



Chairman John L. Cleveland (l.), John J. O'Neill, and Mario D. Fantini give attention to fellow panelist Margaret G. Dabney during the IVA discussion.

tant how the teacher perceives the child," she said, "because her perceptions are the facts out of which she operates."

Panelist Fantini also criticized teacher preparation. "I find that curriculum stocks up on content that tells us about the disadvantaged," he said. "Teachers come out and say, 'All right, I know that. Now, what do I do?' They still lack the technology of implementation."

Alva R. Ditttrick, deputy superintendent of Cleveland, Ohio, schools, was more hopeful. "We have seen in Cleveland that you can change the attitudes of teachers," he said. "The key to it is staff development." Howe Hadley, dean, University of South Alabama, added that administrators, too, should receive inservice training in this area.

John W. Alberty, director of Title I, Missouri State Department of Education, said he was unconvinced that teachers are doing a bad job. "As long as we keep emphasizing what we're not doing, we're going to get a bad job," he said. "I don't mean that we should overlook the failures. But we should get enough space in

the paper for what we're doing right as for what we're doing wrong."

Mrs. Dabney noted that "the whole teaching profession is having role and status problems. . . . Now teachers find themselves embattled. Their failures are submitted to public view. We need to help teachers overcome this threat." She added that "there is a high risk value in teaching, but the risks are hidden. It is a question of opening up life or not."

Panel IIIA

Several of the participants suggested ways to change teacher attitudes toward the deprived. One such change would involve setting up demonstration projects in schools and districts so that other teachers could see disadvantaged children actually learning with a good teacher. Teachers who are successful could be employed as models to work with other teachers. Another way would be for teachers to tell one another what works for them. "Every teacher has a little bit that works in a particular class. We need to put those pieces together."