument. Because major changes in the test were not recommended, it was retained and administered as a pre- and posttest to students who participated in the lesson series during winter and spring quarters, 1972, and to 29 students enrolled in the C.U.T.E. program.

The distractor analysis on data for the combined group (N=116) indicated that some items were consistently functioning poorly in the test for the total group. Fifteen items were therefore deleted from the instrument. In a further effort to produce a test which would reliably assess the achievement of students, an intercorrelation of pre- and posttest scores for various test lengths was undertaken. The correlation of the pre- and posttest scores for the 65- and 55-item instrument was .99 and 1.00, respectively, indicating the shorter was highly related to what was being measured in the longer test. Further exploration as to the number of items to be included in the test revealed a test of 50 items which had a
reliability coefficient of .66. This instrument was retained.

A Student Evaluation Form was constructed to secure self-evaluations and the reactions of students to the lesson series. Using the form, students were asked to assess the lesson on six points: (a) evaluation of the total experience, (b) self-evaluation of achievement of objectives, (c) evaluation of teaching method and simulation activities, (d) student participation, (e) attitudes toward the experience and (f) suggestions for improving the offering.

To measure achievement from exposure to the treatment, the knowledge test was administered as a posttest to a class during winter quarter, 1972 and as a pre- and posttest during the spring, 1972. A mean of 35.52 and standard deviation of 4.30 were calculated for the winter quarter group of students on the posttest. For spring quarter, means of 32.57 and 39.87 and standard deviations of 5.93 and 3.93, respectively, were computed on the pre- and posttests for the 46 participants. The mean difference of 7.30 on which a "t" value of 6.89 was calculated indicated a statistically significant difference at the .01 level.

To measure the achievement of students in terms of the objectives identified, the 50-item instrument was divided into three subtests. The three topics, The Inner-city Community, The Inner-city Student and The Inner-city Teacher, were evaluated based on the responses to test items related to the topics. The test data indicated that there were 37 items
in which there were increases in correct responses from pre- to posttest indicating that the group experienced some growth in terms of the objectives specified. An overall observation based on responses to test items indicated that subjects showed greater achievement in relation to topics related to the student and teacher than to the community. A possible explanation being that less controversial information was included in the first two topics and therefore less confusion may have resulted from the treatment.

When asked to evaluate the experience as a whole using the Student Evaluation Form, 67% of the participants rated the experience as very good; 20% as excellent. The group further indicated that the quality and quantity of emphasis was best on the topic, The Inner-city Student. The topic, The Inner-city Teacher, received the least favorable rating. The data indicated, however, that subjects were more in agreement in terms of the quality than quantity of the emphasis placed on the three topics. The finding reflects perhaps the varying degrees of interest in working in the inner-city and the extent to which students thought the information was potentially useful.

Students indicated they had accomplished the objectives specified in the lesson series. All means for the group, except one, were above 3.00, based on a 4-point scale. The one mean (2.87) for the objective, Identification of appropriate teaching methods and materials, was perhaps related to
the felt inadequacy of the experience in terms of the role of the teacher. Although participants criticized and rated lower the topic, The Inner-city Teacher, the cognitive test indicated they functioned well on items related to this topic.

Of the four simulation techniques used, participants rated the films highest. The video and audio tapes were rated low perhaps because of the low technical quality of the production. Forty-eight per cent of the students, however, rated the content of the video tapes as very good and four per cent gave a rating of excellent. Audio tapes were rated as very good by 18% and excellent by 11%.

When students were asked to describe their attitude and the attitude of the group toward the inner-city, 56% and 39% rated their own attitudes as either positive or very positive; indicating that 95% of the students said they had favorable attitudes toward the lesson series. Eighty-one per cent described the attitude of the group as positive.

As a result of the study, recommendations are suggested for improving the lesson series, with emphasis on the vicarious experience, for use with prospective teachers.

1. Professional assistance be utilized in the collection of audio and video tapes and editing to assure good technical quality. Explanation be incorporated on the tapes to bring into focus the point being made in the tape.

2. Although the lesson series may be taught in six
lessons, more time allotted to study of the unit including more vicarious experiences would enable more in-depth explorations of problems, needs and solutions.

3. More attention and time be devoted to the study of methods and materials which may be useful in working with the inner-city student.

Recommendations for further research based on the present study include:

1. Investigation of level of achievement if lesson series was made available as a unit of independent study.

2. Further refinement of the instrument, Knowledge of the Culturally Disadvantaged. Development of equivalent forms because of the shortness of lesson series to reduce pupil-centered and instrument-centered error.

3. Development of an instrument to measure higher levels of cognitive performance.

4. Expansion of the lesson series and conducting another pilot investigation of the revised series.

5. Use of the lesson series in an experimental design. An experimental group could be exposed to the lesson series and then placed in an inner-city teaching situation. The group would be evaluated on the basis of teaching performance in comparison with a control group who had other types of experiences but not the simulation treatment.


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Special thanks are extended to friends and family, especially Jolita, Alfred and Harold, for their patience, support and encouragement.
APPENDIX
Instruments used for Data Collection
Interview schedules.

Teacher

1. How long have you taught in the inner-city?
   a. Were previous positions in a similar situation?
   b. If not, can you compare the settings in terms of students-community?
   c. How are they alike? Different?

2. What are some of the problems, as you see them, of the inner-city school that are unique to this area? Strengths?

3. What are your feelings on the importance of classroom management? Orderliness? Routine?
   a. Is it often necessary to seek outside help in solving classroom disturbances? From whom?
   b. What are the most common classroom difficulties?

4. Do you participate in joint school-community efforts?
   a. What are some of these?
   b. What are your feelings about the profitableness of such?

5. Are there opportunities to meet parents and visit the homes of students? Do you get to know some families well?

6. Did you receive special training, in addition to regular professional preparation, for teaching here?
   a. If yes, what was the nature of this training? Where?
   b. If no, have you felt the need for such?

7. There is a wide-spread feeling that "the inner-city must solve its own problems." What are your feelings about this?

8. Are the problems of the inner-city largely the result of inadequate financial resources? What are your feelings?

9. What are some strengths of your students and their families? How do you utilize these?

10. Do you plan to continue working in the inner-city schools? Why or why not?

11. What special skills do you feel inner-city teachers need that are different from other teachers?

12. What advice would you offer first year home economics teachers from a rural background who begins her teaching career in an inner-city school?
Community worker

1. What is your relationship to the inner-city community?
2. How did you become involved?
3. What are some of the needs of the families with whom you work?
   a. How are these assessed?
   b. What is being done? By whom?
4. What are some strengths of inner-city residents, i.e., students, families?
5. Did you receive special training for your job in this area?
6. Have you experienced problems in relating to families with whom you work? What kinds of problems?
7. What is home economics doing to help improve conditions of families in the inner-city?
8. What do you feel they should be doing?

Attorney

1. What is your relationship to the inner-city community?
2. What are some of the problems which directly affect residents of the inner-city?
   a. What is being done? By whom?
   b. What are some of the needs of the inner-city?
   c. What don't they need? Why?
3. A common statement "the answer to the problem of poverty rests with education."
   a. What is your reaction to this?
   b. Are the schools expected to undertake an impossible task?
   c. If not, what else should they be doing?
   d. How might home economics trained persons help? Are they presently involved?
4. Are the schools relating to the needs of students?
   a. What else should they be doing?
   b. Do teachers need special training?
5. What is the community-school relationship?
   a. Do families participate in local school policy making?
6. Another statement is "Blacks must take the leadership in solving their own problems." What is your reaction to this?

7. Is there coordinated effort among leaders in the inner-city community?

Minister

1. What is your relationship to the inner-city community?
   a. Do you work with a specific group or locale?
   b. How long have you been a part of this community?

2. What are some of the problems of the area?
   a. How and why did you become involved?
   b. What have been some of the outcomes?
   c. Are the problems largely of financial origins?

3. The inner-city has been designated by some as a "totally problem area". What is your reaction to this?
   a. Are there strengths of people in this area?
   b. What are some of these?

4. Can you outline some positive steps which might rid cities of slums?

5. What should be the school-community relationship?
   a. What is this relationship in actuality?
   b. Are the schools as involved as they could be?
   c. Are there specific tasks that they could assume that they do not now assume?
   d. Are parents invited to participate in policy making and local school decision making? Do they participate? If not, why?

6. Do teachers need special training to teach in target area schools? Why? Why not?

7. Is home economics involved in any way in trying to solve some of the problems?
   a. What is being done? By whom?
   b. What else could be done?
Open-ended questionnaire

Briefly give your idea of the following:

Poverty
Culturally deprived
Ghetto
Disadvantaged
Inner-city
Ghetto

Complete the following statements:

1. The inner-city has developed as the result of

2. Some of the major problems of the inner-city are

3. The inner-city family may be described as

4. Parent-child relationships among minority groups in America are alike in that

They are different in the following aspects:

5. Learning difficulties may be common among inner-city students because

6. Some of the strengths of low-income families are

7. Problems of the inner-city might be solved if

8. Some instructional aids which may be used in the inner-city classroom are

9. Students fail because
10. The major problem(s) faced by teachers in the inner-city are

11. Black families are considered to be unstable because

12. Teaching methods and materials planned mainly to be used with middle-class students may not be appropriate for use with students in the inner-city because

13. Hostility and aggression displayed by low-income groups may be the result of

14. Educational problems of the inner-city stem from

15. In general, the consumption patterns of disadvantaged families are

16. Lower-class people are considered immoral because

17. Some of the needs of the disadvantaged student are

18. In terms of family recreation, low-income families are

19. Disadvantaged families (do, do not) value education because

Knowledge of the Culturally Disadvantaged: 34-item test

Directions: This test deals with concepts important to one's understanding of the inner-city disadvantaged. The term "culturally disadvantaged" is relative and as used here, refers to individual's inability to participate fully in the dominant culture because of his experiential background.

Read each item carefully and indicate the response which best completes the statement on the answer sheet provided. Do not write on test sheet.

Please see that name is on answer sheet before handing in.
The concept "poverty" means conditions of
a. substandard housing
b. low income
c. economic and social illness
d. cultural deficiency

The major cause of school dropouts in the inner-city is
a. low value on education
b. family instability
c. desire for economic independence
d. low achievement

Black families are unstable largely because of
a. their constant moving
b. lack of interest in family life
c. poor education of parents
d. underemployment of male

Disadvantaged students do not learn because they
a. cannot read
b. are not taught
c. expect to fail
d. lack interest

The term "inner-city" describes
a. low-income housing area of city
b. geographical center of a city
c. inhabitance of minority groups
d. physically deteriorating section of city

Puerto Ricans differ from other minority groups in their views about education in that they
a. think school is too formal and authoritarian
b. do not give support and reinforcement to child
c. are indifferent to education
d. have higher regards for education

Teachers of the inner-city feel that the major problem in the classroom is
a. discipline
b. low motivation of student
c. relating to student
d. finding appropriate teaching materials

Current research indicates that low intellectual achievement among the disadvantaged is due largely to
a. genetic factors
b. parental aptitude
c. environmental factors
d. low teacher expectations
9. The major reason that blacks have not been assimilated into the mainstream of American life is that they
   a. prefer to live with their own race
   b. are not economically capable of success
   c. are highly visible and easy to isolate
   d. do not really desire a different life

10. Broken homes are directly related to
    a. educational level
    b. economic status
    c. authority figure in the home
    d. social mobility of family

11. The vocational and educational aspirations have generally been found to be lowest among
    a. blacks
    b. Mexican-Americans
    c. Puerto Ricans
    d. Appalachian whites

12. Aggression is common among the inner-city students largely because of
    a. constant failure
    b. feelings of inferiority
    c. resentment of middle class
    d. feelings of rejection

13. Education is a problem with the disadvantaged because he
    a. does not see its value
    b. is a slow learner
    c. lacks support from home
    d. is not understood

14. The inner-city has developed as a result of
    a. the flight to the suburbs
    b. unemployment
    c. industrialization
    d. discrimination against minorities

15. Parent-child relationships among blacks are
    a. closely knit
    b. maternalistic
    c. authoritarian
    d. maintenance oriented

16. Motivation may be low among inner-city students largely because of
    a. poor family backgrounds
    b. pressures to adopt appropriate behavior
    c. lack of sense of control over environment
    d. displacement as member of a minority group
17. The most effective form of punishment for disadvantaged students is
   a. physical punishment
   b. withdrawal of privileges
   c. reprimands in front of peers
   d. detention or suspension

18. A common truth about the moral behavior of the poor is that
   a. illegitimacy is sanctioned
   b. promiscuity is encouraged
   c. they have low morals
   d. motherhood is accepted within or outside of wedlock

19. Students fail because
   a. their values conflict with those of the teacher
   b. content is not relevant
   c. teachers fail to teach
   d. they don't try

20. Disadvantaged students may be more mature than other students
   a. emotionally
   b. socially
   c. psychologically
   d. physically

21. A common characteristic of the disadvantaged is
   a. low aspirations
   b. member of a minority group
   c. little regard for orderliness
   d. low regards for authority

22. The inner-city has more of everything America rejects. Which of the following is least commonly found there?
   a. illiteracy
   b. aged, disabled
   c. double standards
   d. recreation

23. An essential ingredient for academic success in the inner-city is a
   a. tolerance for rejection
   b. positive self-image
   c. positive attitude toward school
   d. high reading level

24. Materials used with middle-class students may not be suitable for use in the inner-city classroom largely because they are
   a. too difficult to comprehend
b. above their reading level

c. not relevant to the needs

d. not action-oriented

25. Male heads of households are
a. common in black families
b. equally found in high and low-income groups

c. more common in urban families

d. usually absent in minority group families

26. In order to best foster learning for the student of the inner-city, the primary need is
a. understanding and acceptance of his language
b. individual help

c. a realistic learning situation

d. practical skills, not facts

27. When planning learning activities for disadvantaged students, it is best to use
a. visual symbols
b. dramatized experiences
c. verbal symbols
d. direct experiences

28. In teaching the disadvantaged student, it is best to
a. move from part to whole
b. teach generalized occurrences
c. relate content to theory
d. teach concrete facts

29. Disadvantaged students find conventional education uninteresting because
a. they are slow learners
b. it is too structured
c. teachers are not interested in them
d. subject matter does not represent life

30. Lesson plans for inner-city classrooms must have
a. well-defined content
b. structured learning activities
c. built-in flexibility
d. a variety of verbal tasks

31. Of the following methods, which is most appropriate for use in the inner-city classroom
a. lecture method
b. committee method
c. recitation method
d. project method
32. The teacher leaves the classroom for a short time and returns to find that coins left on the desk have been removed. The best technique for handling this situation is to
   a. punish the class
   b. ask a student informer
   c. ignore the incident
   d. call in the principal

33. An important strength of inner-city students is their
   a. ability to defend themselves from attack
   b. emotional control
   c. nonconforming tendencies
   d. early acceptance of responsibility

34. Mexican-Americans experience problems in school largely because of their
   a. unwillingness to adapt to city life
   b. conflicting value and cultural systems
   c. language handicaps
   d. lack of interest in learning

Knowledge of the Culturally Disadvantaged: 65-item test

Directions: This test deals with concepts important to one's understanding of the inner-city disadvantaged. The term "culturally disadvantaged" is relative and as used here, refers to individual's inability to participate fully in the dominant culture because of his experiential background.

Read each item carefully and indicate the response which best completes the statement on the answer sheet provided. Do not write on test sheet.

Please see that name is on answer sheet before handing in.

1. The concept "poverty" means conditions of
   a. substandard housing
   b. low income
   c. economic and social illness
   d. cultural deficiency

2. The major cause of school dropouts in the inner-city is
   a. low value on education
   b. family instability
   c. desire for economic independence
   d. low achievement
3. Black families are unstable largely because of
   a. their constant moving
   b. lack of interest in family life
   c. poor education of parents
   d. underemployment of male

4. Disadvantaged students do not learn because they
   a. cannot read
   b. are not taught
   c. expect to fail
   d. lack interest

5. The term "inner-city" describes
   a. low-income housing area of city
   b. geographical center of a city
   c. inhabitance of minority groups
   d. physically deteriorating section of city

6. Puerto Ricans differ from other minority groups in their
   views about education in that they
   a. think school is too formal and authoritarian
   b. do not give support and reinforcement to child
   c. are indifferent to education
   d. have higher regards for education

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   in the classroom is
   a. discipline
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a. ability to defend themselves from attack  
b. emotional control  
c. nonconforming tendencies  
d. early acceptance of responsibility
34. **Mexican-Americans experience problems in school largely because of their**
   a. unwillingness to adapt to city life
   b. conflicting value and cultural systems
   c. language handicaps
   d. lack of interest in learning

35. **The major role of the inner-city classroom teacher is to**
   a. serve as a model for learners
   b. initiate, direct and evaluate learning
   c. lend order to the disordered lives of students
   d. serve as a link for the learners with dominant culture

36. **Too often the style of the disadvantaged does not complement the orientation of the school curriculum because**
   the learner
   a. is present and practically oriented
   b. has no faith in education
   c. values physical powers more than intellectual powers
   d. none of above
   e. all of above

37. **Disadvantaged learners tend to solve problems**
   a. deductively, concretely
   b. inductively, abstractly
   c. inductively, concretely
   d. deductively, abstractly

38. **The extent to which the teacher is effective in the classroom will depend on her**
   a. classroom management
   b. goal attainment
   c. skill in keeping order
   d. knowledge of content

39. **Getting homework done is difficult for the inner-city student largely because**
   a. he has no time to do it
   b. parents are unable to give help
   c. it is difficult to find a place to study
   d. resources are not available at home

40. **Maintaining discipline in the classroom may be difficult largely due to**
   a. students' aggressive natures
   b. family values which do not include discipline
   c. lack of respect for authority
   d. misinterpretation by teacher of learners' forms of expression
Directions: Indicate whether the following statements are **true** or **false** by circling the appropriate response.

**True-False**

T F 1. In order to be an effective teacher in the inner-city, routine and rules must be strictly adhered to.

T F 2. Parents of the inner-city encourage aggressiveness in their children by rewarding this behavior.

T F 3. Traditional methods of teaching will suffice in the inner-city classroom providing the teacher is dynamic.

T F 4. The main difference between the achievement orientation of the inner-city youth and the affluent youth lies not in the choice of goals, but in the expectation of attaining these goals.

T F 5. Ethnic background is directly related to self-esteem of individuals.

T F 6. In some respects, inner-city youth are actually superior to other students.

T F 7. The term "subculture" means a distinct life style but not a totally separate culture.

T F 8. The reservation system resulted from the unwillingness of Indians to become assimilated into the dominant culture.

T F 9. Although the percentage of blacks in cities is high, the majority of American blacks still remain in the South.

T F 10. Teachers of inner-city students must select instructional objectives that are understood by students even if they are not achievable.

T F 11. Vocational education can be one way of solving some of the problems of the disadvantaged.

T F 12. For the disadvantaged student, extrinsic motivation has a greater influence on learning than intrinsic motivation.
T F 13. A teacher's ability to deal with the discipline problems in her classroom is an adequate criterion for assessing her effectiveness.

T F 14. Because inner-city students are slower at academic tasks, they are slow learners.

T F 15. The terms "culturally disadvantaged" and "minority group" are synonymous in meaning.

T F 16. Since disadvantaged inner-city pupils are expected to have fewer learning gains, they are frequently taught less well than identified advantaged students.

T F 17. Family instability is a major cause of most ghetto problems.

T F 18. Because inner-city students are easily distracted, teachers should arrange the classroom to keep stimuli at a minimum.

T F 19. Disruptive behavior is the direct result of the short attention span of disadvantaged students.

T F 20. It is important that the teacher understand speech habits of inner-city students, but she should not use their language in communicating with them.

T F 21. The teacher should use test results for determining where the student is and what the program should be like for the student.

T F 22. The absence of a suitable model in the home and community of the disadvantaged child is the major cause of the overaggressive behaviors exhibited by students.

T F 23. Most poor people are disadvantaged, yet not all disadvantaged are poor.

T F 24. Education is the answer to poverty.

T F 25. The inner-city affects the individual's capacity to learn because of its limiting experiential opportunities.
Student Evaluation Form

Directions: The following statements were devised to get your assessment of the emphasis placed on the inner-city during the past six days. Please respond to each statement carefully and indicate your response by checking the appropriate word for each statement.

1. I would rate quality of the emphasis placed on each topic in light of the amount of time available to be spent on each as

   Community: ___Poor; ___Fair; ___Very Good; ___Excellent
   Student: ___Poor; ___Fair; ___Very Good; ___Excellent
   Teacher: ___Poor; ___Fair; ___Very Good; ___Excellent

2. I would rate the quantitative emphasis (amount of time devoted to each) as

   Community: ___Poor; ___Fair; ___Very Good; ___Excellent
   Student: ___Poor; ___Fair; ___Very Good; ___Excellent
   Teacher: ___Poor; ___Fair; ___Very Good; ___Excellent

3. I would evaluate the in-class discussions as ___Excellent
   ___Very Good
   ___Fair
   ___Poor

4. To what extent do you think you made progress toward the objectives stated in the unit outline?

   Having completed the unit on the inner-city, the students will be able to:
   a. Identify and explain some factors which may have caused conditions of the inner-city.
      ___much
      ___some
      ___little
      ___none
   b. Distinguish fact from common myths and stereotypic thinking about the inner-city.
      ___much
      ___some
      ___little
      ___none
c. Comprehend some of the environmental influences which have impact upon the life styles of residents of the inner-city.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

d. Identify positive and negative aspects of inner-city students' backgrounds.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

e. Accept and respect differences among inner-city students.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

f. Comprehend the importance of meeting the needs and abilities of each student.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

g. Identify strengths and comprehend the importance of using these in planning learning activities.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

h. Identify special skills needed by teachers in relating to inner-city students and their families.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

i. Identify various teaching methods, aids and materials which may be appropriate for use with students of varying backgrounds and abilities.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>

j. Comprehend the importance of good planning to classroom management and control.

<table>
<thead>
<tr>
<th>much</th>
<th>some</th>
<th>little</th>
<th>none</th>
</tr>
</thead>
</table>
5. I would rate the group viewing and listening technique used during this unit as
   - Excellent
   - Very Good
   - Fair
   - Poor

6. I would describe the preparation for and follow-up of viewing and listening experiences as
   - Excellent
   - Very Good
   - Fair
   - Poor

7. I would rate the value of the audio tapes in providing insights into the inner-city as
   - Excellent
   - Very Good
   - Fair
   - Poor

8. I would describe the required and supplementary readings used in this unit as
   - Excellent
   - Very Good
   - Fair
   - Poor

9. I would rate the films used in relation to the focus on the inner-city environment and its inhabitants as
   - Excellent
   - Very Good
   - Fair
   - Poor

10. I would describe the content of the video tapes on student and teacher behaviors as
    - Excellent
    - Very Good
    - Fair
    - Poor

11. As a prospective teacher of home economics, I would evaluate the total inner-city experience as
    - Excellent
    - Very Good
    - Fair
    - Poor

12. I would describe my attitude toward the study of the inner-city as
    - Very Positive
    - Positive
    - Indifferent
    - Negative
    - Very negative
13. I would describe the overall attitude of students in the class to the inner-city emphasis as

14. The following suggestions would perhaps improve this unit. (Please give reasons for the recommendations made.)
Tape Transcriptions
Atty. G.
Member of Des Moines School Board
Formerly served on Iowa State Board of Public Instruction
Des Moines, Iowa

A discussion of teacher preparation, schools and the inner-city community.

Interviewer: What is your relationship to the inner-city community?

Atty. G.: Not so much right now, but 2 years ago I worked on our employment program which brought me in direct contact with a lot of inner-city residents because we were attempting to influence some company to hire the hard core unemployed and basically I was able to develop some contacts there. I have worked with different representatives from the inner-city on a day-to-day basis. However, having been involved in education and the school board, we have just gone through a shurac process of inner-city schools and I have contact with members of the inner-city community that serve on the Shurac on a day-to-day basis.

Interviewer: What is the Shurac?

Atty. G.: It is a French word that basically means a community coming together. It is a process whereby inner-city residents and residences from the city at large aim together for about 10 days of intensive work and plan to plan grow up the education specifications for the 2 new schools. I don't know whether you knew Harold Pollard, he worked quite closely with the process but basically the residents select
sites, and put together some education specifications of what they would like to see in their school. They went through a rather intensive program over a period of 10 days and once the pie in the sky types of things were weeded out because of money, they get down to some real concrete things. These specifications were turned over to the architect, and he is now designing the school based on the perceptions of what they need in their community. Hopefully we will be able to start breaking ground sometime next spring for the 2 schools. Basically from those 2 vantage points, I've had some contact with the inner-city school situation. I've served for about 3 years on the State Board of Public Instruction. One of my real concerns was that none of our Teacher Certifying Institutions seemed to be doing much in the inner-city and that once they pumped out their graduates, especially on the elementary level, not so much home economics, but on the elementary level, placed in some school that was 50-60-70-80% black, it was an all new way of life. By in large, most of the youngsters who go through our schools have had little association with inner-city problems and so I think it is a good idea to begin to get the institutions involved in some of these programs.

Interviewer: Are the two proposed schools junior or senior high schools?

Atty. G.: They are elementary.
Interviewer: As you see it, you mention needs, what are some of the very pressing needs of the inner-city school?

Atty. G.: I think if anyone really knew the answer to that problem, they could solve the underachievement problems and a whole lot of other things.

Interviewer: Do you see it largely that administrators, including teachers, don't know how to work with students?

Atty. G.: That is a multi-facet problem. I think by in large that some of the administrators don't know how. Some schools you see some teachers who have had no experience at all in inner-city problems but they come to the classroom situation challenged by really wanting to make a contribution and I think some of them do a tremendous job. They bring a certain degree of sensitivity to the classroom that you wouldn't get from an older experienced teacher. I think we need to develop some more flexibility in terms of the types of things teachers can do. I would like to see us move away from a centralized lesson plan and to an individualized lesson plan and really teach each student as much as a teacher can do. I would like to see us develop some support for teachers, too. By that I mean, have available speech clinician and reading consultants to help individual youngsters who are some significant problems. I think I'm turned on by the pre-school concept myself and I would like to see some area we do some experimentation to find out whether or not beginning youngsters at an early age would be hopeful.
These are a few things I would like to have available—some psychologists to work with youngsters. This problem falls into the area of learning disabilities and oftentimes with professional help, we might be able to solve some of the problems if we can get cooperation of the school and the parents. I don't really know that there is any single answer. It is a whole conglomeration of things. I've been reading with a great deal of interest at this apparent success that they're having at the Banning School under the performance contract at Gary. There they entered into a contract with an outfit out of California and apparently done some significant things in terms of achievement. It probably reflects badly on our public system.

Interviewer: You mentioned some of the needs and everybody talks about the inner-city needs, what don't they need?

Atty. G.: First and foremost, we can do without the attitude that these children can't learn which is prevalent in some circles and even perhaps with some teachers and parents. I think we need to begin to expect from those youngsters the same things that we expect from youngsters in other parts of the city. I'm getting the notion from the self-fulfilling prophecy - If you don't expect much, you don't get very much. I think another thing we don't need is a wad of experimental-type programs that are weak in contact and support. I know for a long time here in Des Moines we took our Title I money and spread it out over a signifi-
cant number of schools and it was a mile wide and an inch deep. I would rather see us concentrate that in 3 or 4 schools. That would make a whole lot of parents mad, but in terms of really trying to have the funds to do a job determines whether or not a remedial type of plan is possible. Remedial work has to have some effect. You need to have a significant number of resources, financial and otherwise. The only way you get those resources is by concentrating the funds. So I don't think that we need to drop in a program here and a program there to satisfy and pacify the parents that the school district is doing something when in effect you can build failure into any type of program you want to. Weak content is one way of doing it.

Interviewer: You hear the comments so often about the success or future of the inner-city rests with the inner-city residents. I mean you've just got to do it yourself, nobody else on the outside is going to do it for you. How do you feel about this?

Atty. G.: Well, I don't know that I agree with that all together. I think, a significant amount of success depends on the inner-city residents. I think that the inner-city resident has to come to understand that there was a time when he sent Johnny to school good things were going to happen, we didn't have to worry about it. Well, that's not true today. They seem to be rather hesitant to get involved in things that go on in school for perhaps many
reasons. The day is going to come when they have to do just like the people over here in Des Moines that live just South of Grand in the 60-70,000 dollar houses. When something goes wrong at school, they are going to school to find out why, and I think the inner-city residences have to do this. I think that the schools are just going to have to call upon the community for help and try to work through these problems. I don't feel that in order to help for solving problems, you've got to be an inner-city person. I don't believe that. I think perhaps it takes a special type of person. It takes a person with a great deal of sensitivity and understanding and willingness to put in some extra time. And I think that it takes a person who is willing to spend that extra time opening up real lines of communication whether it is visiting in a home and that is almost going out the window with doctors making house calls. I think these are the types of things that can probably turn the situation around. That in addition to being able to provide teachers the proper support. I would like to see us here in Des Moines select a principal for instance who we feel is a top-notch person who can relate well and have the sensitivity necessary to operate in an inner-city school. He could be black or white and to a certain degree give in the flexibility of selecting a staff, people that he feels based on his experiences in the district, that work well in that situation. I would like to
see us try that out in some areas because I'm certain for many teachers in the inner-city schools who don't want to be there and I don't think they should have to be there. Interviewer: You mentioned that parents don't go to the schools as often perhaps as they should and would like to. Is there any reason for this?

Atty. G.: I think there is a great deal of hesitancy on the part of the parents to go to schools and go to school boards to complain. I don't know why this is happening, why this is evolved. I think it is a fact. I don't know why this is, I always thought they should. They need to demand the same types of things that the other schools demand and you find out that the school system, especially a school system the size of ours here, the wheel that squeaks the loudest gets the grease.

Interviewer: Something else we hear often is that the solution to the poverty problem rests with education. How do you feel about this?

Atty. G.: I personally believe that to break the cycle, education is probably the most important. I think that in our day and age with our degree of mechanization in our country, a person has to have a remarkable skill to be able to make or demand a meaningful wage and a job that he feels he has some dignity in. There was a day when a person could make very good money as a laborer, especially here in Des Moines and this was when packing plants were in full bloom and they
could use a great deal of labor. But basically with the input of one machine they cut out 30 to 40 laborers. I honestly believe that the ultimate answer to the situation is that we have to provide all our youngsters with some marketable skills to sell and I think that this is going to require that we try to beef up our college preparatory programs and provide supports for all youngsters going in that direction but also expand our vocational and technical programs. I think it is going to call for an educational program really for parents because somehow in this country we have gotten the feeling that unless you go to college and wear a white shirt you're not a success. It seems to me that there is a great deal of dignity in being a carpenter, plumber, good mechanic and many things but it takes some training also. Number one, you got to cultivate some understanding among parents that there is dignity in these jobs.

Interviewer: Sometimes people feel that in the inner-city and depressed areas, people tend to put too much emphasis on vocational training. Personally, I don't think this is unrealistic because for many students college is not a reality and this offers an opportunity for the young to do something else when he knows that he can't make it to college.

Atty. G.: I agree, I think that the direction in which we are trying to move provides some vocational exploration starting even at the junior high school level, not necessarily
putting them into a box so that they become vocational students but at least provide them with the opportunity of learning what persons do in the different vocations, to at least broaden their horizons so that they will know what is available, what sort of training they need to get what is available, and so they to some extent, will have some selection in the areas that they feel are in their interests. Like you say for many youngsters, college is not a reality. We have in the past channeled those youngsters in the general education track which is really kind of a dead end.

Interviewer: Do you feel that home economics as a profession is making contributions in terms of helping in the inner-city?

Atty. G.: I'm not aware of any real significant impact of home economics. I know for awhile, but I don't know if this is being continued, that there were some home economists working with the model city project. I'm not aware of how successful that program was or whether it was continued or just what the status of it is. In terms of a number of things, the type of input that you can have, I think that it barely scratches the surface in terms of its potential importance.

Interviewer: So you think that there is something that home economics can do?

Interviewer: Any particular ideas to throw out to us?
Atty. G.: Well, I would think in terms of consumer purchasing, just that area alone, whether we are talking about clothing, food or things like this. I think that the home economists have a degree of sophistication that could assist many people, not just low-income families but upper-income families in terms of really giving some pointers of how to buy, where to buy, what quality they are getting. For instance, if you take a walk through the aisles in the chain stores in the inner-city and then take a walk through the aisles of chain stores in other parts of Des Moines, you soon see the difference in quality and price. I think that would be extremely helpful in terms of making things. We seem to have gotten away from the economy attained in making dresses and things like this for youngsters. I think that these types of things are still a possibility. I don't know if we are talking about something cooperative that you could have some real impact in developing, but I think that the buyers in the inner-city are not aware, are not informed about the quality of the merchandise they are purchasing or about buying in quantity. I think that perhaps you could have a significant impact.

Interviewer: We talked at the beginning somewhat about the kinds of training, perhaps exposure that teachers need to work successfully, effectively in the inner-city. Do you have any suggestions for persons coming out who are in-
interested in going to the inner-city to work, but have not had these kinds of experiences you mentioned? What do you suggest they do?

Atty. G.: I think that the day is coming when a teacher has to go through a year's internship after they graduate. Certain districts have handled this in different ways. For instance in my home town in Rockford, Illinois, they have got a Title 3 project over there that they named the Teacher Development Center for teachers that want to work with underachieving youngsters and they have to go into that center for one year. They were actually instructed under the guidance of the education department of the University of Illinois in Chicago in working with youngsters from low achievement areas. It was actually a school situation and they had one year of "hands on" instruction in the classroom setting. Everyone that I have talked to thought it was tremendously successful in terms of really preparing teachers to meet the challenges. Some teachers found out that although they wanted to go into that area but found that they didn't have the right constitution for it. What's good, too, if they are into the area and find that they don't have the constitution for it and are trapped, I wonder what kind of job they'll do. But for all those who went through the year's course, all of them felt that they were wiser and much richer for it and it brought some understanding too. I think that this is a possibility. I
think that I would like to see some real significant co-operation between the teacher certifying institutions and schools like Waterloo and Des Moines, Davenport, Cedar Rapids, where teachers might be released from teaching youngsters that are in the education area might be released for a semester or so like they are for practice teaching now, for a part of that time could be spent. I think that it is important that the program when it is developed has some real significant controls so that they don't just teach with just anyone because they might pick up some of the ideas and concepts of some of the older teachers. This beats not having any experience at all, but I think if the program is really watched, a great deal of good and benefit can come out of it.

Judge G.
Des Moines Municipal Court
Des Moines, Iowa

A discussion of some of the problems of the inner-city and efforts that have been directed toward ameliorating some of these. Views also given on how city can rid itself of slums.

Interviewer: What is your relationship to the inner-city community?

Judge G.: I am chairman of the executive board for Black Federation progress. The purpose of the organization was to black to present a unified front. We were more concerned about black economics and how they feel in a white world. I think we are making a lot of progress in this respect.
One of the major programs was to encourage black to attend college and offer scholarships for blacks, and to advise in high school about preparation to attend college. Some of the funds have made it possible for many blacks who otherwise would not have a chance to attend college to obtain college education.

Interviewer: What are some of the problems as you see them, of the inner-city community?

Judge G.: Motivation is one. So often blacks feel no interest in education because after obtaining one, there is nothing for me to do. We have to overcome this erroneous thinking.

Interviewer: Are scholarships provided for students to go largely to Iowa schools?

Judge G.: Mostly to Iowa schools. Some have gone to others. There also are problems of adequate housing, equal employment, equal opportunities.

Interviewer: What is being done to get rid of some of these problems?

Judge G.: We are working slowly but surely to overcome some of these problems. It is not an easy job by any means.

Interviewer: In terms of the inner-city, the largest percentage is black, right? Are there large numbers of others?

Judge G.: Let's correct that. This is not true in Des Moines. We have only a very small black population. Out of about 235,000 whites, there are less than 11,000 blacks. So actually, this is not like the typical city.
Interviewer: Some of your programs are directly geared toward the inner-city itself, not necessarily toward blacks.
Judge G.: Right, we do have ghettoes. We have many places where the schools are almost completely black. This is because of the districting of the schools. This is our problem in Des Moines.
Interviewer: What doesn't the inner-city need?
Judge G.: They don't need this paternalistic attitude that most of the city fathers have toward blacks.
Interviewer: So, we need a different attitude toward black people altogether. Is this largely the problem in the student-teacher relationship?
Judge G.: Yes, in some systems, they have very poor advisors to advise blacks. Many are from small towns and have had no contact with blacks. They don't have any black awareness or rapport with the blacks. This is unfortunate because they don't know what to advise the blacks to take. What they do advise is usually the wrong things. This is why we started the Black Federation so we would be of more benefit and more relevant to the black student. We are trying to get staff to go to all universities to get blacks started off.
Interviewer: Then, you feel the schools are not relating to the needs of black students. One way of getting around this problem is the Black Federation. Do you see anything else that can possibly be done with the school?
Judge G.: There are many teachers who do not understand the black problem, and therefore are quick to expel black students. Once you kick 13 or 14 year olders out of school, there is no place for them to go but down. They become involved in some criminal activity. This is a tremendous problem that should be given immediate attention.

Interviewer: Poverty solutions actually rest with the residents of the inner-city. How do you feel about this?

Judge G.: I don't buy this. They don't have money to do anything about the problems. I think it is up to the establishment to provide jobs for the disadvantaged. They can't do it themselves especially blacks, because they don't have any money.

Interviewer: Is education the answer to poverty?

Judge G.: I would go along with this with certain qualifications. **It is not the only answer but it is one of the answers to poverty.** If you become educated you are better prepared to enter the job market than if you don't have an education. I say this because there are some whites who don't have college education and they are most successful. But if the black doesn't have a Ph.D. degree, he has a hard time making it. The black must be a Jackie Robinson or a Gayle Sayer to make it.

Interviewer: Are there other ways of making it without a college education - such as vocational education?

Judge G.: You still can't do anything without money. Usually
the establishment when they help a black person, I get the impression that they help those that are doomed for failure. They are slow to help that black that is likely to make a success. Small lending agencies pick out a black with no background to succeed and loan him a hundred thousand dollars. Before long the black is gone down the drain. But a black with the know-how has a difficult time trying to get a loan because they know that he will succeed. If he succeeds he is competing against the white brother. This is pitiful to say but it is a fact.

Interviewer: As you look at it, what is the relationship between the school and the community? Is the school-community an integrally woven faction? Do parents participate in decisions of the school?

Judge G.: No. They are not encouraged to do so. They are not encouraged by the system. Blacks have been left on the outside so long that they don't think that the establishment is really concerned when they say 'come and help'. I can understand why blacks are so shy because they have been involved in so much hypocrisy. They don't expect that they are really real when they invite them to participate.

Interviewer: So, then you think that until this feeling is overcome, the inner-city school can do very little in terms of relating to the needs of the inner-city?

Judge G.: Are you familiar with the Shurac? This is a program in the black community where blacks decide the type of
school they want and where it is to be located. This is going to be strictly a ghetto situation for most of the schools will be built in the black community. These schools will be new schools but will still be all black. You find in all black schools, teacher will gravitate to here that are not qualified. Better qualified teachers won't go to these schools.

Interviewer: Is it true that teachers don't have a choice in where they teach?

Judge G.: Yes, teachers can rebel against assignments and get reassignments and they do.

Interviewer: What else do you see the schools doing in upgrading the quality of life in the inner-city?

Judge G.: There is not too much that actually has been done but they give a lot of rhetoric.

Interviewer: Teachers have to be comfortable working in a situation. Do you feel that part of the reason that many teachers do not choose to go to the inner-city school because they lack knowledge about how to work with students?

Judge G.: I buy this completely. They don't have any understanding about the black world or any appreciation for the black world. They have a stereotyped opinion about the black, therefore, they try their best to avoid these situations.

Interviewer: Do you feel that teacher training institutions can play a part in getting rid of some of the problems?
Any suggestions?

Judge G.: They can send them to the inner-city school for their practice teaching training where they can be exposed more to the black students.

Interviewer: Do you see any profound role home economics can assume in the inner-city?

Judge G.: Yes. You will have to be very careful to not have the old philosophy of cooking and sewing. You must get rid of this attitude and image. This does not do anything to raise the status of the blacks. If you can change the philosophy it could help.

Interviewer: There is an answer from education then, if there is a new emphasis on the betterment of family life?

Judge G.: Right. You should be a good cook so you can make good meals for your children and husband.

Interviewer: Is the inner-city community apathetic somewhat? Are they discouraged about what is being done? Are they justified in their feelings?

Judge G.: Absolutely. They feel that the establishment is not real. Anything that is being done is done to exploit. Urban Renewal takes property usually from blacks. Assessments are low when they want the property and high when taxes are being assessed.

Interviewer: Is part of the problem of schools due to the fact that child is exhibiting feeling that his family han? Is the school being asked to perform an impossible task
in changing the philosophy of students?
Judge G.: No, they must become more dedicated to this. They have to work at this. The young black child who is hostile - he is hostile for a reason. Don't kick him out and make him more hostile but rather, stick with him and really work with him, so that you can show him that the system was really made for him, too.

Mrs. L., Retired Home Economics Teacher, and Aides
Expanded Use of School Facilities - Model Cities
Moulton Elementary School
Des Moines, Iowa

A discussion of some of the problems and needs of families of the inner-city community; strengths of residents, and some insights into the characteristics needed by teachers who work in the inner-city.

Time: 20 minutes (approximately)

Interviewer: What is your relationship to the inner-city community?
Mrs. L.: We go to the people and visit in their homes. We make appointments. Last year we got a lot of referrals from the school, but this year we are getting more. Mrs. S. works with the Sabin area down on Fifth. Mrs. L. has the Moulton area. Irving has another home economist and 2 girls working with her.

Interviewer: Did you teach home economics before you retired?
Mrs. L.: Yes. I taught at Hiatt with Mrs. A.; and at Wilson for 10 years. I taught for 25 years.

Interviewer: What kinds of families are you usually working
Mrs. L.: I would like you to direct this to the girls because they live in the community.

Aide: Most of the families are low-income families and a few are going to colleges to upgrade themselves. We have a few ADC mothers. It is really a poverty program.

Mrs. L.: This is one of the amazing things. So many of the families that the girls have visited are parents going to area college or to the CEP program.

Aide: CEP stands for Concentrated Employment Program. Mothers and fathers go for job training. After they have had this training, they are placed in jobs. While they are getting training they are getting paid. Their insurance program and clothing needs are taken care of; if they need a place to stay this is taken care of. They also get $50.00 per week for personal use. They pay for their babysitter.

Mrs. L.: One of the things the girls have to do is to keep people in the program. It is easy for them to get discouraged and if something happens in the family they just go apart and they just give up everything. So, they kind of put pressure on them to keep going. They are pretty patient.

Interviewer: Do you have a lot of instances where people decide not to continue in the program or are these a few isolated cases?

Aide: I haven't had any. They are so eager to get out and
better the lives of their families. I had one stop, but she is going back to finish. They don't stop and give up at all.

Interviewer: This is an interesting point because most people, in looking at the inner-city tend to think that the people don't want to help themselves. They just want to be freeloaders, carefree, shiftless.

Aide: They don't have anyone to show interest in them. People say this but they don't really know.

Mrs. L.: They don't really want to find out. They would rather sit back and criticize. They don't want to get in and hear their heartaches. Listening has been a big thing that we feel is so important. We have been fighting this because so often people that don't know these people and have not experienced things they have gone through, come and say you've got to get in there and change these people. But if we do this and that, we would turn them off so fast. We would just get the door. I know of one case here where Mrs. L. went to this lady's house for 3 times because she was a person who needed to be visited. The third time she got in and now she is welcomed with open arms. This is the patience it takes because you love the people. Rather than put them all in one category and say they don't want to work, they just want you to bring stuff to them or they want to be paid because they are so anxious to get work and to be on their own, but they don't know how to get
started.

Interviewer: What kind of approaches do you use to get to know families?

Mrs. L.: Most of Mrs. S.'s clients are white and she has been accepted very well. They are so well received everywhere and if it is anything it's "When are you coming back?". How do you get into the homes?

Aide: I go over and speak and ask how they feel and tell them what I am representing. I ask them about their needs and tell them the services we have to offer. When you go, some will ask "Oh, has something happened to my child or has he done something?" If I bring him home, I say this is a visit for the nurse. I do work in the school but I am not over the child. They are really receptive. You don't go to two families and do the same thing because they have to all plan meals day by day.

Mrs. L.: If you really love the people and have a desire to help them, it seems like it just comes. If you go in with a superior feeling, like "now listen, I know it" twisting their heads, boy can they read you!!

Aide: You never ask personal questions. If they want to talk, eventually they'll get around to telling you what their real problems are. You don't go in and ask them anything about their personal business. Eventually they will lead up to this. You make it clear to them that if they want help you are there to help but if they don't, you don't
stay. We don't force ourselves on anyone.

Interviewer: Have you had instances where they were reluctant at the beginning and eventually they called on you?

Aide: Yes. They have to get to know you and trust you. They have so many people coming and saying what they are going to do for them and they never see them again. The main thing is to get the people's trust. If you get that, then they have a lot of confidence.

Mrs. L.: The girls work in a breakfast club over at Trinity. This is a good way to get acquainted with the children. Anything to cash in on a home was what we were for. As far as sewing, we didn't know how to get that started. I started sewing quilts in the hallway. Then they could see that we could sew. At first they wanted quilts and then "Can I sew?" About 3/4 of the kids that sew are boys, which we think is just great for grade school because there is no feeling about it. When they get into junior and senior high school a little more pride shows up.

Interviewer: Do they come here?

Mrs. L.: Yes. We have 4 classes a day, boys and girls. We take them by teachers. Before and after school anybody can come. Then from 1:45 we have the slow youngsters. All the boys one day and the next - all of the girls. From 2:30-3:05 I take them by rooms and there are 4 teachers who send 6-10 youngsters. They rotate them so that we can get coverage. If they come only once a week it is real
therapy for them. Some children are so nervous their teachers don't know what to do with them. They send them up here and they'll sit here and sew and work. This is something they have never done before.

Interviewer: You hear so many things about the inner-city. What are some of the strengths of the families you work with?

Mrs. L.: Real love. You listen to those women. They have never had anyone to listen to them before. It has always been someone telling them. That wins them right away.

Then the practical things like taking them clothes.

Aide: We never tell them we can do things but that we will try.

Mrs. L.: All of the time we are trying to get them on their feet, either to school or to class or other things. We would love to have more of the busy mothers but many haven't a husband and have so many children. We don't have baby-sitting facilities or transportation for them to get up here. This would be a real nice change for them and they need it. We do have some Head Start mothers coming in now which is a beginning. We are always trying to think of some ways they can earn a little money and have the experience of money to spend and help them to spend it. This is a good way to get them on their feet. They have this CEPO here which is wonderful here. A young lawyer has set up a little office here. He really listens to the people's
troubles. He really opens up cases for people that have been covered up and show the awful prices they pay in this place.

Aide: CEPO stands for Consumer Education Protection Organization. They also have the accounting aide. Society which helps low-income families budget their money to get out of debt. All of this is free of charge. This service is mostly for people in Model Cities but they take anybody who needs help. Their organization is showing just how the merchants have been scalping the people and not to sign contracts with blank papers. A lot of people have signed contracts and find out they have to pay more than they are supposed to pay.

Mrs. L.: One fellow told me he couldn't understand his high gas bill. Besides the word gas was the number 2 and he discovered that he was being charged for 2 furnaces. He didn't realize this until he went to the agency.

Interviewer: Do you have an opportunity to refer people to this agency?

Aide: Yes, I have told them about CEPO and they go on their own. Some of them are a little too proud to let people know that they have made mistakes. This is why we have to tread softly with them.

Mrs. L.: There are agencies that we use quite a bit - welfare and children aids society, Latter Day Saints. Mrs. S. went into one house where they were just sleeping on springs
and newspaper - not complaining. The little boy was the one who told her. Mother and father were too proud to say anything. It was pretty cold last winter. We got a family going who gave them a mattress and 3 beds.

Aide: This is why we think it is fine when neighbors can help one another.

Interviewer: Do you receive any kind of special training for the kind of work you are doing?

Aide: We had to live in Model Cities and be able to work with people.

Mrs. L.: I was the one who had to have the special training. I didn't realize that everything I said came out like I was the mighty teacher. I said to the girls and to the men who work downstairs, "I want you to help me" and it was pretty painful until you find out how your attitudes are coming out all of the time. There is always that feeling coming out that people are below you. This is what has been so valuable for me - working with them. That's why it is so wonderful to have the girls out of Model Cities to work in this community because they really understand the people. This is where some of the teachers have problems. No matter how well they are trained in the university, if they don't have a real feeling for the people or haven't had the experience themselves, it is hard to put it there. When these teachers, home ec. teachers, come into school, everything that comes out is "high middle-class
values" and you can just see how they just turn off and get naughty.

Interviewer: Do you have any suggestions you would give to a new home economics teacher?

Mrs. L.: If they can get into Model Cities or into this church for a summer - this would be great. When I first went over to the church and worked, the little children wouldn't talk to me at all because most of them were black. I said to the aides, "Why don't these kids speak to me?" As a teacher you are used to having a good relationship with them. They said well, their mothers have said to them - "have nothing to do with white people." So I didn't do anything in the way of giving them orders but just worked and worked and was waiting on them quite a bit and now they accept me just fine. One of the little girls says that her mother told her "don't ever trust a white person". She says she is having an awful time overcoming that because it was preached to her so much. The same thing about the white people about the blacks in Planned Variation. There are serious things about training teachers who go into places like Irving or come to schools around here because a child can just read you.

Aide: One of the things they must know, until they are adjusted to inner-city children, they have to expect to have their feelings hurt quite a bit.

Interviewer: There is a communication barrier, don't you think?
Mrs. L.: There is a superior feeling. Why should color make any difference? This is what is so cruel; a little child can't understand this.

Aide: White people may say they are not prejudiced but no matter what they say, we can always feel it. It's there and we have this feeling.

Aide: This is present in all of us. It is up to you to master it.

Mrs. L.: Perhaps the best way for a teacher to come into inner-city or any area would be to try to live in that place and to be willing, with an open mind to associate with people and to have them tell them what comes out. In a class we were thinking about other cultures, Eskimos, Pygmies, Indians. This is a wonderful thing for a girl who is going out into teaching I think now, so much education leads to the feeling that you are so superior to others. It isn't a good attitude to have when you go to work with people, with little children and even teenagers. They have so much to tell you. I can't see how you can fix out a plan for a week and teach effectively. The kids come in and they are a different class today. If you stick to that and you just turn them off so fast and you have such an awful experience with them. If you can adjust to their feelings, "OK, today we are going to sit in a circle and talk because there is something in this class that isn't right; somebody is unhappy, there is an undertone." Phooey
with the old lesson plan - but we aren't taught that. We're taught that "you get those lesson plans out. Maybe your principal is going to ask you for that. This is going to be your objective and you are going to teach this." And at the end we're going to say, "What did we learn today?" It's going to be just what those generalizations say. These new teachers will just go insane trying to do that dumb stuff. When they come into my class and see how informal and free it is they say, "This is fun, why can't we teach that way?" These are some real exercises I have had about teachers. I know it is hard to get away from these behavioral objectives and all those things. Sure, they are there but why does it have to be today? If you really love that child - today the teacher next door brought in a little boy and said and whispered to me, "Gerald is upset today so don't push him." He was working a pad and I said to him, "OK, Gerald, you can put any pattern on you want to. Just turn the machine any old direction!" I went over and I was so amazed because he is so little and was working so hard, turning the pad so carefully. I said, "Why, Gerald, that looks just like a spider web." I don't know why I said it because you shouldn't tell a child this. He said, "Mrs. L., it's a rose."
Mrs. S.
Family Food Aide
Expanded Nutrition Program
Des Moines, Iowa

Mrs. S., a resident of the inner-city community, describes problems, needs and strengths of families with whom she lives and works (largely Spanish-Americans). Some points also given for establishing relationships with disadvantaged families.

Time: 25 minutes (approximately)

Interviewer: What is your relationship to the inner-city community?

Mrs. S.: When we go to the home, the first thing is never to ask any personal questions because right away you just turn them off. They have so many welfare people, programs and things that ask such personal questions, that this is something they don't care to do anymore. They resent the fact that even though you are trying to help them if you do try and get in a personal area. If they want to talk about it, they'll bring it up. Sometimes in the course to get out Part I on family records they tell us the type of income they have and how much a year and whether it is welfare or whether it is wages and salaries or what it is. It takes a while to get this information because you don't get it on your first visit and sometimes it takes awhile to work with people like that. There was one lady I visited for six months and I talked to her through the screen door. She never let me in the house but I guess I wore her down because she finally let me in and I was so glad because it was almost wintertime. She finally let me in but it takes
awhile to talk with people and for them to have confidence in you to tell you some of the problems they have.

Interviewer: How long have you been involved in this program?
Mrs. S.: Since the program started in 1969. I have worked because I do speak Spanish and we work with Spanish groups of people and mostly with the public health nurse because there are cases where the patient needs a special diet and doesn't understand how to do it so we did this. And then in the community there is a weight-watchers group that we have that we're proud of. We have one lady lose weight, last wintertime she lost 35 pounds. She was almost 300 pounds and she has done real well. This kind of advertises for the rest of the people and now we are getting some of the ladies who stopped and didn't want to come at first.

Interviewer: So you get to know them somewhat informally before you approached them?
Mrs. S.: Not necessarily, I've gone and knocked on doors but I really haven't had any problems in that way. Sometimes before you even get to the food and nutrition part you have to deal with other problems. I just must be easy to talk to because after they get used to seeing me, they'll tell me if they need help in child guidance or they might have money problems or they might have budget problems and sometimes there are things that we can't deal with but we can report them to another agency where they can go and this has helped. If it is like furniture, we scrounge around
and see at what place we can get a cradle or we can find baby clothes or things like this.

Interviewer: Do you have to go through any type of special training for the job?

Mrs. S.: Yes, we were taught food and nutrition so we know our vitamins and minerals. I was seeing them in my sleep, and then we did have a good session with Eleanore who has been working with several agencies here in town and she did give us talks on how to get families to accept you and the first thing you do is not to expect too much of them, to work with them right where they are at, the area where they are at and as time goes on see how they progress and then you can go onto the next level but don't expect them to take a recipe and make it up right now because they might not. They might leave it there for two or three months and then decide they want to learn how to do this. It all depends upon the people that you are working with.

Interviewer: What are some of the needs of the families with whom you work?

Mrs. S.: Some of them need food stamps or they don't have enough income. Sometimes the families are single parent and the mother would like to get training to supplement the family income and this is where we refer them to another agency if we feel that they are going to qualify and are willing to do this. Usually the other agencies do work
with us on this. Maybe the child needs a hot lunch and they can't afford it, then we call the schools and try to help this way. Sometimes furniture, they might need a bed or bedding or something like this. We do have the addresses and names of all these other agencies that are at our disposal so we can help this way.

Interviewer: Are there any families who accepted you but were reluctant to let you know what their needs were? I really mean have they not wanted to accept the services that you wanted to provide?

Mrs. S.: No, I haven't had any. I'm just embarrassed because I don't have those sort of things. Once they get to know you, they know that you want to help. No, I haven't had this problem. I guess that I must just mix well with them. One time I did have one lady and this was the first visit and she said "Honey, I've been cooking for years and I've raised all these kids and I know all there is to know about cooking and there is nothing you can help me with." So I said, "Maybe you know more than I do. Maybe I could come over and you could give me some of your recipes so I could bring them to someone else who might be able to use it," so this was one way to get my foot in the door and another time a lady said she knew how, she didn't need any help, but I said you know the way food prices are now days, do you use Bisquick or something like this? She said yes, and I said, "Boy, that is expensive and we have a mix that we
can make up that would cost less" and she got interested this way.

Interviewer: If you were referring them to agencies, do you have any way of knowing whether they use them or get help?

Mrs. S.: Yes, because I call back to find out what happens and you know I'll go back to the home and I'll say did you go and see so and so, or did you go to Planned Parenthood? "What did they do?" Did they service you or not and sometimes if they have trouble I'll call back to them and I'll explain. There was a Spanish-speaking family that needed food stamps and the problem was that the man was on unemployment, he didn't tell them that so they wouldn't give him food stamps. But what happened was that his wife was diabetic and they needed this extra income so after I called the welfare back and talked to the supervisor and told him just what the situation was and that they couldn't possibly make it on this unemployment. Nobody has told them that they had to declare this income so they got it.

Interviewer: So it is really a matter of knowing where to go and what to do, so this is how you help them?

Mrs. S.: Usually that works, then I think that if they must have confidence that they can tell you something that you are not going to go tell the next person. This has a lot to do with it and it takes awhile to build up this confidence. But you appear to be that you are willing to help and that you are interested in them, this has a lot to do
with it how much success you have with that person.

Interviewer: In screening people for the program, how do they go about doing this? Do they just take people who are interested; do they take community people?

Mrs. S.: The way I was referred, I had worked with the Greater Health Planning Council on a survey and they wanted to know the needs of the inner-city people, what they would like to see in regards to health care. After this was over, I did quite a few surveys and never got turned down. So after this was over, when this pilot program started, they referred me to this place. That's about the only outside employment that I've had, because before then, the children were at home and too small to leave with a babysitter, and I had been giving Spanish lessons in my home. So, I really didn't go out and get a job, so I kind of stuck to it. I like it because of the fact that you can make your own hours, you can make so many visits a day as long as you get 8 hours in. Sometimes, in some of these homes I'll stay 3 or 4 hours because we'll fix a casserole or make a pie or do something. You just don't go away and sit and talk and run out. You spend some time with them so if it's 2 or 3 visits in the day that I can get done in the morning then I'm home in the afternoon, so it's pretty good that way.

Interviewer: People talk about the inner-city people. They say all kinds of things are wrong but there are some strengths, aren't there?
Mrs. S.: They have an enormous amount of strength to put up with some of the things they do and are fastened onto them and I mean really the mothers in the homes. A lot of times the husband will run out on them and they do their best to just keep this family together and see that they get to school and see that they have proper clothing and I think this is a lot of strength because if you don't have this you'd let everything go and you'd go crazy yourself. They do know about short cuts in how to make ends meet and they are always interested in learning how to do a little bit more and I think this is good. I've not had any problems with them, but I think they feel that I want to help so this makes the difference. Also we were instructed when you go into a home if there is a child, not to wear something that has to be dry-cleaned, as if you are ready to go to a fancy party or something because if there is a child in the home, he might have Jello on his hands and runs up to you, you can't push that child away because you've lost that parent right then. This is a good thing, I hope they told this to the new ladies they just finished training.

Interviewer: The child is often a very good way to get to the parent. I've found that true in my work. I've had instances where I've gone on home visits to my kids and the only way I've gotten in is that the kid said here comes Miss Burns and the child is so happy about it that the parent can't say no. The kid loves that lady so there must
be something good about her. You've said you haven't had any problems with families. Do you attribute your success to the fact that you understand, you try to relate to people, you accept people for what they are?

Mrs. S.: I do and I also live in the area and they see me and they know I'm not from somewhere else trying to meddle. That's important because if they don't see you and you must drop in from who knows where, they're kind of suspicious about you at first. And I can see this because I would be too. What's that lady doing around here? I've never seen her before but they do see me everyday so there is a difference there.

Interviewer: What is home economics doing in terms of helping inner-city families?

Mrs. S.: Well, I think because of the fact that they do supply the materials that we use as with the families they are doing a great deal.

Interviewer: This is supplied by what agency?

Mrs. S.: We work with Iowa State University home economics and they supply all the material that we need as far as recipes. We have seminars on buymanship, we have seminars on weight control, all of this.

Interviewer: In terms of the training you received, how much were the home economists involved in this?

Mrs. S.: It was the extension home economist, so this is just an extension of the university in the urban area. We did
extend this summer, we had terrific success, we extended to the 4-H grounds of the rural area into the inner-city and that was a big success. We had, I have some pictures of kids that we taught. I had girls and boys and they didn't know anything about basic cooking things, so this was my boys cooking class and this is their graduation. I had Esther [name redacted], the State 4-H Leader come and give them their diplomas and they learned how to control the fire under pots, how to stir, how to chop up an onion, things like this. Lots of times the mothers work and they could help, they could start supper even. We learned how to make some simple things like meat loaf and baked potato and things like this. This is the weight-control group and examples of some of the exercises and I see it got into the national news, the one Iowa State puts out and I was proud of it. This is how I contact families. I go to the food stamp redemption center where they get the stamps, and I have this sign and I put it up around there and I bring recipes and things, and I bring along our little booklet that tells about our service and I ask if they want me to come and visit and usually I get quite a few responses from this there. And here is the booklet, "Step by Step", and on the last page are pictures of my ladies. This is a diabetic list in pictures. The lady couldn't read Spanish, and she didn't stay on her diet. And she has been on this diabetic diet for a year and they had her in the Polk County
Hospital five times in a coma and this was due to the fact that she wasn't eating properly. So the way I used to combat this was just to show pictures of things, so this is her eating list and it shows things she can have. She saw these things, she knew she could have them. This empty spoon means 1 teaspoon and a full one is 1 tablespoon and that is how she knew just how to measure.

Interviewer: That's a good idea. Did you come up with this yourself?

Mrs. S.: Yes, I racked my brain and wondered how I could help her because she can't read anything, she can't read Spanish, so this is how we did this.

Interviewer: This is an excellent idea. Why don't you try to get it published someplace?

Mrs. S.: When President Nixon's wife came here from Washington, we showed her this, when they were here in Iowa. This is her free list, this is what she can have anytime during the day and that down there is all no - candy, cake, pie, and stuff like that. This is a 1,200 calorie one, since then I have done a 2,200 calorie one and a 1,500 calorie one so I had to do the same thing over but with more quantity. She did learn how to take care of her diet and the things she liked the best was that she didn't have to rely on her kids, she could do it herself. Her husband could go to work and she could know just what she had to eat, so this was one idea.
Interviewer: What do you feel that home economics should be doing? I think that they are doing a lot of things, but do you see anything else they could be doing in terms of helping families?

Mrs. S.: Now there are quite a few new mothers around and girls are having children earlier, they are having children at 14 and 15 years old and they don't know a thing about taking care of a baby and I think that they should have help on this. I don't know how they would but they do need help on that. I have a little girl, I don't but one in the neighborhood and she is 16 and she doesn't know how to cook, she just doesn't know how to cook. I told her about a formula one day and she asked me what a formula was so we had to go and look for it. And then she didn't know how to make a formula so we did that. I think they need some child care class or something like this where they would learn how to bathe a baby and change it and how to know when there is something wrong with it because as it is now, she calls me up every day. Something always comes up.

Interviewer: What about the home economics program in the school, as far as you know? Do you think they are reaching the students or having any impact on the community?

Mrs. S.: I think the sewing classes might but as far as food and nutrition, NO.

Interviewer: Is it too limited, not in-depth enough and not
meeting the need?

Mrs. S.: This is the way I would put it, it's teaching them how to eat like white people eat, and usually they don't. This is the thing and if you're not used to buying this thing, and they are trying to teach you this, it's not going to help.

Interviewer: They need to relate what they are teaching to the child-situation. Do you think you are going to continue working at this kind of thing?

Mrs. S.: I hope to. I like it real well and I've made a lot of contacts with people and I've seen them grow and I've seen them come to the point where they can take a shopping list to the store and know how to do their shopping instead of buying the things like potato chips, cookies, and things like this. They've learned how to bake these cookies and save money and things of this nature. One lady had 11 children and she had to buy a loaf of bread every meal and she never learned how to bake bread. Now she is the best baker, she makes sweet rolls and everything and this has helped and I've seen how she has grown. She has really gotten good at it.
Miss A.E.: We have family food aides that contact families of the inner-city, model city and different areas of the city. Some have youth groups that volunteer in nutrition.

Mr. W.: With this particular program we are setting educational opportunities in the low-income area in the area of food and nutrition primarily, through youth groups as well as other family food types of programs. Each of the family food aides has also to develop a youth group with the idea that they move out after they have developed leadership where they can take over.

Miss A.E.: Paul _____ is in charge of the youth group of the Expanded Nutrition Program. Some of the areas in model city are very bad.

Interviewer: You have a background of working in AID, is this correct? Did this help to prepare you for this kind of job of work in the inner-city?

Miss A.E.: Yes, I think it made it easier for me because I
was working with people much poorer than these people are poor. I worked in Philippines, Iran, Morocco, Nigeria, Libya. In many cases they were living in mud huts and had no furniture. Having spent time with different nationalities, I had no fear, doesn't bother me who they are. I understand the different culture a little more. People ask me how many black aides we have and I never remember because I don't remember them as black or white. I don't think I treat one any differently than the other. Have you noticed any difference, Paul, in the way I refer to them?

Mr. W.: This is correct. In fact, she is better at this than I am. I still remember action in relation to characteristics. Yet I don't think I react differently, but maybe I do. But if there are things that happen, I relate them back to color or characteristics of the individual rather than remembering names (I'm poor at remembering names anyway). So, yes, she is quite good at this.

Miss A.E.: In Nigeria I was the only white person in this community. They accepted me well. I forgot about color. These were people. Those experiences have helped tremendously here. I accept people for what they are and also I try to remember no matter who they are, they are that they can learn, grow and develop educationally if they are given an opportunity. We have seen this happen here. When they go into their communities to work with the people, we see change again. Sometimes they can make it and sometimes
not. We have seen a tremendous turnover. This has taken me a year to accept. This was the hardest part about the job. I felt I was a failure because many of these people quit. I guess this happens in other places. Some of them found that they don't have the ability to go to houses and work with individuals when people don't open the door when they can hear the TV and things going on inside and still are not admitted in. If they do open the door they still don't permit them to participate in their activities. For many of them this is very difficult. It is hard for a professional but more difficult for a paraprofessional.

Mr. W.: We have to overcome prior views of government programs too that have not been conducive to bringing about the types of changes in attitudes that need to come about to change lives. Many of our aides have this idea of government programs - "become a part of it and move along with stream and they will take care of you." "I really don't have to do much." "I don't really have to exert myself, they won't fire me." We have to try to stimulate them where they will do things and appreciate themselves well enough that they start doing things for others. Many times government programs have been rather nosy. They want to find out far more about the backgrounds than they need to know. They have been surveyed to death and refuse to come to the door. Every few days a new team visits for more information.

Interviewer: What are some of the needs of some of the
families with whom you work?

Miss A.E.: We have found that, in most cases, they do have the need for educational materials at various levels. Some have had high school or junior high education. It encourages them if someone comes around to encourage them to put in applications. There is a great need for planning a budget and we are finding that with the "freeze", prices have gone up and some quite a bit. Incomes of the families have not gone up. There is this problem of needing to pay for all of the things that need to be done, rent, telephone, water, etc. Then food comes last. And for that reason, a lot of times what is left is low. One of the things we have been asked for is help in the planning of budgets.

Interviewer: Do you plan from a total budget? It seems that it might be hard to keep out of the total budget.

Miss A.E.: They have put down what the different expenses are. Those things that have to be paid must be put down first. We try to get that information and then the amount that is left is for food. This is a really difficult job no question about it. Right now it seems to be worse. Regardless of whether they have any garbage they still must pay the bill. If they don't get electricity bills paid by a certain time, they disconnect. Across the street from us, not too long ago, they came out and disconnected the electricity. She came crying over to our house. She couldn't stand to lose all that food. Here she is a poor
person already with limited income. Budgeting usually then is an important thing. In fact, they really need help across the board in home economics. I can't think of any field for when you go to a person's home they ask you for information on any phase of home ec. In August, it was how am I going to get the school clothes? So we were encouraging them to wash, iron, and press and mend what they had and to buy at places where they could get reduced rates - second-hand places and that type of thing. There is a clothing problem, housing problem - to get low rent places. Many of them are crowded into 2 or 3 rooms, very undesirable conditions. Rents are very high here. I don't know why. Mr. W.: This whole thing is like a circle and each thing is dependent upon the other, such as your housing, food, management. So you jump where you are most adapted in trying to help out. You will find that each of these is related to the other and start trying to see how you can relate to these problems with them so that they can start to solve them. This, as I see it, points into the center in helping to develop the inner person. In turn, as this inner person starts to get the good self-image and confidence then all of these other things start to improve where they can cope with them and start to want to help the families — respect the agencies in which they come in contact. The agencies, in turn, have to respect them. Now, this is asking quite a bit in the way our conditions are now. This mutual
respect between the low-income agencies and other people then this whole business of food, clothing, shelter and basic needs will be taken care of. I find there is a great lack of family closeness where youth and other members of the family can get together and relate to each other so that they understand each other's needs and problems. Since youth do not have this opportunity, they become very early to be insecure and this is felt right from the mother's arms on through. If the mother or parents are insecure, then it passes on to the child. The environment then is such that it brings about this insecurity.

Learning how to put priorities. I am working with a mother now that has herself in some bad debt situations but now she is coming to where she sees herself out of it pretty well and even has a $100 in the bank and $5.00 for each one of the kids. This is tremendous load and you can see the effects of lifting this "weight" off of her. She called the other day and asked what I thought about her buying a freezer for $34.00. She felt she could use this freezer and reasoning was good - she could get things at a cheaper price and freeze them. I suggested she hold off until we can talk about this thing. I proceeded to name some things - she has this small washing machine which can only take a few pieces at a time and she has 5 children and she can't keep the washing up and it piles up - clear to the ceiling
in the closets. The house is deplorable! The floors are dirty, the rugs are matted with dirt. The little kids are running around with dirty diapers. She sits and watches the TV. Now we can build in our minds that she is lazy, but why? You have to be open-minded enough to be able to look at and accept people as people and then forget about all of these characteristics that are being shown. Look behind and see what is causing this. One of her big problems is that she does not know where to put priorities. She needs to get out of the house where she is because of the windows the landlord will not take care of. She is not a good housekeeper and you can't put all of the blame on the landlord or her but it is just going to eat up all of the money that she has to pay for heating bills if she stays. So, I said she would want to get out of the place and get her another place so do you think it not better to start keeping some money back and putting it into the bank until you feel you are able to move? When you see a place, you can take that money and put it down as a down-payment and get out of here, whereas before she couldn't move because she was held there. I tried to point out other things that she really needed as I saw it and she had to make the decision about. Organizing for daily activities, and that doesn't mean very rigid type of things, but again it goes back to priorities. We better on Monday realize that we must get the washing out of the way, Tuesday will
be the ironing day and get these out of the way. I don't get caught with that silly TV. I start to develop respect for myself and my house will be clean. I will have people in. I can be better entertainer with individuals and start to respect myself. It looks like the job she wants with the telephone company might come about. This is also going to get her out away from the children enough that I believe will help her feel a bit more of a person. She will possibly start to take care of the house better than she did when she was there all of the time. It all comes back to all of these home economics skills that are needed but it is only a tool to be able to change the inner person to be able to get them to where they will want to do these other things.

Miss A.E.: It isn't just one field either. You get involved with money management, child care, health and sanitation, the whole gamut. There is no end to the kinds of problems where help is needed.

Mr. W.: As far as teaching, I think in these things have been developed within the individual, that which is needed for being the type of individual that can work with people in these conditions and situations. I think this has been developed beforehand and if they haven't by the time they are ready to go out, they won't be a success. You can teach a lot of fundamentals, ways and steps to do things, but that will not really be the thing that brings it about when
they are not able to make the transition to overlook and see people as individuals and not as characteristics that they portray.

Interviewer: Do you see these people having strengths?

Mr. W.: Tremendously so. It wasn't until I came to work with this type of program that I really found what my Christian background should mean to me and what it really means to be a Christian, to carry out the Christian ideas and doctrines, because these people are able to accept people for what they are and that doesn't mean that they accept all of the characteristics that people portray. If there is a prostitute here or a drug addict or whatever it might be, they will not shun this individual but rather accept them for what they are and deal with them in such a way as to try to be a friend to them. This is one of the tremendous characteristics of the low-income not found too great in the larger society. They will get farther in trying to help an individual than we who come from other areas. There is an innate built-in mechanism which seems to be able to pretty well have you "pegged" as to what type of individual you are - the inner person - that some of the rest of the society does not have. The standing-by, I think these are some of the inner qualities that they have a deeper understanding than any other facet of society.

Standing by people of their own strata in society.

Miss A.E.: One of the things we have found is that the Spanish
group have a feeling for all of their family and through their church, school and community they feel more responsibility for taking care of the different ones and seeing that they have the things they need more than any other group.

Interviewer: Do you have any advice that you would give a rural Iowa girl who may end up working or teaching in the inner-city situation?

Mr. W.: If they have any inkling that they will be in this kind of work that they take opportunities, either through courses or volunteer to be involved in these areas somehow - low-income areas so that they get to rub shoulders on this type of thing early so that they can make a decision early one way or another on this to see if they are compatible to this kind of work. I think as instructors, you should be very jealous of your contacts, where they will be working and what they are doing. Many of them are brought down here and all they are are maids or janitors or doing things that agencies do not want to do themselves. The agencies are not equipped with individuals that are willing or educated to having the ability to work out programs with these kids to really get involved in such a way that they get to know what is going on. They are usually understaffed and will grab anybody with a warm body. The kids do not get the opportunity to really make the kinds of contacts needed. If they can help to break down some of their rural Iowa
concepts of others - racial groups - this would help. This does not come easily. Am I so self-centered that I cannot go beyond myself in working with others? Is this all for self-satisfaction that I do these things either for recognition or for the love that I have not received? This has to be examined. We all start out with this but somewhere along the line we have to make that transition to where we become a whole person and are able to give of ourselves to others.

Miss A.E.: I think they really need help in understanding people and themselves and being willing to live a life by themselves. Sometimes you don't have too many friends. Being able to see that all people have the ability to learn but it takes patience to be able to teach step by step simple things that you have known all of your lives. In many cases you have to go back to the very beginning kinds of things that you have not used in your homes for a long time, because of all the equipment we have. If you are working with them they can develop and can grow into persons with ability to do other things. They can be taught lots of things. It is important people help them with what they have and getting along with people is the most important thing of all. You have to accept yourself and get along with self. You also have to be able to share what you learned and encourage them to share and not make fun of what they eat or do. Encourage them to be willing to try
and have new experiences.

Mr. W.: I have been in education areas since my beginning working experiences, but some of the things that can help, in this society because we are educated we feel we have something superior to someone else. This tends to carry across in feeling and this is conducive to making an individual who has not had these opportunities to feel quite inferior. We do this with our students. The students are trying to gain this prestige and they start to mimic us and we have this type of situation that we get the turned-up nose type of attitude. We have this air that I am superior. So this brings about this feeling of fountainhead of knowledge. If students can have this feeling within themselves - secure that I am truly educated because I know how to relate to people and share it. This is not a one-way street but it has to be that I let the people know genuinely that I learn from them. And believe me, they learn from them, many things that they cannot get from a textbook. This has to be related to them and if the people with whom they are working truly feel this, they are accepted then and they can go about anywhere. This idea of your dress and car might have some significance if you are just coming in and getting acquainted. After this you can forget about this and be what you are. You would probably want to dress in a crisp, clean attractive way but have a uniform that would be washable because you are going to have to move
the dirty diapers out of the chair and sit and visit. Don't be afraid to do it. Try to build up your resistance to some of the stenches that you might get into and be able to converse with the people about their situation. Be really willing to learn from these people what they have an awful lot to teach you if you are willing to learn. Don't be afraid to express this to them, not in a childish way, but by putting a hand on the individual. Now, this is not going to come easily for them many times to accept because they are very suspicious and it won't come in the first few times. I tell Youth Aides, at the beginning, when they come in the door - "Somehow lay a hand on them." There is a certain extension of warmth that comes through this. As they leave, put your hand on them. These little things transmit the feeling of really true concern.

Reverend M.
Presently, Fort Dodge Urban Ministry, Fort Dodge
Formerly, Pastor of Trinity Methodist, Des Moines

Discussion of the problems of the inner-city: housing, education and discrimination. Some attention also devoted to the sensitivity needed by teachers and other personnel who work in the inner-city community.

Time: 25 minutes (approximately)

Interviewer: Rev. M., what is your relationship to the inner-city community?

Rev. M.: We have tremendous problems. I am working day and night trying to make them aware that they have a problem.
I am working in a similar direction as I did in Des Moines.

Interviewer: What was that all about in Des Moines?

Rev. M.: Well, it started out with a congregation who had a one day a week program. They had church services and that’s all there was. In over six months we moved into 7 day week and with day care. Children came in from six in the morning until six in the afternoon. Then we also started a breakfast program that started with 4 children and increased to something around 450 children. We were involved a little with the self-help housing program. We were feeding at Moulton 150 to 200. Out of this we started others. We also had a tutoring program with something like 40 or 50 student-tutors involved, in fact, there were students coming from Iowa State over to be involved in the program. They wrote up the experience in the tutoring program for college credit instead of taking a final exam. This is one of the tutoring guides. We are starting a workshop on the tutoring program where we anticipate 200 or more participants. We also are going to give a number of series of consultations on religion and race to sensitize the white community to the needs of blacks. We have invited people from across the state to share in this experience.

Interviewer: What have been the main differences in the program here and the one in Des Moines?

Rev. M.: In Des Moines it came out of the congregation and I was pastor and here I am missionary to a total community of
about 3,200 people with 60 or 70 minorities. Our total thrust is to first, make community aware that problems exist because many think there is no problem here and to make the blacks aware that they have a history and that they don't have to live and do what the "man" say they have to. They have to come out their own bag and let the man know they are individuals. Basically this is what we are trying to do. For instance, this urban renewal here. When the white man heard that urban renewal was coming they dashed down here and got options on houses that were not much better than what people were moving out of. Most of these people are up from Mississippi and came brainwashed and the brainwashing continued. So, we are in the process of reversing the brainwashing so that they realize that they can do more. In fact, that is the only reason that my family and I bought a house in an all-white community. They said no blacks can live there. I feel that somebody has to suffer some things. We have made some friends and are having a tremendous time out there. Until we as individuals exert ourselves, recognizing the fact that we are somebody, we can never accomplish anything. The total thrust of our ministry here is to let everybody know that we are somebody. 

Interviewer: What were some of the problems of the community?

Rev. M.: A bad problem is the school administration. They have a central administration. In a town this size they need community administration. Each community ought to
have its own school administrator board. Every principal ought to be able to hire and fire the teacher in his school for the simple reason that the administration has no sensitivity of those children especially in the inner-city. A principal who is aware that he has a teacher who is not performing, that teacher ought to be out. I feel that a teacher ought to be on the same basis as a production worker in a factory and if he doesn't produce the minimum, he is out. To me, a teacher does not instruct her children so that they learn and progress, then she ought to be out. We have confused teaching with learning. Everybody has got to be a professional and the most I have learned, no objections to the professional because I am a professional, I have learned from my peers. I didn't learn to read in school, it helped me to progress in it, but I learned to read from the people I associated with. When I look at all of the money put into the Title I program and the million kids that were supposed to benefit from it. These kids were worse off at the end of that period than they were before. They had not learned or progressed in school. The foolishness of our country is that they think that you can purchase anything and you can't. You can't purchase this type of thing. A person learns from experiences associated with his peers. There is no way that a black or any minority person can learn as much as persons in the middle class for the simple reason that they don't have the fluency of vocabulary in
the home, access to the books, travel or vacation that the upper class has. So that's no way that any amount of money that is put into a learning institution is going to teach you and bring you up equal to a guy who has all of this going for him in the very beginning.

Interviewer: So you are saying money is not the salvation.

Interviewer: In terms of ridding the inner-city of the many other types of problems, could money be one of the means of doing this?
Rev. M.: Money could be if it was used to give people the incentive or motivation to become involved or to work to help themselves. If there is X million dollars, give it to the black and let him motivate himself with it. You aren't going to give money to a white cat and have him come around to me and tell me what I am going to do with it. It's all right if he comes down and say, "What do you want to do" and he helps me do it but there is no way to lay up X million and pay all of these white dudes to tell me what I need to do when he has never had the experience or been where I am at.

Interviewer: You are saying then, that it is being wrongly administered?
Rev. M.: Right. I would say that a large percentage of Title I money went into equipment and personnel and never did benefit the kids. The only things that the study came up
with from 1965-68 was that there were 10 million more kids that needed the same program.

Interviewer: You are saying that the money is not doing what it was intended to do? Does the community see this?

Rev. M.: Only when we arrived at this point where the community (my membership is all white and didn't live in the community. The community is 60% white and 40% black), realized that I was not just another white folk nigger pastor in a white church. They began to trust in me and I was transferred here. There was a feeling that there was a greater need for what I could do here than in Des Moines.

Interviewer: The inner-city has been described as a totally problemed area, how do you feel about this?

Rev. M.: It depends upon who they put the responsibility for the problem on. The inner-city became that when the white cat got tired of living there and moved out and left it already dilapidated and deteriorated for the minorities and poor to move into. They also fixed it so they couldn't borrow money to fix up the property. Most of them had income insufficient and it would take years. Many of minorities are black and have prison records and people don't have enough confidence in them to permit them to start their own businesses. There is a lot of mistrust. They think I came here for the benefit of the white man, but not really. The white man has to have a conscience and exercise his
conscience.

Interviewer: In looking at these problems, can you see any real strengths of the inner-city community?

Rev. M.: I see real strengths beginning to develop. As we as poor and black are beginning to realize that we are this way because we have been institutionalized to accepting the institution. I think Justice Douglass said "the only way to maintain an institution is to finance it" and I feel that the people in the city are beginning to realize the fact that everything that is being sent in to help is being financed by the other cat to keep him where he is at. Most of us are becoming aware of the fact that we are not going to stay here and the only way to do it is to react in a positive manner. This is why the changes we have had have come about.

Interviewer: What do you predict in terms of the black family? Will it remain unstable as it is seen to be?

Rev. M.: Let's look at why we are unstable. They made us this way from the days of slavery. It is not instability if you have been taught and directed a specific way. It is not really your responsibility. The thing that needs to happen is that the white man needs to recognize, first of all, the fact that this thing he calls freedom is not freedom but just his mobility. He can go where he wants to go and do what he pleased. This is not freedom. When he becomes free, he becomes responsible and this responsibility in-
cludes everybody who does not have the same privileges, the same rights as he has. Until he becomes aware of the fact that he is not responsible and that he is not helping every individual have as much or have what he has, that he can talk the way he does, he's only talking out of the fact that he is a mobile person. I put it in the terms "Everybody has become a god instead of a human being." The white man wants to tell us what to do and as long as we do what he says, it's fine. It's fine for him to react any way he wants to but let the black brother react the way he would like to react and it's a different story. So until we can make the white dude responsible and accept the fact that freedom costs something and that cost is responsibili­ty - until he takes responsibility and begins to change his systems, or his institutions from inside, not outside, can he begin to recognize that the things that have happened in the past are responsible for what is happening now. The Bible says "The sins of the father shall be visited upon the 3rd, 4th, and 5th generations." This is the thing that the "man" fails to recognize, that he is responsible if he continues to do that which maintains the systems that make things the way they are.

Interviewer: There is a passing of the buck in that many feel that any hope for the Negro has to come from the Negro's own initiative. They reinforce this by saying "Black people have never been anything, they don't want to do anything and
they'll never move. If you tell him (black) he has to do it on his own, then you don't have to worry, he'll stay there."

Rev. M.: This is their concept. Go back to the Civil War when blacks were told they were free. How can a man be free when he doesn't own the clothes on his back? No race has proven itself anymore than the black, when the man has come with nothing to where he is today. The only way he has gotten recognition is that he has pushed and fought his way and because he has been responsible. First of all, the whole problem lies in the fact that the white man is sexually afraid that he cannot compete with the black man. If he was not afraid, because back in slavery days they tried to low rate the black man in this area so that their women would not be attracted to them. But all they have done really is to reverse it because they are the ones running the black man. If you look at your college campuses the white girls do nothing but cater to the black man.

Interviewer: Can you outline some positive steps which might rid the city of slums? Other than model city or urban renewal?

Rev. M.: First, take the people living in slums and help them recognize the fact that they are somebody. Start first in the schools because in the average school, the black and poor are 6 to 8 months behind in 4th grade so they automatically are potential dropouts. We need to demonopolize
the school system. Once the schools recognize that they do not have a monopoly on education, then they will have educators who will see that everybody comes out with a learning. We put too much stress on education and not enough on learning. If I have a certificate or diploma or degree that says that I can do something, that's all that is necessary. It doesn't measure whether I'm sensitive or capable. We need to get inner-city schools with teachers who are sensitive to the needs of those children, and they have special needs. The average black or poor child who draws a tree does not draw a tree as it normally looks. They don't draw themselves. So first, elevate their self-image. Then moving through that child, motivate the family to a sense of pride. That family then begins to camp on the leader's doorstep, city council, mayor and tell them "you put us here and get us out". It is your problem - not ours. Once the white man recognizes that it is his problem and responsibility and begins to act like a human being instead of a god, things can change.

Interviewer: What do you think the school-community relationship should be?

Rev. M.: I would like to see each community set up its own school administration, hire its own school administrator and those underneath. Those positions on the school board should not be elected but be salaried positions and that the people in the community hire and fire if the job is
not done. Each community then, would set up its own program so that if the children are living in the slum area, they ought to be taught things that are conducive to their area. If I am living here, why should I have to be taught the same things that this cat living in the suburb is taught? It does not relate to my situation. Why should I be taught about something happening way overseas? I need to be taught first of all what relates to where I am living. If I desire to know about these other situations, it ought to be up to me to elect it. Another thing, we need to become aware in our educational systems, that there are 7 cultures other than white, western European cultures and that every class, from the time the child enters school, should be taught the best of all cultures instead of the white man's culture. If this had been done 30 years ago, the problems we are faced with, we would not have today. The black man would have been taught in his proper perspective as history has progressed. The same thing applies to the orientals, tan, brown, and red man. But as it is, all that we ever have been taught and all the school knows how to teach is that which is white and European. We don't have any theology, there is no American theology, until Combs wrote "Black Power and Black Theology". This is the first thing which approaches American theology. We had no original opera until "Jesus Christ, Superstar". No original music but jazz and blues which came from black folks. So, we need
to become aware that we have been nothing but imitators and we need to start coming up with something of our own.

Interviewer: Then you are saying, schools do need specially trained teachers for these areas. Teachers trained to be sensitive to needs, interests and cultures of these students.

Rev. M.: It has to be a person who has a real special desire to help little children. If we concentrate on the first 4 grades, K-4, and children come out of 4th grade with a positive concept of himself and know that he can learn on equal bases with any other child coming out of 4th grade, there is no way on earth that he is going to drop out of school. He is going from then on with a positive image of himself and nobody is going to change that. This is the thing that has not been done in our schools. If we spend more time getting the proper teachers in those first 4 grades, the problems we have in our school system today would not happen. Professionals must recognize that it can be done another way. A child can learn just as much from his peers if given the opportunities. The paraprofessionals and nonprofessionals should also be involved in teaching these kids, not just the person with a degree.

Interviewer: Are parents involved to any extent in the Des Moines school system?

Rev. M.: Up to a point. The system in Des Moines feels that they should not go beyond a certain point of involvement.
Interviewer: As far as you know, is home economics involved in helping to rid the urban areas of some of its problems?  
Rev. M.: Yes. The Expanded Nutrition Program has done a tremendous job. The past summer, children who went out "bean walking" instead of packing Pepsi and potato chips for their break, they packed milk and other more nutritious foods. More of these types of programs could be a tremendous benefit. 

Interviewer: In addition to the nutritional aspect, do you see anything else that home economics could be doing? 
Rev. M.: I think there needs to be other programs which go into the community instead of waiting for people to come to them. We wait for them to come to us instead of going to them and asking "are you interested in doing this, I would like to help you." I feel that the response would be tremendous. The pride that people can give themselves from being able to make or create something with their own hands can completely change their outlook.
Block Plans

Winter quarter - inner-city experience (no Thursday classes)
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<th>MONDAY</th>
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<tr>
<td>Film: Portrait of the Inner-city</td>
<td>Discussion of film and problems-needs of inner-city</td>
<td>Discussion of inner-city tapes (audio)</td>
<td>Discussion of film and video tape on Student of Inner-city</td>
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<td>Sign up--audio tapes (must be done before Wednesday class)</td>
<td>Sign up for group viewing of video tapes for Friday discussion</td>
<td>Film: Portrait of Disadvantaged Child</td>
<td>Small group analysis of inner-city</td>
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<td>Discussion: The Inner-city Teacher</td>
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<td>-Video tape on Teaching Behaviors</td>
<td>Discussion on &quot;Teaching Skills and Strategies&quot;</td>
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<td>-Discussion Assignments: written evaluations DUE 2/15 on entire inner-city unit</td>
<td>Summary TEST</td>
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<td>DUE: written reaction to entire inner-city unit</td>
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NOTE: Assigned readings: MUST be read by Monday, February 14! MUST read at least 1 of 3 readings (copies in C.A.V.E.).

Spring quarter - inner-city experience (no Thursday classes)
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<tbody>
<tr>
<td>Introduction</td>
<td>Discussion of film and some problems and needs of inner-city</td>
<td>Discussion based on audio-tapes and reading</td>
<td>Discussion of film and video tape on students</td>
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<tr>
<td>Film: Portrait of Inner-city</td>
<td>Film: Portrait of Disadvantaged Child</td>
<td>Film: Portrait of Disadvantaged Child</td>
<td>Small group study of selected case studies</td>
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**Assignment:**
1. Listen to at least one of following tapes for Wed. class: Atty. G., Mrs. S., Judge G.*
2. Read: Samoff, "People to be Served in the Inner-city". Hand in reaction based on reading situation attached, on Wednesday.

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<tr>
<td>Video tape of Teaching Behaviors</td>
<td>Assignment: Hand in written evaluation of unit on Tuesday on forms provided. *Read Charnofsky, &quot;Educating the Powerless&quot;, Chap. 1 and REACT TO</td>
<td>Assignment: Read; Johnson, &quot;A Teaching Philosophy&quot; and Whitten, &quot;What Makes an Effective Vocational Teacher&quot;. Write two generalizations based on readings. Hand in Monday.</td>
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*All audio tapes and readings are available in C.A.V.E. and on Reserve in Library.*
Item Analysis for 50-Item Instrument
Table 10. Distractor analysis, difficulty index and discrimination index for 50-item test (N=116)

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<th>Item number</th>
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<th>Difficulty index</th>
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*a* Indicates correct response.
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