

civil rights groups. I don't please the white groups either."

A delegate from Wyoming also felt it is a matter of degree, and that they are "on the road toward attitude change." In one group of teachers, each had promised to work this year with the worst pupil in her class. Next year, it would be with the worst two or three.

But a man who had taught for a year in a Boston slum school was pessimistic. "The teachers there are defeated, disappointed, both the young and the old." Only 3 out of 40 can be said to have enthusiasm. As a result, he would not want to pick teachers at random to teach the disadvantaged. "In Boston, we have to choose carefully where the money goes."

Panelist Gordon felt the answer lies not so much in attitudes as in providing the teacher with effective methods. "If one puts methodology in the hands of teachers, it probably has a stronger impact than exhortation," he said. It is possible to talk to people and to touch them, he agreed. It is also possible that acquainting teachers with the background lives of the disadvantaged would have some effect. "When a teacher is helped to succeed, she loses her negative attitude." On the other hand, if she is faced with repeated failure, she will find it hard to retain any positive attitudes.

The key question remained, "Who is going to teach the teachers of the disadvantaged, and what are they going to teach?" Panelist Jacob Silverberg, chief psychologist, Memorial Guidance Clinic, said it is clear from experience in Richmond that there are not many people who know what to teach the teachers. Aside from courses in comparative culture, anthropology, and so on, "we still have to work directly with the child."

Panel IIA

Don Davies, executive secretary, National Committee on Teacher Education and Professional Standards, National Education Association, suggested that teacher preparation should be viewed as a whole, as a process which starts sometime in college, and continues through a period of supervised practice or internship, into the early and formative years, and throughout a teacher's career. He urged that teacher preparation be a joint responsibility of the school and the college, and that the concept of staff development be a broad one. It should include more than courses for credit and summer institutes; it should include a variety of planned activities (formal and informal), travel, independent study, work experience, work on curriculum and teaching materials, and, generally, be tailored to the needs of the individual teacher. He noted that many teachers in disadvantaged schools are alienated not only from

their children but also from other members of the profession, and from the colleges and the community. "You don't change these deep-seated attitudes by lecturing to people about how they ought to love all the children." He urged that inservice programs be conducted within the community where the teacher works.

Dr. Davies suggested putting all teachers in disadvantaged schools on a 12-month contract and involving them heavily in developing strategy; setting aside 10 percent of Title I money for next year, and awarding it to individual teachers on the basis of proposals they submit for doing things in the classroom and community; supporting the concept of "the teacher and his staff" with the teacher as the central figure in a staff of supporting personnel, including teacher aides; limiting classroom activity of new teachers to no more than half time, the remaining time being devoted to study, and the observation and preparation of materials; and removing institutes for teachers of the disadvantaged from the university campus and putting them in slum schools in slum communities.

Panel IIIB

A number of speakers pointed out that education of disadvantaged children has always suffered from a lack of personnel and from the teacher's perennial difficulty in dealing with 30 or 35 children, meeting all curricular and administrative requirements, and simultaneously attempting to give individual attention to all pupils. "Teachers need time to do things," said Vernon A. Staggers, director of Federal programs for the Mineral County (W. Va.) public schools. "We need time to evaluate. I know that a teacher can do a better job with 20 kids than with 30." Although some of the panelists disagreed regarding optimum class size, there appeared to be no dissent from the ideas that teachers need extra help and that nonprofessionals can be used more widely and wisely.

Panel IVA

Jack W. Hanson, Title I administrator, Minnesota State Department of Education, said that until the job of teaching the disadvantaged is viewed in a more positive light the effort will continue to fail. "How in the world," he asked, "can we teach teachers to like kids who stink and swear and spit and with whom they can't identify?"

Panelist Dabney said that few undergraduate teacher-education programs stress anthropology courses to help teachers understand the disadvantaged. Instead, she said, teacher-education curricula help maintain society's overall rejection of the poor. "It's very impor-