THE COMMON FACTORS OF SELECTED GRADUATE PROGRAMS
FOR TRAINING INNER-CITY TEACHERS
IN COMPARISON WITH EDUCATORS' PROGRAM PROPOSALS

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by
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Thesis Adviser

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To her parents the writer extends the deepest gratitude for their encouragement and support in her endeavors.

This thesis is dedicated to all peoples striving to solve the problems of our cities and their inhabitants.
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CHAPTER I

INTRODUCTION

BACKGROUND OF THE PROBLEM

It is a well-known fact that the United States population is becoming increasingly urban. In the year 1900, one-third of the population lived in metropolitan areas. By 2000, three-fourths of the population will be city-dwellers.¹ This influx of residents has created some unique problems in most aspects of city life not the least of which is urban education.

The problems of urban education have prompted educators to focus more attention on the students and teachers of inner-city schools. Although there has been an effort to solve the problems of the inner-city school, Getzels contends that the solutions posed for these problems have tended to be "hit or miss" without attempting to change any educational traditions.²

²Ibid., p. 286.
The prime concern of teachers should be the children in their classrooms. Thus, it is obvious that the first step in solving the problems of the inner-city school is related to meeting the needs of the inner-city child. In order to meet his needs, the teacher must have a good understanding of the inner-city child. Studies conducted by Deutsch (1964), Landes (1965), and Madsen (1965) show that underprivileged children are not prepared to cope with the intellectual and social demands of school. What they learn in school comes in conflict with that they learn at home, creating personality problems and inadequate intellectual performance.¹

We know that children from underprivileged environments tend to come to school with qualitatively different preparation for the demands of both the learning process and the behavioral requirements of the classroom...The culture of their environment is a different one from the culture that has molded the school and its educational techniques and theories...We know that it is difficult for all peoples to span cultural discontinuities, and yet we make little if any effort to prepare administrative personnel or teachers and guidance staff to assist the child in his transition from one cultural context to another.²

Despite affirmations such as the above and other

¹Manuel Ramirez III, Potential Contributions by the Behavioral Sciences to Effective Preparation Programs for Teachers of Mexican-American Children, Las Cruces, New Mexico, New Mexico State University, February, 1969, p. 1.

research into the needs of the inner-city child, the preparation and placement of personnel in the inner-city schools continues to be inadequate.\(^1\) Smith cites as imperative "the need for drastic changes in the training of teachers" and contends that "teacher training for urban schools has been and is irrelevant."\(^2\) Teachers are sent into the inner city "with no knowledge of the nature of the children, no knowledge of the neighborhood and the community residents, and no appreciation for the culture of these communities."\(^3\) It is apparent to Smith that "the proper study for inner-city teachers is in the inner city."\(^4\)

Although teacher-training institutions have not ignored the need for better-prepared teachers for the inner-city school, the demand for such personnel has not begun to be met. A survey conducted in 17 border and southern states and the District of Columbia by the *Southern Education Report* demonstrates a lack of responsiveness to the problem by many schools.

\(^1\)Getzels, *loc. cit.*, p. 287.


\(^3\)Ibid.

\(^4\)Ibid.
By their own admission (to a survey conducted by SER), the colleges and universities of the South have not been doing very much to prepare future school teachers for work with culturally disadvantaged children. Less than one institution in six has made any substantive changes in the past five years to improve the preparation of its new teachers for this purpose, and only two in every five report any intention to do so.¹

Yet most of these same schools agree that teacher-education institutions have a special responsibility to help improve education of the disadvantaged.²

There are colleges and universities which do meet this responsibility in all parts of the country. Project Aware affirmed that 122 institutions incorporate a "preparation for teaching the disadvantaged into their schools."³

STATEMENT OF THE PROBLEM

The purpose of this study is: first, to list the proposals set forth by various educators for improving the training of teachers for the inner city; second, to compare selected full-time graduate programs for training teachers for the inner-city elementary school to determine the factors held in common by them; and third, to compare these


²Ibid.

common factors with the program proposals made by the educators to determine if there is any correspondence between the two sets of components.

PROCEDURES

In the process of making this study the first step was to write to the American Association of Colleges for Teacher Education and the Educational Resources Information Center's Clearinghouse on Teacher Education for preliminary information. The response from the latter source suggested using the various ERIC publications that are available at some libraries, universities, and state departments of education.

The Curriculum Innovation Center of the Commonwealth of Massachusetts Department of Education provided the necessary ERIC publications and a microfiche reader for gathering data on teacher education for the inner city. The information obtained from these sources proved to be most helpful.

Further information was gathered from periodicals and books found in the Ball State University library. The graduate programs compared in this study were briefly described in articles and books as well as in college catalogs.

After compiling the data and comparing the programs, it was necessary to draw up a list of the factors held in
common by the programs. A comparison was then made between these common factors and the proposals outlined by certain educators for programs to train teachers for inner-city elementary schools. The study concludes with a look at the implications of the findings and suggestions for further research into this topic.

SCOPE AND LIMITATIONS

This study deals only with full-time graduate programs. Although many schools offer summer institutes and part-time in-service training for inner-city elementary school teachers, this study is concerned with those programs which operate on a full-time basis and lead to the master's degree.

The programs under study have been further limited to elementary education in the inner city. In specifying the inner-city elementary school, schools in other disadvantaged areas as well as secondary schools are eliminated.

The number of schools offering some type of program for teaching the disadvantaged and an inaccessibility of current college catalogs necessitated the selection of six specific graduate programs for use in this study. The programs selected for the study were those presented in the most detailed manner in the various references.

The literature reviewed for this study was limited to that which dealt with the specific problem. There was no attempt to read extensively about the inner city, the
disadvantaged, or general teacher training. References used in the formulation of the background of the problem generally encompassed teacher education in addition to the other information.

ORGANIZATION OF THE STUDY

This study has been organized into five chapters. The first one serves as an introduction with background information on the problem, the statement of the problem, the procedures followed in the study, the scope and limitations of the study, and an explanation of the organization of the study.

Chapter II reviews some literature that is pertinent to the problem. Organizations formed especially to study education for the disadvantaged are described. The programs proposed by selected educators for inner-city teachers are then presented.

In the third chapter the six selected programs are described. Each program is dealt with individually here.

The findings of the study are revealed in Chapter IV. Included here is an enumeration of the factors held in common by the programs as well as a comparison between these factors and the proposals made by certain educators for teacher-training programs for the inner city.

The final chapter summarizes the study and offers suggestions for further research. Chapter V is followed by the bibliography and an appendix.
CHAPTER II

REVIEW OF RELATED LITERATURE

ORGANIZATIONS STUDYING EDUCATION FOR THE DISADVANTAGED

One of the most outstanding study groups striving "to improve programs for personnel who are engaged in or planning to engage in the teaching of the disadvantaged" is the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. This project is "supported by the U.S. Office of Education under Title XI of the National Defense Education Act and was initiated in June 1966 under a contract between the USOE and Ball State University, Muncie, Indiana."  

The Institute, operating under a subcontract between Ball State University and the American Association of Colleges for Teacher Education, "was formed as a partial response to the growing need to deal in an organized way with

---


2 Ibid., p. 197.
the problems and issues created by the rapidly increasing demands for teachers of the disadvantaged and for personnel to train such teachers."\(^1\) The National Steering Committee's job

is to identify and clarify basic issues in teacher education for the disadvantaged, to determine the implications of the many kinds of federal programs which are being conducted, to assist in the improvement of teacher education for the disadvantaged generally, to analyze and synthesize the data which are available, and to identify and seek to implement those strategies which may lead to better teacher education for the future.\(^2\)

Another agency that is working to improve the education of the disadvantaged is the U.S. Office of Education's Office of Disadvantaged and Handicapped. Program activities sponsored by this office include research, training, instruction, supplementary educational activities, technical services, construction, resources, and equipment.\(^3\)

Under the category of personnel training is found the National Teacher Corps. Experienced teachers and qualified college graduates are eligible to participate in this program featuring pre-service and in-service training at selected colleges and universities, teaching or service activities in a local school district, and community service

\(^1\)Ibid., p. 197.

\(^2\)Ibid., p. 133.

projects.

The office also offers grants for short-term or regular session institutes for teachers of disadvantaged youth. In addition, experienced and prospective teachers of the disadvantaged may receive graduate fellowships for further study through this office.

PROPOSALS FOR IMPROVING THE TRAINING OF TEACHERS FOR THE INNER CITY

Focused Preparation of School Personnel

While some educators contend that what is good training for an urban teacher is also good for suburban and rural teachers and that the professional person can adapt to all settings, other educators regard the belief that a good teacher is equally effective in all settings as not valid. Many agree with Levenson's basic premise that "effective preparation for teaching the disadvantaged requires special training."¹

Goldberg lists three facts that must be recognized by educators before revisions in teacher education will begin. First, the schools in disadvantaged areas possess unique problems differing from those of more affluent parts of the city, the suburbs, and rural areas. Second, while disadvantaged children vary in aptitude, as a group they

"present learning and behavioral problems which distinguish them from their more socially and economically favored age-mates."¹ Third, those who teach the disadvantaged require specific knowledges and skills suited to the learning needs of disadvantaged pupils.

Getzels sees the need for special preparation for all urban school personnel including teachers, counselors, psychologists, and administrators. He believes that there are advantages in focusing attention on the unique problems of education in inner-city schools and in treating urban education as a professional specialty. These advantages include the attraction of highly motivated personnel interested in teaching in a particular locality, the contribution of personnel prepared to work in the inner city, and the provision of professional esprits for inner-city school personnel in place of an attitude of teaching in the inner-city school as a last resort.²

Co-ordinated Preparation of School Personnel

Another of Getzel’s proposals would allow for the training in common of teachers, counselors, psychologists, and administrators. Chicago’s cross-role seminar and


²Getzels, loc. cit., p. 289.
training practicum is an example of co-ordinated preparation. The courses involve a joint examination of the problems of inner-city life from personal and professional points of view.

**Placement of Cadres of Teachers in Inner-City Schools**

Getzels also proposes that cadres of specially trained personnel be formed and placed in the inner-city schools. This means of placing personnel affords mutual support in the face of difficulties. Furthermore, a group of specially trained personnel will have a greater effect on a school than will an individual.

**Demonstration and Induction Schools**

Another proposal set forth by Getzels is the formation of demonstration and induction schools in the inner city. These schools would make available to school districts new curricular materials and methods relevant to that district. They would serve as the locus of observation and internship for prospective teachers, counselors, psychologists, and administrators and as a half-way house between the university and the first job. The schools would be a means of communication with the school district and from the schools in the district to the training and research centers. These schools could lead to a more unified and integrated school community and to co-operation among schools, cities, and universities.
Although the use of demonstration schools can be of benefit to both the university and the school system, demonstration programs often fail because "the large school system lacks the know-how and does not have the financial ability to move the successful program from one school to all the schools."¹ Demonstration schools will be of value only if the programs developed in them can be expanded to other schools.

Special Courses

Included in Schueler's proposals for making teacher education for the inner city more meaningful is curricular planning. Curricular planners should visit urban schools to see the children and their teachers and to find out what the teachers "conceive of as their mission, their problems, their successes, and their frustrations."² Curricular planners can then evaluate the appropriateness of the teachers' training.

Since examples, illustrations, and principles of proper school practice used by textbooks and professors have proven to be irrelevant to teaching in the inner city, 


educators will need the help of psychologists, sociologists, social psychologists, and cultural anthropologists in planning curriculum. It is imperative that the teachers understand the customs, value systems, and modes of behavior of their students.

Levenson cites four facets of professional preparation and the need to find the best methods for achieving them. The four facets are broad, general education; knowledge of the subject matter; understanding of the inner-city child and his environment; and the acquisition of effective communication skills.

A teacher must have a knowledge of all cultures in order to enrich the culture of his students. Teachers can relate to students without limiting themselves to that one culture.

Knowledge of the subject matter must be broader than it has been in the past. It needs to be diagnostic as well as remedial.

Additional courses in psychology, sociology, and anthropology will not necessarily help the teacher gain a better understanding of the inner city and its inhabitants. It would be better for the teacher to study social change and stratification, power structure, race relations, juvenile delinquency, relief agencies, and economic forces.

Special methods based on psychological insight may aid in acquiring effective communication skills. The
acquisition of these skills by the students is also related to the personality of the teacher.

Klopf and Bowman feel that the course sequence should emphasize the diagnostic approach. This involves the analysis of each student's behavior and learning needs and the possible causes of such behavior. Basic courses in education should be supplemented with academic preparation in social, economic, and cultural approaches to the society and the community. The focus would be on the city, its inhabitants, its institutions, and the family. Field trips to social institutions, such as children's homes, and to varied cultural, industrial, and business activities of the city would augment the class sessions.

Some broad areas of study suggested by Haberman are the nature of the subject matter, the nature of children and youth, the nature of the educational setting, the nature of the process of learning, the nature of the self, and the nature of teaching. These areas were derived "from observing the performance of successful teachers in urban schools." Related field experiences suggested by Haberman


are the following: tutoring, individual guidance, school aide, work in a community agency, direct observation in schools, indirect observation via films, student teaching, and internship.

Bernstein outlines five education courses for pre-service candidates. The first course is an introductory course that shows that behavior is caused and is not accidental. Educational history and philosophy is debated in this course. The second course is designed to show that behavior is patterned and organized. Some of the things treated in this course are experimental psychology, tests and measurements, statistics, learning disabilities, and developmental patterns in the child. The third course "shows that culture is measurable, and that we can quantify much of the qualitative." Students conduct surveys and study Negro unrest, social change, and educational sociology. The fourth course demonstrates that the curriculum is both manipulated and manipulable due to political forces, social change, and educational shifts. The fifth course shows how teaching is methodologically organized and how teaching outcomes can be planned through lesson planning, classroom management, team teaching, and professional specialization.

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Student Teaching in the Inner City

Havighurst states it simply. "Eventually the prospective teacher does practice teaching in an inner-city school."\(^1\) Student teaching or internships in the inner city is proposed by nearly all educators concerned about education in the inner city.

Schueler states his opinion in these words.

One's practice in teaching, to be effective, must be relevant to what he will meet as a professional. If teaching in an urban public school is his professional goal, then a significant proportion of his laboratory observation and practice should be in such a school.\(^2\)

Klopf and Bowman state that the development of competent teachers depends on intensive student-teaching experiences in several urban school situations. Staff members who can serve as counselors and advisors and who know urban schools well serve as student teachers' supervisors.

Teacher education, as currently constituted in most colleges of education, provides few experiences that adequately prepare a person to meet the pressures of the job in slum areas.\(^3\)

Continued Study and Consultation

Klopf and Bowman cite the need for a continuous relationship for several years between the teaching institution and the teacher. The institution "should have the


\(^2\)Schueler, *loc. cit.*, p. 87.

\(^3\)Schreiber, *loc. cit.*, p. 44.
teacher return for seminars, institutes, and some formal course work during a period of two to four years after completion of the basic program.\textsuperscript{1}

However well prepared a teacher may be, his first years of service as a full-time teacher are probably the most critical years in his professional career. To make these years most fruitful requires the cooperation of school and college, for each has a distinctive contribution to make to in-service teacher education, especially for new teachers.\textsuperscript{2}

One of the requirements listed by Southworth for revolutionizing teacher education is "retraining for teachers through graduate in-service opportunities with the total professional support."\textsuperscript{3}

It should be noted at this point that the preceding has been only a partial review of the literature that might be related to this study. The review has been limited to those sources which specifically dealt with urban education and teacher training, but it did not encompass all that has been written on either subject.

Although the proposals listed in this chapter can apply to any level of teacher education, the next chapter deals only with graduate programs of teacher training for the inner-city elementary school.

\textsuperscript{1}Klopf and Bowman, \textit{loc. cit.}, p. 291.


CHAPTER III

PRESENTATION OF SELECTED PROGRAMS

Morgan State College

Morgan State College, Baltimore, Maryland, offers special graduate programs, leading to the Masters of Science degree, for the preparation of elementary and secondary school teachers in urban schools. The following courses are required of all students: Field Experience, Seminar, Psychological Foundations of Behavior, and Sociology of Deprivation. Students are required to take six additional courses from the regular program. Field Experience, conducted primarily outside the classroom, attempts to deepen the understanding of urban education and test knowledge in professional experiences.

Brooklyn College of the City University of New York

The Brooklyn College program is entitled "Preparation of College Graduates to Teach in Elementary Schools in Urban Disadvantaged Areas." This program is divided into four phases and is designed for mature, college-educated men and women "who now wish a career in teaching.

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and are particularly interested in working with the dis-
advantaged."1

The program begins in the summer when students as-
sume positions of responsibility with social and service
agencies in the community. "A minimum of 75 hours of
field service is required with a collateral seminar meet-
ing three evenings a week."2

Pre-intern activities in the fall are comprised of
two seminars and a workshop. Learning theory, research,
teaching method, and human relations in the school and com-

munity are covered in these courses.

In the spring the paid internship is accompanied
by continued seminars on learning and a workshop in human
relations.

The final phase of the program is regular teach-
ing with continued graduate work leading to the
master's degree. Continuing supervision is pro-
vided by a supervisory team made up of represen-
tatives of the college, the public schools, and
community agencies. Evaluation is continuous and
program adjustments continue to be made.3

1"The Distinguished Achievement Awards," Changing Dim-
ensions in Teacher Education, Twentieth Yearbook for the
American Association of Colleges for Teacher Education,
Washington, D.C., The American Association of Colleges for

2Ibid.

3Ibid.
Western Michigan University

Western Michigan's program is known as a "Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth." The purposes of the program are

to develop teachers' empathy with the lives, the customs, and the difficulties of the disadvantaged children they intend to teach and to improve college professors' qualifications for preparing teachers of the disadvantaged.¹

The features of the program are

1. preservice teachers' direct involvement with the disadvantaged
2. informal seminars with consultant specialists
3. eight weeks of supervised teaching and camp counseling experience with migrant or inner-city children
4. faculty fellowships to acquaint them with and prepare them to deal with the problems of the poor
5. sensitivity training to help both teachers and students accept and deal with the new educational challenges
6. evaluation which indicates encouraging changes in attitudes and in preparedness for working with deprived children.²

Thus far the results of the program have been close to its goals. The students and faculty have developed a strong emotional commitment to the education of the disadvantaged. Moreover, they are more aware of the social

²Ibid.
forces which create poverty, of the psychological problems of the poor, and of the school's role in helping the poor attain a better place in society.

Temple University

Temple University offers a graduate intern teaching program leading to a Master of Education degree. The first year the intern supervised in his teaching position and attends a weekly seminar. He continues to teach and take courses the second year and is recommended for the Master's degree when he "has earned the required number of hours of graduate credit, demonstrated satisfactory performance as a classroom teacher..., and passed a comprehensive examination." ¹

Hunter College

Hunter College is one of many colleges and universities participating in the Teacher Corps. The program of combined study, observation, laboratory experience, practice teaching, and regular full-time teaching requires two years of work. ² Upon completion of the program, the participants are certified to teach, are placed in teaching positions, and have earned a master's degree. One feature of the program is the use of a central Harlem school building instead of campus buildings for summer instruction.

Fordham University

The Fordham University program is available at all levels to liberal arts graduates and to seniors at cooperating liberal arts colleges. Advanced graduate programs in urban education leading to higher degrees or professional diplomas are open to qualified experienced teachers.

The underlying assumptions of this program are as follows:

1. Only adequately prepared teachers are equal to the job of providing quality education for all urban children...
2. The proper use of paraprofessionals can improve the effectiveness of urban teachers and on-the-job service in a paraprofessional capacity can be important in the preparation of teachers.
3. Urban schools need teachers who understand the problems and the aspirations of urban children and have confidence in their ability to teach them.
4. Urban teachers must understand the social pressures affecting their children as well as the psychological factors customarily studied and must be able to work effectively with parents and with members of the community.
5. Because the urban population is so varied ethnically, socially, and intellectually, prospective teachers should become familiar with the wide array of educational programs in the metropolitan area, but the apprenticeship should be served in the inner city schools in order to destroy stereotypes of slum children and slum schools and to develop skill and self-confidence as a teacher there.
6. How children learn and how we teach them are so closely interrelated that these two phases should be taught together rather than in separate courses.
7. On-the-job training is so important that the school classroom should be the central place for teacher education.
8. The newly appointed teacher needs continued support and guidance from the university as an integral part of the teacher education program.1

The following are the characteristic features of this outstanding program.

1. Active participation of community members and school facilities in teacher education
2. On-the-job training with university supervision
3. Quick preparation for service as an apprentice teacher and then a beginning teacher, postponing advanced study of educational problems and practices until the teacher's experience can give meaning to the courses
4. Application of basic principles of learning to teacher education
5. Stress on connection between theory and practice and the relationship among various phases of education
6. Recognition of learning as a social and individual process
7. Teacher education as a co-operative undertaking by the community, the schools, and the university
8. Bridging of the gap between pre-service programs and the teacher's initial experiences by a continuation of teacher education into the first years on the job
9. Consideration of prospective teachers as members of the faculty and as aids to improving the effectiveness of urban schools
10. Co-operative pre-service and on-the-job teacher education activities that lead to professional growth in both school and university personnel
11. Utilization of university resources in many disciplines
12. Recognition of the contribution made by the cooperating teacher to the apprentice teacher's professional growth?

1Harry N. Rivlin, The Urban Education Programs at Fordham University's School of Education, Bronx, New York, Fordham University School of Education, November, 1968.
2Ibid.
Phase I of Fordham's program, *Children and Youths in Urban Schools*, deals with the physical, psychological, and social factors affecting the development of urban children and youth. Students enrolled in the program serve as school aides and as assistants in social case work agencies. This phase of the program features guest lecturers and panels as well as flexible and functional time units.

In Phase II the students serve as apprentice teachers and engage in related course work. The apprentices are paid as assistant teachers and work four hours a day, five days a week for one year. The course that corresponds to this phase, *Learning and Teaching*, is taught by a teaching team composed of a psychologist and curriculum specialists. Educational psychology and methods of teaching are studied as interrelated areas. This teaching team also works with the apprentice teachers in the inner-city classroom. The apprentice teachers' work is video-taped for later viewing and evaluation.

The students who are in Phase III of the program are qualified as beginning teachers. They are assigned to classrooms that they can handle as beginners. The university instructors continue to work with the beginning teachers through the year on classroom problems and, in cooperation with the school personnel, offer appropriate counsel and support.
CHAPTER IV
FINDINGS

COMMON FACTORS OF THE SELECTED PROGRAMS

The first factor common to all the selected graduate programs is the use of special courses, seminars, and workshops designed to aid in the teaching of inner-city children. These courses emphasize the social sciences and teaching methods in relation to inner-city children.

The second common factor of these programs is an emphasis on student teaching in inner-city schools. All of the programs stress the need for direct involvement with the kind of children that the students will teach.

A factor held in common by five of the six programs is that of working with disadvantaged children through social agencies or camps. Hunter does not mention this factor in its program, but the Teacher Corps program usually includes community service projects.

Again five of the six schools used in this study are urban colleges and universities. The three cities of Baltimore, New York, and Philadelphia are the locations of five of the six colleges and universities cited in this paper. Only Western Michigan University is not located in
a major U.S. city, but Kalamazoo still has a population of 25,000 to 100,000 residents and could be classified as a small city. The location of five of the schools under study in metropolitan areas accounts for the fourth common factor.

The fifth factor is found in only two of the programs, Brooklyn and Fordham, so it might not be classified as a common factor. This factor involves continued supervision in the initial teaching experiences of the students.

The chart on page 28 shows the correspondence of the programs to the common factors.

**COMPARISON BETWEEN COMMON FACTORS AND PREVIOUS PROPOSALS**

One proposal advanced by educators was the focused preparation of school personnel. In this case the focus was on the inner city. All of the programs selected for this study meet this proposal since they are all programs for teaching in the inner-city schools.

Another proposal concerned the co-ordinated preparation of school personnel. The programs selected for this study are designed for teachers only, so none of them comply with this proposal.

The proposal to send cadres of specially-trained personnel into the inner-city schools is not met by any of the programs of this study.
CORRESPONDENCE BETWEEN THE SELECTED PROGRAMS
AND THEIR COMMON FACTORS

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<td>Yes</td>
</tr>
<tr>
<td>Supplementary Work</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Location</td>
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<td>Baltimore</td>
<td>Philadelphia</td>
<td>Kalamazoo</td>
<td></td>
</tr>
<tr>
<td>Continued Supervision</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
All of the schools used in this study meet the proposal for demonstration and induction schools to a certain degree. The colleges and universities co-operate with the cities' public schools which serve as training centers for prospective inner-city teachers.

The proposal for special courses has, as previously noted, been met by all of the selected programs. These courses cover the proposed areas of relevant education courses and the social sciences including the study of customs, values, and modes of behavior.

A sixth proposal calls for student teaching or internship in the inner city. This proposal is met by all of the selected programs.

The final proposal calling for continued study and consultation is met by two of the selected programs.

The chart on page 30 shows the correspondence of the common factors of the selected programs to the proposals made by various educators for improving teacher training for inner-city schools.

IMPLICATIONS OF THE COMPARISON

The provision for special courses, seminars, and workshops to aid in teaching inner-city children as proposed by the consulted educators implies that the children of the inner city are different from suburban and rural children and possess unique needs and values. This factor
CORRESPONDENCE BETWEEN THE SELECTED PROGRAMS
AND THE PROGRAM PROPOSALS

<table>
<thead>
<tr>
<th></th>
<th>Brooklyn</th>
<th>Fordham</th>
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<th>Morgan</th>
<th>Temple</th>
<th>Western</th>
<th>Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused Preparation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Co-ordinated</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cadres of Teachers</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Internship</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Continued Study and</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
also implies that the majority of this country's teacher education programs do not prepare teachers to meet the needs of inner-city children. If general teacher education programs do not adequately prepare teachers for the inner city, then special programs must be set up for the training of teachers for the inner city.

The teacher-training institutions selected for this study obviously agree with the proposal for special courses and with its implications, for they have all provided their students with courses designed to acquaint them with the needs of the inner-city child and to prepare them to meet these needs. There is a variation in the number and type of courses offered by these institutions, but all of them attempt to be relevant.

The emphasis on student teaching or internships in inner-city schools leads one to think that for student teaching to be of any real value, it must be done in the type of school in which the student teacher expects to teach. This is indeed the contention of the educators quoted in this study. This factor also implies that student teaching outside of the urban setting has no relevance for prospective inner-city school teachers. The programs outlined in this study vary in the length of time they allot for internships, but again all of them include this factor and place a high priority on it.

The factor which stresses work with disadvantaged
children through social agencies and camp counseling implies the need for further acquaintance with the needs and values of the inner-city child. This factor says that the teacher must know the student not only in the classroom setting, but in other environments as well. The chart on page 34 reveals the similarities as well as the differences in the programs' approaches to this factor. They vary in time devoted to this part of the program and in the type of work done.

The location of the majority of the schools under study in major U.S. cities implies that colleges and universities have to be very close to inner-city schools to feel motivated to meet the need for specially-trained personnel for these schools. Colleges and universities relate to their immediate environments instead of looking at and attempting to meet the needs of the total national environment. This factor implies, too, that the majority of teacher education institutions, being located in non-urban areas, are not training teachers for successful teaching in inner-city schools.

The schools selected for this study are pioneers in their attempts to meet the needs of our growing urban population, for they are close to the problems of urban education. But not all city colleges have responded to the needs of the inner city. City colleges and suburban universities must follow the example set by the six selected
institutions and initiate training programs for prospective inner-city school teachers.

The factor calling for continued supervision in the initial teaching experience implies the need for further education and retraining for teachers. It also points out the necessity of supporting the beginning teacher in his first assignment. Although only two of the six schools are meeting this need, it is probable that the others recognize the need and will eventually strive to meet it.

The all-encompassing implication of this comparison is the need for relevant teacher education. For teachers to experience any degree of success in their teaching, they must be prepared to meet the needs of their students and to understand the values and modes of behavior of these children. Today educators are attempting to meet the needs of all children in all types of settings and situations with appropriate programs for the people who will be teaching them.
### COMPARISON OF THE SELECTED PROGRAMS ON OTHER PERTINENT INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>Brooklyn</th>
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<th>Temple</th>
<th>Western</th>
<th>Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1+ years</td>
<td>1+ years</td>
<td>2+ years</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Courses</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>11-12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Length of Internship</td>
<td>1 semester</td>
<td>1 year half-day</td>
<td>2</td>
<td>1 year half-day</td>
<td>1 year</td>
<td>8 weeks</td>
<td></td>
</tr>
<tr>
<td>Corresponding work with children</td>
<td>Minimum 75 hours social service agencies-summer</td>
<td>School aides, assist in social agencies</td>
<td>None listed</td>
<td>None listed</td>
<td>Three summers- social agencies and camps</td>
<td>Eight weeks- camp counseling</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY

The purpose of this study was to compile a set of proposals made by various educators for improving the training of teachers for inner-city schools and then to compare these proposals with actual teacher-training programs. The information used in this study was extracted from periodicals, books, and college catalogs.

A review of pertinent literature revealed several proposals for improving teacher education for teachers of the inner city. These proposals included the following:

1. Focused preparation of personnel
2. Co-ordinated preparation of personnel
3. Placing of cadres of teachers in inner-city schools
4. Demonstration schools
5. Special courses
6. Internships in inner-city schools
7. Continued supervision of new teachers

Six programs designed for graduate students desiring to teach in inner-city elementary schools were then presented. The common factors of these programs were:

1. Special courses
2. Internships in inner-city schools

3. Location of colleges and universities in cities

4. Supplementary work with inner-city children

The bulk of the study is contained in Chapter IV. The above common factors are discussed there. These were then compared with the proposals made by educators for improving teacher training for inner-city schools.

The final section of Chapter IV drew implications from this comparison. Some implications are:

1. that special programs are needed to train teachers for inner-city schools

2. that for student teaching or internships to be relevant, they must be done in the inner city

3. that teachers should engage in extra-curricular activities to better acquaint themselves with inner-city children

4. that although most of the colleges used in this study are located in cities, all teacher training institutions everywhere should strive to prepare teachers for the inner-city school

5. that teachers require continued supervision and retraining

6. that teacher training in general must be more relevant to the environments in which the teachers will be working

There has been and continues to be increased research into the challenges and problems of teaching in the inner city. Although this paper has examined only one aspect of urban education, the author would like to offer other topics for research.

College graduates and experienced teachers should not have to return to college for the training they need
to teach in the inner city. They should have received this training on the undergraduate level. What is being done on the undergraduate level at Ball State University and elsewhere to prepare teachers for the inner city?

Some of the teachers in our cities have received special training to prepare them to meet the demands of inner-city schools. Other teachers have had no special training. How do these two sets of teachers compare in their ability to cope with the special demands of teaching in inner-city schools? How do they rate their training? How would they have changed their training programs to better prepare them for their jobs?

This writer would like to see a comparison of the content of courses offered by various teacher training programs. Are the courses primarily based on psychology, sociology, or educational theory?

One section of this paper touched on federally-sponsored programs for the education of the disadvantaged. This topic could be expanded by describing all of the programs in greater detail. Or one program, such as Head Start, and its inauguration and development in one specific community could be explored.

There is almost no end to the possibilities for research into urban education. The above suggestions might offer some direction for research, but they are by no means the only possibilities.
APPENDIX
June 20, 1969

Miss Andrea L. Bremer
18 Mylod Street
Norwood, Massachusetts 02062

Dear Miss Bremer:

In response to your letter of 13 June we enclose a copy of How To Use ERIC. We believe that the use of Research in Education as well as the Current Index to Journals in Education, for which an announcement is enclosed, will greatly strengthen your thesis work.

Sincerely yours,

Joost Yff
Assistant Director

JY:la
Enclosures
Dear Sir:

It has been suggested that you might be of assistance in the compilation of information and materials for a thesis I plan to write. The purpose of the thesis is to investigate the programs of study offered by American colleges and universities leading to a master's degree in elementary education for the disadvantaged.

The first step in the writing of this thesis will be to locate the schools which offer graduate programs for teaching the disadvantaged in the elementary school. These schools would not include those which offer only workshops and institutes. If you have such a list of schools, I would appreciate having it.

The next step will be to contact these schools for more information about their programs. I will then try to rate these programs.

One other aspect of interest to me is the amount and kind of financial aid available to students on these programs.

I will be grateful for any information you can send me. Thank you for your help.

Very truly yours,

(Miss) Andrea L. Bremer
BIBLIOGRAPHY


Rivlin, Harry N. The Urban Education Programs at Fordham University's School of Education. Bronx, New York: Fordham University, November, 1968.


