SCHMITT, Henry Erven, 1942-
A MODEL FOR PREPARING SECONDARY TEACHERS OF AGRICULTURE FOR MINORITY POPULATIONS.
The Ohio State University, Ph.D., 1970
Education, vocational

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A MODEL FOR PREPARING SECONDARY TEACHERS OF AGRICULTURE FOR MINORITY POPULATIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University

By

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1970

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Adviser
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To The Loving Memory of My Son James Henry Schmitt

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you,

For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth.

.......

Let your bending in the archer's hand be for gladness.

-Kahlil Gibran
ACKNOWLEDGMENTS

To be a man is to feel that through one's own contribution one helps to build the World.

Antoine de Saint-Exupery

Those persons who assisted in building a new world for the writer by providing personal and professional expertise throughout this study include:

Dr. Ralph E. Bender, major adviser, for his flexible and experienced mind in adjusting to a changing social order;

Dr. J. Robert Warmbrod for his intolerance of mediocrity in the pursuit of educational excellence;

Dr. Ralph J. Woodin for his vast repertoire of wisdom and personal guidance;

Dr. Leon W. Boucher for his contagious enthusiasm and his benign life style;

Dr. L. O. Andrews for his colossal and endless contributions to the profession of teacher education;

All persons who shared their hearts and minds in searching for solutions to contemporary problems facing mankind;

My sons Jimmy and Johnny for their everlasting love; and

Most of all my wife Mary for her strength in times of seemingly unbearable tragedy and genuine humbleness in times of achievement.
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CHAPTER I

THE PROBLEM AND ITS MAGNITUDE

... education is a mirror held against the face of a people; nations may put on blustering shows of strength to conceal political weakness, erect grand facades to conceal shabby backyards, and profess peace while secretly arming for conquest, but how they take care of their children tells unerringly who they are.

—George Z. F. Bereday, 1963

Introduction

Affluency is the hallmark of our society, yet it has tragically circumvented one of every six Americans to the doles of deprivation. Coupled with racism in America, education has been the spawning ground for perpetuation of both physical deterioration and psychological dehumanization for minority group children, youth and adults. Furthermore, young children and youth maturing under these conditions constitutes the "social dynamite" which Conant (1961) so dramatically described in his Slums and Suburbs:

... under-educated, under-employed or unemployed unprepared and rejected, they constitute collectively the stuff out of which sporadic individual and group violence, which haunts our cities, is made.

Perhaps for too long educators have paid pious lip service to such often stated cliches and platitudes as:
"equality of educational opportunities for all;" the old Horatio Alger concept that "anyone can make it if he just tries;" and the melting pot theory, espousing to equal "worth and dignity of the individual." Heretofore, these nostalgic overtones have been achieved primarily by middle class White Anglo Saxon Protestants during a decade of both despair and progress. It is the author's point of view that forty million Black Americans, Appalachian Whites, American Indians, Spanish Americans, Mexican Americans, Puerto Ricans and migratory laborers have neither shared in the power structure nor received equitable rewards in a society characterized by urbanization and cybernetics.

Few problems in education have commanded more concern and national attention than has the improvement of education for disadvantaged children and youth. Similarly, few problems in teacher education have proved more elusive of solution even under the impact of widespread effort. Consequently, teacher education institutions offering programs of agricultural education must address immediate attention and critical thought to the following:

1. Will middle class White Anglo Saxon Protestant vocational agriculture teachers accept minority youth and adults enrolled in vocational education in agriculture?
2. How do teacher education institutions prepare and nurture in a vocational agriculture teacher the energy, sensitivity, enthusiasm, intellectual competence and empathy necessary to teach minority youth and adults?

3. If student placement is the key ingredient to successful vocational programs in agriculture, will agriculture teachers possess the rapport and expertise to secure realistic job positions for minority youth?

4. What types of professional laboratory experiences, i.e., sensitivity training, simulation, micro-teaching, student teaching and internships will provide the most applicable design for teacher education institutions preparing teachers for minority youth and adults?

The challenge facing teacher education institutions in agriculture is to design professional experiences that will prepare teachers for urban and rural minority children, youth and adults. These teachers will need support and encouragement, successful pre-service and in-service experiences with minority children and youth, and assistance in developing the skills to cope with new pedagogical frustrations. This study will deal with the
major elements necessary to accomplish these aforementioned tasks during the pre-service and in-service levels of teacher preparation.

Statement of the Purpose

The central focus of this study was to design a professional teacher education model in agricultural education that will afford an equitable balance between theory and practice for the teacher who will teach children, youth and adults who are members of minority groups.

Specific Objectives

The following specific objectives were identified to facilitate the development of this study:

1. To determine to what extent teacher education institutions in the U.S. preparing teachers of vocational agriculture are providing special curricular offerings, teaching practicums, community information activities, sensitivity awareness sessions (T-Group Sessions) and workshops during the pre-service, in-service, or post-graduate levels for teachers of minority youth.

2. To analyze on-going teacher preparation models, via existing literature regarding the following: operational objectives; component parts of the
curriculum; field experience, i.e., urban and rural settings; seminars in learning, development and measurement; and educational processes for teaching minority youth.

3. To identify the opinions of "experts" concerning optimal teacher preparation programs for minority children, youth and adults. Soliciting expert opinions involved the following representation: (1) foremost educational leaders in teacher preparation for minority people; (2) experts representing the business-industrial complex providing job training for the hard-core unemployed; and (3) established professionals in the disciplines of psychology and sociology.

Procedure: Population and Sample

Initially, the target population for this study was 77 institutions preparing teachers of vocational agriculture in the U.S. (see Appendix). This survey was conducted to determine the following pertinent information:

1. What type of experience and preparation is provided undergraduate students who will be teaching youth with special needs (i.e., community involvement, special courses, sensitivity awareness sessions, unique field experience settings
and seminars)?

2. What type of experience and preparation, at the in-service and post-graduate levels, is provided to increase the teachers' competencies in meeting the real life needs of youth with special needs (i.e., special courses, teaching practicums and workshops in learning, development and measurement)?

3. Is your department currently conducting special research and development projects for teachers of youth with special needs?

The questionnaire was appraised by members of the teacher education staff, Department of Agricultural Education, The Ohio State University and fellow graduate colleagues with revisions following. A cover letter, signed by Dr. Ralph E. Bender, accompanied the finalized questionnaire describing the purpose and importance of this educational endeavor. Each agricultural education department chairman of the 77 institutions preparing teachers of vocational agriculture in the U.S. received this questionnaire.

Coupled with the survey was the selection of a purposeful sample of twelve experts representing the following groups: (1) experts representing teacher preparation for
the disadvantaged; (2) experts representing the business-industrial complex currently employing hard-core unemployed; and (3) experts representing the psychology-sociology disciplines. The major criteria used in selecting these respondents was based upon their sincere interests, commitments and bona fide efforts in dealing with the disadvantaged. Consequently, the jury was selected from a list of possible respondents recommended by the investigator's graduate committee and authorities demonstrating expertise through publications, national seminars and the news media (see Appendix).

**Data Source**

Four sources provided the major data for this study; (1) review of current literature; (2) survey of the 77 institutions preparing teachers of vocational agriculture; (3) twelve authorities providing leadership for disadvantaged people; and (4) the investigator's involvement, observations and experiences with minority groups.

Opinions, ideas and concepts provided by the national jury of experts were analyzed in terms of: (1) current trends and implications for teachers of minority students; (2) innovative approaches to this situation; and (3) the incorporation of desirable and feasible recommendations.
and suggestions regarding the proposed preparation models for agricultural teachers of minorities.

Data Collection and Instrumentation

The rudimentary framework for data collection and instrumentation, as found in the Appendix, assumed the following schema:

1. As explained earlier, the investigator developed a survey schedule for the primary purpose of determining the present status of teacher preparation throughout the U.S. in agriculture for teachers of the disadvantaged.

2. A second instrument was developed and mailed to the twelve individuals selected as experts. The major purpose of this questionnaire was to provide a maximum degree of freedom in sharing ideas relevant to teacher preparation for disadvantaged youth. Therefore, the following questions were asked: (1) Why has traditional education in America failed to meet the needs of minority children and youth; and (2) What type(s) of preparation and experiences would be most relevant in meeting the real life needs of youth with special needs? A personalized letter explained the investigator's purpose for the
study and instructions for completing the question-
naire.

Basic Assumptions

The investigator accepted certain underlying assump-
tions from the onset of this study. Consequently, no
attempt was made to test the following assumptions:

1. Programs of vocational education in agriculture
have something to offer culturally different
populations if agricultural teachers are pre-
pared to meet the unique needs of each minority
population.

2. Vocational education in agriculture can provide
a major thrust in educating minorities if agri-
cultural teachers are better prepared to utilize
the school counseling service; remedial teachers
providing expertise in communicative skills;
school psychologists and sociologists; occupa-
tional placement personnel; directors of Upward
Bound and Head Start; and a wide array of sup-
porting community agencies.

3. The philosophy of "learning by doing" or
bridging theory and practice will continue to
be the forte of learning in vocational educa-
tion in agriculture.
4. Occupational visitations, whether on-farm or off-farm, will continue to be a viable aspect of vocational education in agriculture. Increased attention will be given to meeting and involving the parents of students being served by vocational education in agriculture.

Limitations of the Study

The reader should be cognizant of the following limitations regarding analysis of the investigator's conclusions and findings:

1. Since teacher preparation institutions in agriculture are in the formative stages of preparing teachers for minority youth, little if any, unique experiences and activities were available for appraisal.

2. An organized body of empirical research dealing with teacher preparation for minority children, youth and adults does not exist.

Definition of Terms

To minimize the possibility of misconceptions, misunderstandings and misinterpreting, the following term was defined for the study.

1. Minority children, youth and adults. According to the Rules and Regulations of the Bureau of
Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U.S. Office of Education, the term disadvantaged, "includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons ... unless such persons also suffer from the handicaps described in this paragraph." Nevertheless, the reader must be aware that to the psychologist this population is identified as the culturally deprived; to the anthropologist this group is the alien culture; to the special educator they are exceptional children; and to the educator these are youth with special needs. The central point is that all of these terms will be used interchangeably in this study with minority children, youth and adults preferred by the investigator.

Need For The Study

The vocational teacher in agricultural education is a key person upon whom the educational success for minority youth enrolled in agriculture courses depends. Agriculture-
Tural educators have remained in the back waters of provincialism regarding viable course offerings for minority youth. A careful scrutinization of research in rural agricultural education indicates that recruitment, selection, screening, and curriculum requirements plus a host of individual teacher aspirations have negated any service rendered to these students. In an editorial, Warmbrod (1968) stated:

I believe a careful analysis will reveal that persons who are academically, socially, economically, culturally, mentally or physically disadvantaged are primarily onlookers rather than active participants in current regular programs of vocational agriculture. High school programs emphasizing meaningful supervised experience programs have little attraction to students who are not readily employable, and to students who get little or no encouragement financially or otherwise from home.

Teachers of vocational education in agriculture need not carry a "conscience of guilt" for this anomaly because teacher education institutions, as yet, have not provided unique experiences, activities and preparation for teachers of minority youth and adults. For example, are prospective vocational education teachers in agriculture introduced, sensitized and oriented to the culture of minority children and youth? Are combinations of practical experiences such as reading, listening to music, viewing films and plays conducted in the environment of
Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U.S. Office of Education, the term disadvantaged, "includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons . . . unless such persons also suffer from the handicaps described in this paragraph." Nevertheless, the reader must be aware that to the psychologist this population is identified as the culturally deprived; to the anthropologist this group is the alien culture; to the special educator they are exceptional children; and to the educator these are youth with special needs. The central point is that all of these terms will be used interchangeably in this study with minority children, youth and adults preferred by the investigator.

Need For The Study

The vocational teacher in agricultural education is a key person upon whom the educational success for minority youth enrolled in agriculture courses depends. Agricul-
minority populations?

As agricultural education expands specialized vocational programs in urban settings (not to imply a neglect in rural areas) an increasing heterogeneous clientele of students will be served. Consequently, immediate planning and development at the pre-service and in-service teacher preparation levels must be focused on the following objectives if dynamic and realistic programs are to be insured.

1. Breaking down stereotyped thinking about the minority population;
2. developing an appreciation of the variety of life among the minority;
3. developing an appreciation of the resourcefulness of minority children, youth and adults;
4. understanding the cultural gap between the majority class and the minority class;
5. narrowing the cultural gap between the teacher and the minority pupil; and
6. gaining background experience upon which appropriate learning methods can be developed.

Viewing the social scene, preparation of a new "teaching style" for minority children, youth and adults may prove to be the initial catalyst necessary in mitigating
the following situations described by the 1970 Rural Task Force on Vocational and Technical Education:

Youth and adults in rural America are the products of an educational system that has failed to meet their needs. Educational statistics from the 1960 Census classified more than 3.1 million rural Americans as functional illiterates. These 1960 statistics also showed that 700,000 adults in rural America had never enrolled in school, more than 3 million had less than 5 years of schooling, more than 19 million had not completed high school, and in 1960 more than 2 million rural youth between 14 and 24 years of age dropped out of school before graduating.

The rural unemployment rate averages 18 percent as compared to the national average of nearly 5 percent, and underemployment among farm workers has been as high as 37 percent.

Racial unrest, violence, crime, unemployment and underemployment of youth and adults have their root causes in irrelevant education. It is conceivable that within several generations relevant vocational education in agriculture can assist a substantial proportion of minority people into the mainstream of American life. If agricultural educators (along with all educators) fail in this endeavor, the magnitude of social and civil problems may become too horrendous to describe adequately.

Acceptance, respect, understanding, compassion and empathy are prerequisites for successful teacher preparation while formal credentials, knowledge of subject matter and pedagogical skills or teaching methodology
may in fact, be secondary attributes as teachers are prepared to interact with minority children, youth and adults. Perhaps a new teacher preparation credence in agricultural education is the paramount need for this study resulting in ebullient enhancement of an individual's dignity - supposedly the deepest and truest goals to be conceived by the hearts and minds of American people.
"Are you trying to figure out if school makes any difference to us, because if that's it, I can tell you, man, here in my heart, it don't much. You learn a few tricks with the numbers, and how to speak like someone different, but you forget it pretty fast when you leave the building, and I figure everyone has to put in his time one place or the other until he gets free . . ." Such polemic educational descriptions as perceived by a child in an urban slum school brought the following questions from psychiatrist, Robert Coles (1970):

Who listens to such passionate outcries—without anger or embarrassment, or the condescension implied in the use of words, like "beautiful" or "powerful" or "eloquent," or most likely, "unbelievable?" Who bothers to "program" that kind of "attitude," those kinds of "expectations," into something called the "education" of those human beings called our "schoolchildren?" Is it sheer hysteria, obvious romanticism, childish, or (worst of all sins) impractical self-indulgence for us all to live with and ponder those words and what they both ultimately and very concretely amount to—a kind of heartfelt sensibility?
**Introduction**

Voluminous writings on the disadvantaged seem to be the current of the age; however, research related to the education of disadvantaged, according to Gordon (1970) can be classified under two broad categories. The first category might be called the study of population characteristics; and the second, the description and superficial evaluation of programs and practices. Nevertheless, research dealing specifically with teacher preparation in agricultural education for minority students is nearly non-existent. This is due, in large measure, to the early stages typifying preparation programs in agriculture; a non-visible, less articulate rural minority population; and the occurrence of poverty attrition in the rural sector of this nation.

Since this chapter represents an additional input to buttress a new teacher preparation model in agricultural education, the following areas were carefully examined:

1. identification of generally accepted minority "folk myths;"
2. characteristics deemed essential for effective teachers of minority students; and
3. a description of three selected teacher preparation programs.
False Ideas About Minorities

A considerable amount of research devoted to the disadvantaged has led educators to become more sanguine than is justified when careful appraisal is made of the generalized findings and methodology employed. Considering Mexican Americans as a case in point, Carter's investigation (1969) revealed that only two cultural items appear even close to universal--this minority group tends to speak Spanish and to be Roman Catholic. The cultural diversity of this group is extreme; however, most of the literature describes one uniform and rather static culture.

A review of the most current research findings, the national jury's expert opinions and the investigator's "on-the-street" experiences provide a means whereby erroneous conceptualizations about minority populations will be exposed and questioned. For example, Baratz and Baratz, (1970) report two schools of prevailing thought: the traditional racist approach, viewing deprivation by a genetic code; and the ethnocentric social pathologists approach, viewing deprivation resulting from the family environment. In addition, Glazer and Moynihan (1963) state: "The Negro is only an American and nothing else. He has no values and culture to guard and protect." Such assumptions have led researchers to conclude that the minority child (predominantly investigations of Negro
children) possess linguistic and cognitive deficits which must be remedied if the student is to succeed in the school setting. Furthermore, the inadequate mother hypothesis of Black children suggests that the ghetto child is cognitively impaired by his mother's sensory social interaction with him. Despite the insistence that these factors are the chief cause of minority children's deficits, supporting data consists almost entirely of measuring these factors by White Anglo-Saxon Protestant maxims. Baratz and Baratz, et. al., (1970) reporting their research findings to the Society for Research in Child Development stated: "... It would be a mistake, however, to conclude that these differences in language and teaching style cause the (Negro) child to be uneducable. What makes him appear 'uneducable' is his failure in an educational system that is insensitive to the culturally different linguistic and cognitive styles that he brings to the classroom setting. The school, therefore, fails to use the child's distinct cultural patterns as the vehicle for teaching new skills and additional cultural styles."

In summary, the following erroneous "folk myths" associated with minorities are intended to prevent this study from becoming circumvented within these premises.
1. With rare exceptions research dealing with the disadvantaged has been treated as if they were a homogenous group despite the mounting evidence that heterogeneity exists to the same extent as can be found in other elements of the population.

2. These children, as concurred in by Cohen (1969) have yearnings, ambitions, untapped potential, worldly interests and family attachments characteristic to any socioeconomic strata of the population.

3. Considering affluent children, Smith (1969) points out that differences among them are as striking as those among the poor. Socioeconomic status, aspirations, attitudes, educational achievement, cultural and social status differ empathically between minority groups.

4. Careful examination of minority children will reveal that many come from families living in chronic poverty. Udall (1967) indicated in his report at the National Outlook Conference that one-third of the rural population accounted for one-half of the population designated as living in poverty. Tragically, poverty begets poverty.
Perhaps as succinctly stated by Gordon, et.al., (1970) there are no characteristics which identify minority children and youth more accurately than the low income status of their families, the disorganization of their community and family life and their low academic achievement. These manifestations must be clearly visible to the teacher of minority children, youth and adults if their fallowed intelligence, capacities and creativity are to be fully developed.

Characteristics Deemed Essential for Effective Teachers of Minority Students

In a paper presented at the 1967 National Vocational-Technical Teacher Education Seminar, F. A. Gregory (1967), disclosed that the teacher of youth with special needs must be a fully competent practitioner in his field, particularly since the disadvantaged rarely tolerate imposters. The teacher should have a definite strength in teaching techniques that will enable him to meet and overcome the psychological and physiological problems that hinder the learning of the disadvantaged. Accordingly, the teacher of youth with special needs should be able to relate to his students on the basis of understanding, respect and concern.

Viewed by an interdisciplinary team, Tuchman and O'Brian (1969) offer the following teacher competencies:
1. Understand the unique personal, family, community, and social and economic problems of this group.

2. Minimize cultural and ethnic differences by avoiding conspicuous style of dress, inappropriate speech patterns or condescending attitudes.

3. Communicate with the disadvantaged by utilizing simple direct vocabulary, without being patronizing; making genuine identification with the needs of the students; avoiding sarcastic, judgmental or moralistic tones; and taking a positive, optimistic and encouraging approach.

4. Cooperate with teachers, counselors and other professionals in dealing with the reluctance, fears and ambivalences of the disadvantaged. The goal is to aid the student to gain confidence in his ability to learn, achieve and experience success.

5. Adjust teaching approaches to the styles and rate of learning of the disadvantaged by using step-by-step targets, stressing the concrete and literal rather than the theoretical and abstract, and pacing his progress to the students' abilities while not underestimating their potential.
Goldberg's (1963) research provides an excellent summarization of the teacher "style" deemed necessary for success with minority children:

The successful teacher meets the disadvantaged child on equal terms, as person to person, individual to individual. But while he accepts, he doesn't condone. He sets clearly defined limits for his pupils and will brook few transgressions. He is aware that, unlike middle class children, they rarely respond to exhortations intended to control behavior through invoking feelings of guilt and shame. He, therefore, sets the rules, fixes the boundaries, establishes the routines with a minimum of discussion. Here he is impersonal, undeviating, strict, but never punitive. Within these boundaries the successful teacher is business-like and orderly, knowing that he is there to do a job. But he is also warm and outgoing, adapting his behavior to the individual pupils in his class. He shows his respect and liking for his pupils and makes known his belief in their latent abilities.

In the analysis of an experimental Urban Teacher Education Program designed to improve the preparation of teachers for inner city neighborhoods, Galloway and Blanke (1970) at The Ohio State University reported the following generalizations:

1. Effective teachers accepted students as human beings, even though the values and life styles of the students differed substantially from the life styles of the teacher.

2. Effective teachers realized that there are reasons behind the life styles of learners in different kinds of neighborhoods which they must try to understand but probably will never understand completely.
3. Effective teachers in an inner city school have burning desire to help students "make it" in the modern, technological world.

4. Effective teachers have learned tactics for survival in the classroom and in the neighborhood.

5. Effective teachers have developed a working model towards a science of instruction.

6. Effective teachers in the inner city must have the ability to work with parents and adults in the neighborhood which the school serves.

7. Effective teachers have the desire and ability to change community and school organization when it impedes the art of teaching and learning.

If acceptance, respect, compassion, empathy and understanding represent the central core for effective teaching of minority children and youth, how do teacher education programs equip teachers with these characteristics? Clearly, there seems to be an extraordinary lack of meaningful activities and experiences provided by teacher preparation institutions.

A Description of Three Selected Teacher Preparation Programs

Teacher education programs have only recently focused attention on developing relevant educational experiences for teachers of minority groups. These programs range from "stop-gap" measures such as three to six lectures on the subject (many times the only exposure for student teachers); to Project REDY (Rural Education: Disadvantaged
Youth); and finally to sophisticated masters degree programs. Rather than explore the entire gamut of teacher preparation programs, three selected preparation models currently preparing teachers for disadvantaged children and youth will be carefully examined, namely: A Masters Degree Program for Preparation of Teachers of Disadvantaged Youth, Rutgers University; Human Relations Institute For Teachers of Disadvantaged Children, Hunter College, The City University of New York; and The Project Beacon Training Program, Ferkauf Graduate School of Education, Yeshiva University.

A Masters Degree Program for Preparation of Teachers of Disadvantaged Youth, Rutgers University

Empathy is perhaps the best term that summarizes Rutgers' premise for teacher preparation. In order to empathize with minority students, further expansion of this rationale includes development of a basic frame of reference upon which to base and from which the teacher can project his expertise; understanding the minority students' value and cultural systems; soliciting the disciplines of sociology, psychology, social psychology and anthropology (i.e., interdisciplinary approach vs. monolithic approach); and a process of acculturation whereby the minority culture is introduced and allowed
entry into the majority culture, which in the U.S. is the white middle class culture.

The component aspects of the curriculum at Rutgers University are summarized in Figure 1 (O'Brien, 1969).

The Curriculum

I. Summer Session

A. Orientation Workshop (Three Credits)

II. Fall Semester

A. The Social Psychology of the Disadvantaged (Four Credits)
B. Seminar in Urban Society (Four Credits)
C. Field Experience (Four Credits)

III. Spring Semester

A. Seminar in Learning, Development, and Measurement (Four Credits)
B. Educational Process for Teaching the Disadvantaged (Four Credits)
C. Educational Practicum for Teaching Disadvantaged Youth (Four Credits)

IV. Summer Session

A. Professional Issues Seminar (Three Credits)
B. Integrating Option
   1. Master's Project (Three Credits) or
   2. Evaluative Paper (No Credits)

FIGURE I

Initially, the pre-service orientation workshop has as its primary functions to introduce, sensitize and orient the teacher to the culture of the disadvantaged and to provide a self-exploratory experience in terms of personal reactions. This objective is achieved by a
combination of practical experiences conducted in the environment of the minority group coupled with opportunity for reading, listening to records and viewing films and plays. Follow-up is provided by small group meetings, under the direction of a competent workshop supervisor, to discuss the teachers' experiences, emotions and attitudes that have grown out of the workshop activities.

This orientation work provides a breakdown of stereotypic thinking about the disadvantaged; realization and appreciation of the variety of life styles among minority groups; developing an appreciation of the resourcefulness of the disadvantaged; understanding the existing cultural gap between middle class and minority sectors of the population; narrowing the chasm between the teachers and his or her students; and gaining a new breadth of background experience upon which appropriate learning approaches can be implemented.

An integration of concepts learned during the seminar sessions is achieved through professional field experiences. This activity provides the students with an opportunity to observe and participate in a variety of professional settings. The unique aspect of this activity is the placement of prospective teachers in private and public organizations and agencies having responsibility for
employment, community service and welfare of minority groups. In addition, the process of professional intervention and its effects upon minority group problems are studied. Social awareness of the variety and magnitude of minority problems are enumerated by O'Brian et al., (1969):

1. To provide a knowledge and awareness of the helping agencies that exist, their philosophies, techniques, and their success or lack of it.

2. To provide an understanding of how the disadvantaged get jobs and the effects on them of their failure to get jobs.

3. To provide an understanding of community action programs and processes.

4. To provide an understanding of programs available and supported at different levels by federal, state, and local governments (as well as private institutions and volunteer groups) and the interactions and opportunities fostered by these sources.

5. To provide the teacher an opportunity to apply and validate the concepts acquired.

6. To provide a setting in which the teacher will be able to learn something about himself when confronted with the problems of the disadvantaged and as related to the notion of the helping hand.

7. To develop knowledge of the processes used to interview and place people in semi-skilled and unskilled (entry level) jobs.

8. To gain insight into the needs of industry, the kinds of jobs available for those with limited skills, the training, education, and personality traits needed by those employed in such jobs.
9. To gain knowledge of the various private and public programs available to help the disadvantaged.

The seminar in Urban Society places emphasis on urban social organizations; stratification and change, the organizational context of work and industry, the culture of youth, racism, racial conflict and tension; deviancy and conformity; and social system of community life. An interdisciplinary approach in conducting this phase is recommended with a sociologist assuming major instructional responsibility. This sociology teacher should utilize representatives from the other behavioral sciences with extensive reading, discussions and conversations representing the lifeblood of this seminar if insured success is to occur.

Students are introduced to the basic theories and concepts of the psychology of learning, human development, and educational tests, measurements and evaluation via the workshop entitled "A Workshop in Learning, Development and Measurement." Further discussion deals with application of these basic theories and concepts to existing learning problems prevalent among minority children and youth.

A final in-service workshop is designed to provide the educational framework in which the previous psycho-
logical, sociological and behavioral experiences are brought into the context of the school program and the individual laboratory. Teaching methodology, program development, curriculum development and evaluation embraces the selected educational processes. As earlier suggested, an interdisciplinary approach is imperative whereby the disciplines of psychology, sociology, anthropology, economics and educational pedagogy provide a wealth of resources for this learning experience. Specifically, this workshop circumscribes the following objectives:

1. To broaden the teacher's understanding in the area of curriculum development, program planning and execution.

2. To enable the teacher to use effectively a number of different methods of teaching appropriate for students of varying backgrounds and abilities.

3. To enable the teacher to use a wide range of instructional media appropriate for the teaching of the disadvantaged.

4. To enable the teacher to design learning experiences for a wide range of student abilities as well as social differences.
5. To enable the teacher to use effectively a number of evaluation and measurement techniques in appraising educational progress.

In summary, the Masters Degree Program for the preparation of teachers of disadvantaged youth at Rutgers University is based on the premise of empathy. Understanding the concepts of behavioral science, identifying culturally different value systems and patterns, plus building a frame of reference upon which to base and from which to project expertise are requisites for empathic teachers of disadvantaged youth at Rutgers. A planned four semester curriculum consisting of orientation workshops, seminars, field experiences, education practicums and evaluative exercises provides the vehicle in preparing teachers for disadvantaged youth.

The Project Beacon Training Program, Ferkauf Graduate School of Education, Yeshiva University

Roberts and Wilkerson at Yeshiva University (1969) reflect the major premises and goals for teacher preparation of socially disadvantaged children as follows:

1. Understanding of the biological, social, and psychological forces that shape human development and learning in general, and of the special influences affecting the development and learning of disadvantaged children and youth.
2. Understanding of community organization and process in general, and as reflected in depressed-area urban communities.

3. Understanding of modern principles of curriculum development and teaching methods, and of adaptations required for the effective guidance of learning by socially disadvantaged children and youth.


5. Empathy with socially disadvantaged people and ability to interact with them effectively for the attainment of worthy school and community goals.

6. Readiness and ability to use techniques of educational research in approaching problems in the education of disadvantaged youth.

7. Abiding commitment to professional service in depressed-area urban schools.

According to Roberts, Wilkerson, et al. (1969) the distinguishing feature about the Project Beacon Training Program is the full academic year of internship experiences required of all students, particularly that part which involves them in interaction with the people and institutions of a slum neighborhood.

A cooperative arrangement between the University and agencies of Mobilization For Youth (MFY) provides the following activities and programs for the student interns, (Roberts, Wilkerson, et al. 1969)

1. Lecture-discussions conducted by MFY personnel on the Programs of Mobilization For Youth, the Puerto Rican Community, the Negro Community,
the Prevailing Pattern of Poverty (based upon MFY interviews), Community Organization, Strategy for Institutional Change, and the MFY Program of Research and Evaluation.

2. **Neighborhood Service Centers** interviewing families in their homes; helping process clients at the centers; accompanying social workers in casework, involving contacts with police, courts, housing and welfare authorities.

3. **Homework Helper Program** after-school tutoring of elementary pupils on a one-to-one basis; walking pupils home after the tutoring sessions.

4. **Higher Education Program** tutoring disadvantaged freshman college students on a one-to-one basis, students admitted to junior college on a trial basis despite deficiencies in their high school records.

5. **Mobilization Reading Program** assisting Mobilization Reading Teachers assigned to local elementary schools for diagnosis and remedy of special reading problems among pupils (e.g., for students who are majoring in guidance, work with Mobilization Reading Teachers).

Focusing attention on school experiences, the student-intern becomes involved in the following activities:

- a six-week observation in one elementary school classroom;
- informal sessions with community school improvement groups (i.e., Negro Action Group);
- visitations to experimental nursery schools located in depressed areas; seventeen weeks of full-time student teaching; and weekly seminar sessions to develop further the students' theoretical understanding of selected problems, and secondly, to interpret their concurrent internship experiences in the
light of relevant theory.

In summary, the philosophical premises underlying the Project Beacon Training Program for teachers of socially disadvantaged children at Yeshiva University includes: (1) lower-class and minority children in urban slums are not to be perceived as a homogeneous group; (2) academic retardation of minority children are functions of social conditioning, not biological inheritance; (3) appropriate curriculum experiences can minimize, if not fully overcome, academic deficiencies; (4) teachers serving disadvantaged children must possess special theoretical insights, attitudes and classroom skills relevant to the special learning problems encountered; (5) an integrated program of theoretical guided field experiences is required for teacher effectiveness with disadvantaged children; (6) college graduates with good academic records and who evidence genuine interest in working with disadvantaged populations are good prospects for teacher education programs committed to the disadvantaged.

The distinctive feature of the Project Beacon Program is found in the full academic year of internship experiences required of all students, particularly that aspect which involves them in interaction with the people and institutions of a slum neighborhood.
A review of literature reveals that in the summer of 1965, Hunter College provided the prototype for many preparation programs for teachers of disadvantaged youth. The major impetus for this project occurred as a result of funding by the U.S. Office of Education, plus the over-whelming proportion of disadvantaged attending Manhattan's elementary schools (85 per cent of the children are non-white or Puerto Rican).

The initial planning for this institute, described by Miller (1969) was based on the conclusion of many observers of the urban education scene that the problems of the slum school are due at least as much to the alienation of the child. Assuming this hypothesis to be true, then an important objective for teacher education should be to help teachers become more aware of their own feelings, more willing to express them, and better able to accept the expressed feelings of others.

A Summary of the Selected Teacher Preparation Program

The teacher is the most important ingredient when programs for minority children and youth are being pondered. This point cannot be over emphasized. Con-
sequently, there must exist a burgeoning movement to improve, if not revolutionalize, teacher education programs for successful work with minority populations. This basic tenant represents the common thread bonding the aforementioned teacher preparation programs.

The Masters Degree Program for the preparation of teachers of the disadvantaged at Rutgers University set forth the attribute of empathy as the foremost need in teacher preparation programs. The proposed curriculum at Rutgers evolved from the collective thinking of an interdisciplinary team at the University. Noteworthy is the fact that a Master's level program was selected to equip the teacher with a repertory of skills, knowledge, understanding and attitudes that would insure successful educational experiences with minority youth. A number of reasons for selecting a Master's level program included: many critics of teacher education programs are recommending a five-year program; teacher maturity is crucial in making sound judgements; the challenge of teaching minority children and youth will require the utilization of many and diverse "tricks of the trade;" and the level of the seminars, courses and workshops demand a basic level of background and understanding that would not be available in a baccalaureate program.
The Rutgers Masters Degree program is based on a progression from orientation to conceptualization and from experiencing to integration and application of experiences.

Hunter College, The City University of New York, conducted a six-week human relations institute for 45 teachers of disadvantaged children during the summer of 1965. This institute represented one of the first in-service educational endeavors for teachers serving minority children. Each applicant was required to have at least one year of teaching experience and recruitment was limited to the New York metropolitan area. Increasing urban teacher self-understanding and human relation skills were the primary aims of this institute. To accomplish these aims, sensitivity training sessions given in the form of T-Groups received major emphasis as the first of five activity blocks. A second activity block, the teaching practicum, was aimed at making participants aware of a wide range of new teaching techniques and new materials developed for disadvantaged children. A third activity block, the lecture-discussion sessions, was aimed at improving the participants' understanding of research and theory available on the social, cultural and psychological roots of the disadvantaged child's
schooling. A fourth activity block, entitled understanding the community, was held both at the college and in Harlem and Bedford Stuyvesant. The fifth and final activity block consisted of a series of general sessions, concentrated on planning future teaching approaches and reporting on experiences.

Ferkauf Graduate School's Project Beacon involves a variety of research and evaluation projects, pre-service programs and in-service programs, extended training programs and short time institutions information retrieval and dissemination, annual invitational conferences and demonstration projects. The purpose of this comprehensive program is to help advance theory and practice in the education of minority children.

The unique aspect of the Project Beacon Training Program is a full academic year of internship experiences required of all students. During the fall semester internship experience in slum neighborhoods are conducted through social agencies such as the Mobilization For Youth. The MFY provides activities and programs for students in both school and non-school situations. Spring semester interns are assigned full-time student teaching or guidance work in schools situated in the MFY area.

The basic premise which distinguishes these three
selected programs from traditional preparation programs is that neither the conceptual understandings of teaching the disadvantaged nor the background and experiences to understand the milieu in which these youth grow up, live and survive have been integral aspects of standard teacher preparation programs for vocational as well as academic teachers.
CHAPTER III

A DESCRIPTION OF TEACHER PREPARATION
PROGRAMS IN AGRICULTURAL EDUCATION
THROUGHOUT THE UNITED STATES

All things now held to be old were once new.
What today we hold up by example, will rank
hereafter as precedent.

-Tacitus

The major purpose of this chapter is to report to
what extent teacher education institutions in the U.S.
preparing teachers of agricultural education are pro-
viding experiences at the pre-service, in-service and
post-graduate levels and research or development projects
for teachers of minority youth. Sixty-eight out of a
total of 77 teacher institutions preparing teachers of
vocational agriculture responded to the questionnaire.

Pre-Service Education

In response to the question, "What type of experi-
ences and preparation are provided for undergraduate
students who will be teaching minority groups?" the
institutions provided the information indicated in
Table 1.
### Table 1: Pre-Service Education for Teachers of Minority Students

<table>
<thead>
<tr>
<th>Type of Experiences and Activities</th>
<th>Number of Institutions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No separate experiences from the standard course of study</td>
<td>52</td>
</tr>
<tr>
<td>Students elect courses in other disciplines</td>
<td>4</td>
</tr>
<tr>
<td>Students visit on-going programs serving the disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>Student teaching centers for students with special needs</td>
<td>7</td>
</tr>
<tr>
<td>Joint student-faculty seminars in predominantly Black schools</td>
<td>1</td>
</tr>
<tr>
<td>Development of new courses for specialization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Number of Institutions Responding** 68

Guest speakers at meetings, seminar sessions dealing with urban and rural disadvantaged youth, and the discussion of legislation pertaining to the disadvantaged are provided by various teacher education institutions. Additional electives in guidance and special needs have been encouraged for prospective teachers of the disadvantaged. Several institutions are attempting to develop special courses emphasizing low or under-

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*Several institutions reported more than one experience or activity.*
achievers for undergraduate agricultural education majors.

Institutions reporting unique experiences and preparation at the pre-service level include:

... Alabama Agricultural and Mechanical University required all graduating seniors (class of 1970) to attend a three-week institute entitled "Methods and Techniques of Teaching Disadvantaged and Handicapped Learners." Fourteen problem areas were discussed relevant to teaching the disadvantaged and handicapped. A teaching consultant was employed to provide expertise in each problem area. In addition, the senior class went on three field trips to different centers engaged in educating the disadvantaged and handicapped.

... Purdue University is presently selecting student teaching centers for a specialized group of students interested in working with disadvantaged or special need students. These centers are located in major metropolitan areas. During the second agricultural education course a field experience report is required whereby the student may develop a problem dealing with the disadvantaged. Also, undergraduates are required to participate in a micro-teaching situation where they must attempt to teach a group of students who have special needs.
. . . Undergraduates at Clemson University receive their course in educational psychology as a group during the student-teaching block. Special attention is given to students with special needs. Among other activities, each student teacher is required to complete case studies on at least two high school students having special learning problems.

. . . Auburn University provides for joint student-faculty seminars with predominantly Black universities and in predominantly Black schools, as well as other disadvantaged groups. This activity occurs as a part of the Internship (student teaching) and Laboratory Experiences (conducted as parts of the methods courses and foundation courses).

. . . California State Polytechnic College is offering a course in teaching minority group children. This four unit course is described as follows:

 Modifications in traditional teaching techniques and approaches in working with minority or disadvantaged children. Extended observation and participation in atypical schools. Research and critical appraisal of prevailing methods.

 An aggressive attempt to recruit minority teachers is also underway at California State Polytechnic College. Their basic premise is that part of the problem is one of a successful identification symbol for young people
within a given minority race. In the case of Spanish-American students, the language barrier seems to be overcome by preparing a Spanish speaking student to teach in those areas.

... The Ohio State University requires each student teacher to develop a case study dealing with all pertinent aspects of at least one individual. This involves identification of a person to be studied; collection of data (i.e., physical health, I.Q., grades, emotional stability, social status, and home and school environments); diagnosis or identification of causal factors regarding deviancy; suggested remedial measures; application of remedial measures; application of remedial or adjustment measures; and follow-up of applied procedures. Normally, student teachers select disadvantaged students for their case study.

During the methods course, undergraduate students at The Ohio State University spend one day visiting the Columbus State Institute for mentally retarded children, youth and adults. Prospective agricultural teachers have an opportunity to tour the facilities, observe student-teacher interaction and learn the general philosophy that governs such an educational system. Following this experience, the Agricultural Education Society
presents an annual "Christmas For Kids Party" at the institution.

Summary of Pre-Service Education for Agricultural Teachers of Minority Students

Fifty-two out of the 68 institutions responding to the questionnaire reported that no separate preparation or experiences are provided for prospective teachers of minority youth. Selection of courses in other disciplines relevant to minorities is encouraged by four institutions. Visiting on-going programs serving the disadvantaged and the selection of student teaching centers in metropolitan schools are a part of undergraduate experiences at nine institutions. One institution has conducted joint student-faculty seminars in predominantly Black institutions. Three agricultural education departments are developing new courses of specialization for prospective teachers of minorities.

In-Service and Post-Graduate Education

For those institutions placing major emphasis on teacher preparation for the disadvantaged at the in-service and post-graduate levels, workshops and teacher training institutes have received major attention. However, the data in Table 2 indicates the majority of institutions are providing either limited experience or such
preparation is non-existent.

IN-SERVICE AND POST-GRADUATE EDUCATION FOR
TEACHERS OF MINORITY STUDENTS

<table>
<thead>
<tr>
<th>Type of Experiences and Activities</th>
<th>Number of Institutions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No experiences or activities offered</td>
<td>35</td>
</tr>
<tr>
<td>Federally funded institutes</td>
<td>10</td>
</tr>
<tr>
<td>Post-graduate workshops</td>
<td>9</td>
</tr>
<tr>
<td>Graduate and undergraduate courses offered in the department</td>
<td>4</td>
</tr>
<tr>
<td>Graduate seminars within the department</td>
<td>3</td>
</tr>
<tr>
<td>Individual studies</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Number of Institutions Responding 68

TABLE 2

Alabama A & M University conducted a federally funded Teacher Training Institute for Vocational Education Teachers and Supervisors, July 27 - August 14, 1970.

The specific objectives included:

1. To further develop an ideal philosophy and commitment of vocational teachers in teaching the disadvantaged and handicapped.

2. To enable vocational education teachers to better understand the disadvantaged individuals and understand their social, cultural and socio-economical problems.

*Several institutions reported more than one experience.
3. To develop an understanding of the psychology of learning of the disadvantaged and handicapped; including psychological, sociological and cultural influences on learning.

4. To acquaint the teachers with methods and techniques of effectively communicating with the disadvantaged.

5. To extend the teachers' expertise in counseling the disadvantaged.

6. To further develop the vocational education teacher's ability to motivate the disadvantaged.

7. To extend to the teacher knowledge of developing and implementing a program based on special needs of the disadvantaged.

8. To develop the ability to utilize community resources in developing and implementing the program for the disadvantaged.

9. To enable the teachers to use a variety of measurement and evaluation instruments in determining the strengths and weaknesses of the program for the disadvantaged and handicapped.

10. To better acquaint the vocational education teachers with methods and techniques of using individualized instruction for disadvantaged and handicapped students with special needs.

North Carolina Agricultural and Technical State University presented an Institute For Teachers of Students With Special Needs, July 24-31, 1970. The general theme was "Preparing Teachers for More Effective Motivation and Education of Disadvantaged Pupils." Major objectives included:

1. To provide a setting for identification and discussion of problems and issues that are inherent
in developing programs and teaching disadvantaged students.

2. To develop an understanding of empathy, and appreciation for disadvantaged pupils.

3. To determine changes in programs for disadvantaged students in North Carolina communities that should be made in light of changing technology, teaching methods, and community patterns.

4. To generate a meaningful dialogue between teachers of disadvantaged pupils and other leaders in occupational and general education on current issues and problems affecting programs for disadvantaged pupils, with implications for effective program development in North Carolina communities.

5. To determine how resources within and external to the local community can be utilized most effectively in teaching disadvantaged pupils and to encourage the development of an association of local communities toward this end.

A three-state federally funded training institute for vocational teachers, administrators and counselors of the rural disadvantaged was held August 17-21, 1970. North Dakota State University, South Dakota State University and the University of Minnesota each presented workshops concerning the identification of the special needs of the rural disadvantaged, and the adaptation of methods and programs to better meet the needs of these students. General topic areas included:

1. What has been done?

2. Special characteristics and procedures for teaching the disadvantaged.
3. Group guidance and exploratory instruction.

4. Planning local programs of vocational education for the rural disadvantaged.

5. Using co-op programs.

6. Adapting adult education for the rural disadvantaged.

7. Evaluation of programs for the rural disadvantaged.

8. Developing special and exemplary program plans for the local school.

The University of Illinois, conducted a graduate course workshop in curriculum trends for vocational teachers of the disadvantaged. Characteristics of the disadvantaged, curriculum planning, teaching methods and program planning were discussed. One of the major objectives of this workshop was to change the attitudes of teachers toward disadvantaged groups. A practical class composed of three black youths, under the auspices of the Neighborhood Youth Corps, were employed. Teachers of agriculture, business education, industrial education, and special education were enrolled as well as some EPDA personnel and other graduate students.

The Ohio State University held an Agricultural Work Experience Workshop the weeks of June 15-23 and August 10-14, 1970. The first week was devoted to seminar sessions, guest speakers, and consultants with major dis-
cussion centered around the personal and instructional needs of students characterized as disadvantaged; unique curriculum and teaching methodology; and establishing appropriate work intern stations in business and industry. During the week of August 10-14, workshop participants visited concurrent schools located in depressed areas throughout the state.

One product of a special summer workshop (1969) in Florida for agricultural teachers of students with special needs resulted in the publication entitled "Curriculum Guide For Developing Instructional Programs in Vocational Agriculture For Students With Special Needs." A follow-up workshop was held in June, 1970 to revise the original guide.

Several institutions are utilizing agricultural education seminars designed for those teachers going into departments where disadvantaged students are located.

Graduate courses offered by agricultural education departments represents another approach in preparing teachers for the disadvantaged. Virginia Polytechnic Institute and State University, offers a 3 credit course entitled "Organizing and Conducting Programs for the Disadvantaged." The University of Tennessee offers a 3 credit course entitled "Program Development for Disadvantaged Youth and Adults in Rural Areas." "Problems
In Teaching the Disadvantaged Adult," a 5 quarter hour course is offered both on and off campus at Auburn University. Mississippi State University offers a course on both the graduate and undergraduate levels entitled, "Vocational Education Curriculums and Techniques of Teaching the Rural Disadvantaged."

Major focus of these courses deal with the following objectives:

1. To develop an understanding of the role of an educational system in providing educational opportunities for the disadvantaged.

2. To identify characteristics of the disadvantaged students.

3. To examine academic, socioeconomic, or other situations influencing the behavior of disadvantaged students.

4. To identify principles or guidelines for organizing, conducting, and evaluating educational programs for the disadvantaged.

5. To develop a course curriculum adaptable to the disadvantaged.

6. To critically examine teaching techniques and curriculum materials appropriate for the disadvantaged.

7. To identify desirable teacher attitudes and qualifications for teaching the disadvantaged.

8. To define what is meant by the terms "special needs," "disadvantaged," and "handicapped."
Individual studies are encouraged by several institutions whereby graduate students have the opportunity to work in cooperating school districts assisting underachieving students. Purdue University and Clemson University are currently providing this type of arrangement.

Cooperative ventures are proving successful in geographical regions where population is sparse or a commonality of problems have been identified. For example, Auburn University and Tuskegee University cooperatively provided six 3-week short courses, (4 quarter hours graduate credit each) to upgrade teachers serving disadvantaged students. Joint faculties at Auburn University and Alabama A & M University conducted a consortium project "In-Service Re-training of Vocational Education Personnel to Amplify and Enhance their Role in Working With Disadvantaged and Handicapped Learners."

Summary of In-Service and Post-Graduate Education For Agricultural Teachers of Minority Students

Thirty-four out of the 68 institutions responding to the questionnaire reported that no experiences or activities are being offered for teachers or graduate students for minority populations. Ten institutions have engaged in federally funded institutes. Post-graduate workshops, graduate and undergraduate courses have been offered by seven institutions. Graduate seminars
are available at four institutions. Individual studies are optional at three universities.

Research and Development Projects

Table 3 summarizes responses to the question, "Is your department currently conducting special research and development projects for teachers of youth with special needs?"

**RESEARCH AND DEVELOPMENT PROJECTS FOR TEACHERS OF MINORITY STUDENTS**

<table>
<thead>
<tr>
<th>Type of Research and Development Projects</th>
<th>Number of Institutions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No research or development projects</td>
<td>50</td>
</tr>
<tr>
<td>Pilot programs</td>
<td>7</td>
</tr>
<tr>
<td>Advanced degree studies</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum guides</td>
<td>4</td>
</tr>
<tr>
<td>Master teacher training curriculum</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation proposals</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Number of Institutions Responding 68

TABLE 3

*Several institutions reported more than one experience.*
Project REDY (Rural Education-Disadvantaged Youth) at the University of Illinois, is designed to develop a vocationally oriented, family-centered education program that can be used by educators to help severely disadvantaged families overcome the social and psychological pressures which inhibit their advancement in the affluent American society. The broad innovations, which have implications for teacher preparation, deemed essential to achieve this general purpose include:

1. Providing preparatory and supplemental vocationally oriented education to attract the attention and develop readiness among "unreachable" disadvantaged rural family members.

2. Matching "ready" individuals with the appropriate training and economic assistance opportunities offered through the Rural Area Development Act and so forth.

3. Changing the environment of the children by improving attitudes and competencies of family members.

4. Placing emphasis on the involvement of participants in planning and promoting their educational program.

5. Using situation analysis to develop with the disadvantaged families an awareness of the present situation and the ability to face reality.

6. Applying knowledge of social interaction within and between disadvantaged families in developing educational programs.

7. Involving total communities in promoting and supportive activities.
William C. Boykin, Director of Institutional Research, Alcorn A & M College, Mississippi, recently conducted a research project entitled, "Educational and Occupational Orientations of Negro Male Youth in the Mississippi Delta." The major purpose of this study was to provide a description of male Negro youth in the Mississippi Delta in terms of their orientation to education and occupations. Factors of orientation analyzed were interests, aspirations, and aptitudes. The specific objectives were:

1. To assess levels of occupational and educational aspirations.
2. To assess occupational preferences (interests).
3. To assess occupational aptitudes.
4. To make recommendations, based upon findings, for the improvement of educational systems available to socioeconomically disadvantaged youth.

Implications of this study provide meaningful considerations for teacher preparation:

1. The students included in this study exhibited time and again the need for well organized and implemented programs in counseling and guidance.
2. Well-conceived and conscientiously-conducted programs in occupational information would prove to be of inestimable value to students in these schools.
3. This study pointed up the need for comprehensive and relevant programs of vocational education. The minimum programs in Vocational Agriculture and Industrial Education, it seems, were not sufficient to satisfy the interests or stimulate the imaginations of the youth.

4. This study attempted to render a rather more scientific assessment of interests or preferences and aptitude than is normally provided by these school systems. Based upon these assessments, a reasonable conclusion may be drawn; that about ten percent of these students showed a level of an intensity of interests in specific occupational and vocational areas and the requisite mental potential as to cast some doubt about programs as they are presently organized and conducted; that about 70 percent possess these qualities to an extent that they could benefit from careful and systematic instruction in areas requiring an optimum amount of involvement in purely literary work, and; that about 20 percent exhibited these qualities at a level that they could be successful if encouraged to pursue higher education.

5. Finally, there is merit in following up the students included in this study. Such study could aid in gaging the realism of aspirations, furnish an insight into the school, provide feedback for improvement of the educational programs, and add to the field of knowledge of level of aspirations, expectations and deflection among socioeconomically handicapped youth.

Graduate students pursuing advanced degree studies in agricultural education akin to the disadvantaged include:

1. Ulysses Glee, master's degree candidate at the University of Maryland, is providing data regarding the efficacy of various teaching methods for youth with special needs when teaching horticultural manual skills.
2. Lloyd Tindall, doctoral student at Michigan State University, is providing data for a study entitled: "Occupational interests of Rural Disadvantaged Ethnic Groups."

3. Oliver Lumpkin, doctoral student at The Ohio State University, is providing data for a study entitled: "Some Special Needs of Disadvantaged Youth in High Schools of the South."

4. Avery Gray at Purdue University is completing a research project concerning the "Impact of a Metropolitan Agricultural Program on the Neighborhood Educational Environmental Enrichment of the People."

Various proposals between universities and local school districts have been submitted to State Departments of Education for funding. Those reported include:

1. "A Developmental Program for Underachieving Students in Vocational Agriculture," Anderson School District Number Five, Anderson, South Carolina and Clemson University, South Carolina. Emphasis in this developmental program will be given to innovative approaches to the solutions of problems of individual students, i.e., raising the levels of reading competency enabling students to perform with greater degrees of success; developing and broadening skill in basic mathematical computations; and developing more favorable self-concepts through educational counseling and through the satisfaction that comes with being successful.

2. "An Experimental Study to Determine the Effectiveness of In-Service Education in Assisting Vocational Educators in Teaching Disadvantaged Students in Rural High School," Franklin Bobbitt, Michigan State University.

At the University of Rhode Island, the department of agricultural education offers a Master's Degree pro-
gram in Youth, Adult and Community Education. This program is designed to serve several groups of people:

1. Those individuals desiring an advanced degree in order to perform more effectively in such professional roles as public and private school teachers, supervisors, or directors of adult or youth education; Vocational-Technical School Personnel; teachers of Industrial Arts, Agriculture, T & I, etc.; Industrial, Labor Union, or Governmental Agency educational directors; Health, Social Agency, or Library Adult & Youth educational specialists; Adult or youth work directors in religious institutions; Cooperative Extension Staff; Leaders of youth groups, i.e., Boy or Girl Scouts, 4-H Clubs and Boys' Clubs.

2. Graduate and special students in other fields who wish to develop some competencies in Youth and/or Adult Education Areas.

Research and development projects underway at Auburn University include:

1. The vocational and adult education department is represented on the Alabama Land-Grant Council on Higher Education in Agriculture, which was created by the President and financed by the Southern Regional Education Board for the purpose of coordinating and improving our efforts, services to the people with special needs.

2. The Department is represented on a campus committee created by the University President for the purpose of improving services to the disadvantaged.

3. The Department of Vocational and Adult Education works with the total school program and the total university in preparing professional personnel for dealing with the disadvantaged. The Occupational Research Coordinating Unit, a joint project with the State Department of
Education, assists local school systems in studying, planning programs and evaluating progress on this problem. The School of Education has a Field Service to "assist local school systems with problems of desegregation."

A Summary of Research and Development Projects

Forty-nine of the 68 institutions responding to the questionnaire reported no plans for research or development projects at the present time. Pilot programs are being conducted at seven institutions. Master thesis or doctoral dissertations have either been written or are being researched by five investigators in the broad area of minority populations. Curriculum guides have been developed at four institutions. A masters teacher training curriculum is offered at one institution. Evaluation proposals are currently underway at two universities.
CHAPTER IV
A RESUME OF MY PERSONAL EXPERIENCES
WITH MINORITY GROUPS

"Hey Mom, know what?
Today I played ball
with a little green kid!"

- John David Schmitt

My motivation for bona fide educational commitment
to minority groups was greatly strengthened January 22,
1970 during a turbulent atmosphere of racial confronta-
tion between a small segment of articulate Blacks, a
small segment of conservative Whites, and a mass of
predominantly silent middle class WASPS. This conflict
happened in an unstructured graduate course, The Role
of the School in the Social Order, which represented a
natural microcosm of our racially and politically sensi-
tive society.

While interacting on a social and educational basis
with central city Black people, in Columbus, Ohio, I be-
came very interested in the American Indian as the "most"
 Oppressed minority group in the U.S. This new incentive
resulted in a three-week stay with the Navajo Indians living on the 25,000 square mile reservation located in Arizona, New Mexico, Utah, and Colorado.

As an additional source of data for the proposed teacher preparation model, this chapter will include experiences, observations and activities encountered throughout these endeavors with the Black community and Navajo nation.

**Establishing Rapport and Mutual Trust**

How does a middle class, rural oriented White Anglo Saxon Catholic "get it together" with culturally different people? First, a person attempting to move across racial or cultural boundaries must learn how to listen, must be honest in his convictions and comments, and must be willing to accept naive mistakes in travelling the journey toward empathy. Second, a person must learn how to read different people, conditions and volatile situations much like a successful quarterback reads a defensive set at the line of scrimmage. Such games as "one-upsmanship," playing the "dozens," or mere rhetorical verbalizations must be recognized and carefully appraised before sound decisions can be made. Emotionalism must not replace realism as people with divergent views interact. Third, the initial point of entry will occur at a
much faster rate if a person endeavors a solo mission concerning a mutual sharing of cultures. One-to-one, inter-personal relationships provide a higher degree of success toward enhancement of mutual trust and respect. A large cadre of people attempting to gain confidence with a culturally different group implies two common perspectives by minority people: namely, a fear on the part of the majority and a means whereby the majority is attempting to see how the "monkeys" live.

Involvement in the Process of Socialization with Central City Blacks

A natural entree into the Black community occurred when a black family invited all class members to their home for a spaghetti dinner. From this informal get-together a mixed, but self-selected, group of interested and committed people discussed current issues facing blacks in America. These "rap" sessions would at times last literally for days, because the atmosphere was electrified with enthusiasm. Discussion would center around such topics as the realities of black urban education, white and black racism, white teachers in black schools, oppression and repression, the American political system, policy conflict and conflict resolutions, the Black revolution, community controlled schools, and
personal testimonials.

After a series of inter-human sessions, members of the group began to ask this basic question: "What can be done to make education more relevant for our children?"

Therefore, this group decided to channel all efforts toward the establishment of a 12-year free school during concurrent Sunday sessions. It was apparent from the onset that emotionalism and philosophizing was hindering the accomplishment of specific and essential objectives that must be faced in establishing such a school. Consequently, I offered to share and discuss the following component aspects of alternative educational systems:

1. A survey of current alternative educational structures throughout the U.S. and the world; major problems encountered; basic philosophies of operation; average length of life; success and failures; and educational change from within and from outside the "system."

2. A performance criteria paradigm dealing with the individual student as a living organism, or personalized education verses the traditional lecture-student-regurgitation paradigm.

3. The type of teaching expertise required for an alternative school setting.
4. The administrative framework and economics of financing an alternative structure.

Near the end of the quarter it was decided that the 12-year-school would open in the fall of 1970. However, I believed that the organizational schema was too opaque, the objectives too nebulous, and a feasible time schedule inadequate. From my research of available literature, I concluded that if alternative schools opened over night they normally closed in about the same manner. This school never opened.

Upon termination of these Sunday sessions, a majority of the original "committed" group dispersed. However, I chose to continue my involvement which resulted in the following activities:

1. Visited a number of black night clubs.
2. Met with different people throughout the central city, i.e., a man on drugs, a "hustler," an inter-married family, and a number of black professionals.
3. Attended a highly motivating speech by Dick Gregory.
4. Spent one day a week playing basketball with my sons and a group of black children from the East side.
5. Read the following publications:


*An Anglo Visits Dineh, The People*

Two days after arriving in capital of Navajoland, Shiprock, Arizona, I was invited to a squaw dance, which was perhaps one of the most impressive and moving experiences of my life. This religious ceremony, lasting four, five or nine days, involves the use of emetics, masked dancers, sacred objectives, chants and sand paintings.
After many hours of conversing with the celebrants, along with indulging in a liberal amount of bootlegged whiskey and a substantial portion of freshly prepared mutton, I had passed the "test" and was accepted among the Navajos. From that point on, I had almost free access to their beautiful culture.

The Navajo religion is a way of total commitment to life. Navajos do not compartmentalize their beliefs and practices as Christians seem to do. For example, most Christians regard going to work and going to church as two distinct aspects of life. To a Navajo, herding sheep on the high mesa requires as much "religious" ritual as praying for peace.

Freely, I sought answers to the following questions during my three-week stay on the Navajo reservation.

1. How much cultural heritage is being preserved or taught in the schools?
2. Do your children entering school have any English skills? What is your dropout rate?
3. Are your schools imaginatively styled for the communities they serve?
4. What percentage of your teachers are Navajo, Anglo or others?
5. What are the problems encountered by Navajo children and youth who migrate into the urban industrial way of life?

6. How many Navajos are in decision-making positions in the community, school, and state?

7. What does contemporary education have to offer Navajo children, youth and adults?

8. What has the Bureau of Indian Affairs really done for the majority of Navajos? Is the Bureau progressive, innovative and concerned with the Navajo people?

9. What are the contemporary issues in the life of a Navajo?

10. What type of "special" preparation is provided by teacher education institutions for your teachers? What type of preparation should they have?

11. Do Navajos still remain in a political position of powerlessness? Who are the leaders? Who are the militants?

While searching for answers to these questions, I had the opportunity to live with Navajo families, attend chapter house meetings, examine five different school systems, witness religious ceremonies, discuss economic
and industrial developments, interview a vocational agriculture teacher, and travel the reservation extensively.

The more affluent Navajos live in ranch-type homes but the customary dwelling, as I stayed in, is the traditional hogan, an octagonal, one-room shelter built of logs and mud with a smoke hole in the domed roof. During my stay with several Navajo families, I observed a distinct culture, uniquely Navajo and totally complete. Because the Navajos are a totally distinct people, it is nearly impossible for an Anglo to react or interpret their culture in a mere three-week visit.

Each community holds regular chapter house meetings which represent the Navajo's basic form of government. Major issues, problems and programs are discussed and democratically agreed upon by those in attendance. These meetings are conducted by a tribal council member in a very formal procedure. Meetings are held in any one of the 102 specially built chapter houses found throughout the reservation.

The five different school systems available for Indian children to attend are Bureau of Indian Affairs or boarding schools, public schools, the mission schools, private schools, and the Rough Rock Demonstration School.
There is general agreement among the school administrators and teachers that the "cardinal" principles of education are foremost objectives in Navajo education. However, the ways and means in accomplishing these goals differ vastly among these systems. B.I.A. administrators and teachers believe that the teaching of English must become the number one priority in Navajo education, while Rough Rock administrators and teachers believe that Navajo must be taught during the first four years of the Navajo child's schooling to preserve the culture. Thus, a polarization of philosophies exists. However, every school administrator and teacher that I talked with agreed on one basic issue: "by and large Navajo children and youth lack motivation for classroom learning experiences."

The 25,000 square mile underdeveloped country, about the size of West Virginia, has five industries employing Navajos: a shoe factory, the Navajo Tribal Forest Products, Fairchild Electronic Assembly Plant, General Dynamics and a Guild for Tribal Arts. Navajo leaders believe that a majority of their people should administer and own these industries. They also agree that Navajos must provide new and expanded enterprises when considering that 70 percent of the people are unemployed.
There are currently five vocational agriculture programs available for Navajo youth on the reservation. Major problems facing a vocational agriculture teacher include: developing rapport with the students; realistic supervised occupational experiences; resistance to change by parents and grandparents; and the lack of communications with the adult community. The vocational agriculture teacher I interviewed recommended that any teacher aspiring to teach Navajo children should have one year of supervised internship experiences in an Indian community during the pre-service phase of teacher preparation.

**Questioning Traditional Folk Myths**

While crossing the racial and cultural boundaries of minority groups, a person must possess a flexibility in questioning common myths regarding these people. Foremost, a person must begin to crystallize his thinking about minority people if significant educational change is to occur. Thus, from an assimilation of my experiences, observations and activities with minorities, the following myths are set forth.

**Myth 1: Minority children and youth are culturally disadvantaged.** There is not a minority group in America that does not have a unique and very personal culture.
For example, a pre-school Black ghetto child can identify the policeman, the junkies, the prostitutes, the social workers, the garbage collectors and the 'cool cats' -- the entire on-the-street social order in his neighborhood. Additionally, this same Black child knows his own music, how to hustle, and how to survive in the streets.

The Navajo pre-schooler also has a unique culture, for he speaks fluently his native language, knows the significance of a squaw dance and displays an inherent love for the nature and beauty of his land. Unfortunately, the term "culturally deprived" has become a euphemism for Blacks and other minority groups such as the Navajo.

**Myth 2:** Educational retardation is a result of genetic inheritance, poor home environmental conditions, lack of academic reading materials and the inadequate mother hypothesis. I believe there is abundant evidence that indicates when normal children are taught effectively, regardless of categorizing minority groups, they learn. Regardless of ethnic origin, the color of a man's skin, or the absence of a fatherhead, normal children have about the same capability for learning if the experience is relevant to their needs. If a person believes
that minorities are educationally inferior due to a genetic code, this represents the basic traditional racist approach. If a person believes that minorities are educationally inferior due to family or home environment, this represents the basic ethnocentric social pathologists' approach. Either approach transmitted overtly or covertly by teachers will result in inevitable failure. Thus, minority children and youth must be taught with the same expectations, the same acceptance, the same respect, and the same understanding one would teach the more privileged student.

Myth 3: Minority groups have the same value patterns, the same mores and essentially the same problems confronting them. Minorities are no more a homogeneous group of people than the supposedly two million "intellectually elite" class representing the power structure in America. Considering the Navajo Indian, the basic problem facing him is one of acculturation, i.e., how fast should a minority of 140,000 people move into the dominant Anglo society. Expanding this concept, the Navajo is characterized by the following situations: geographically isolated within the confinement of a reservation about the size of West Virginia with limited access to social agencies, medical services, legal
assistance and a representative government administered by the Navajo tribal council; and social stratification consisting of "clans." In contrast, the basic problem facing 24,000,000 Black Americans is that they have not been afforded an equitable opportunity to share significantly in either the political or economical systems in the U.S. Release of Black potential and the enhancement of their individual dignity -- supposedly the truest and deepest goals conceived by a democracy--have been denied the majority of Black Americans. When a small segment but vocal Black group calls for separatism, pride themselves in slogans such as "Black Power," and "Black is Beautiful," salute each other with a clenched fist, dress in specified uniforms and shout white racism, the underlying premise is to achieve the feeling of being a man--a free man!

Myth 4: The sense of time for social change is by and large about the same among minority groups. As a case in point, the concept of a 24-hour day is basically a middle class WASP phenomenon. When dealing with the Navajo Indians one abides with Navajo time because Anglo time tables, either culturally or governmentally inspired, become lost, forgotten or ignored on the reservation. In terms of social change the vast majority of Navajo
Indians advocate peaceful means and expect this change to occur over a much longer period of time than do Blacks. This ideology is deeply based in the Navajo religion which includes mythological gods and an unswerving faith in the traditional medicine man.

Most Blacks operate on still another time schedule which is a caricature of the ancient cliches about the races: the dynamic, impatient white man, who wants everything done instantly, is now asking for patience; the slow lackadaisical Black man, who has no sense of urgency, now demands everything at once. The crucial point to recognize is that the most extremist Blacks realize that they cannot achieve everything at once, yet the mildest Blacks want faster, more dramatic evidence of change.

Myth 5: There is strong evidence indicating that all minority groups will eventually form a strong and cohesive coalition in voicing their demands. Just as minorities are as heterogeneous as any aspect of the majority society, the ways and means of accomplishing their demands likewise are different. The Blacks have developed three distinct approaches in voicing their demands. One might be called the businesslike militancy; it is brisk, precise, eloquent, well-informed, tough,
often demogogic but not unrealistic. The second approach might be called ritualized rage which can be turned on or off at will. It is irritating, infuriating, a deliberate shock tactic that also provides a psychological relief and release for those who use it. This approach is not necessarily a phony act but much of the anger is not real. The third approach is true despair, not tough, not raging, but steadily bitter, the result not of hopelessness but of insufficient hope. It is this accent that is most disturbing and most dangerous. Blacks partaking in this accent believe that the final alternative is now here--overt acts of terrorism and death to the white "honkey" and his children.

The Navajos primary demand is one of controlling his own life. Since the early signing of almost 400 treaties, the U.S. government has not only been feeding the Navajo but has been doing his thinking for him. The educational system, conversion, bribery and religious coercion have been the vehicles sought to de-Indianize the Red Man. Thus, the Navajo is attempting to control his own destiny through implementing a strong, but democratic governmental structure on the reservation.

Myth 6: Popular leaders are now emerging to provide the necessary directions in finding amenable solutions
to problems confronting their people. Since Martin Luther King Jr., died, who speaks for the Black man today—Rap Brown, Eldridge Cleaver, Stokely Carmichael, Adam Clayton Powell, Julian Bond, Roy Wilkins, Ralph Abernathy, Dick Gregory, Angela Davis, Jesse Jackson or popular singer, James Brown (often referred to as "Soul Brother No. 1")? Do most Blacks advocate separatism or integration, condone the actions of the Black Panthers or the Black Stone Rangers, or do the majority of Blacks even know the issues? It appears that fractionalism within the Black community has resulted in leadership without direction. For example, the most militant Blacks, (Rap Brown, Stokely Carmichael and Eldridge Cleaver) have either faded, taken sanctuary in foreign countries, are in hiding, or have been imprisoned. Yet, the most conservative Black leaders (Whitney Young, Roy Wilkins and Ralph Abernathy) have been labeled "Uncle Toms" because they call for non-violent change and are working through the white man's system. Until the majority of Blacks define the issues and values of their own lives, a secure identity from which to launch desired leadership will not occur in the near future. However, I personally believe Georgia State Legislator, Julian Bond, 27, and Chicago's Rev. Jesse Jackson, 27, are
most likely to bridge the gap between moderates and extremists, middle and lower classes, old and young.

The concept of leadership among the Navajo is uniquely Navajo. In fact, this concept cannot be compared or even measured by any yardstick devised by other minorities or the dominant society. A form of pure participatory democracy among the Navajo has been practiced for centuries through a religious-based culture and a clan system scattered throughout the reservation. Secondly, through financial assistance and directives originating from Washington, the Anglo society has provided the "leadership" for the Navajo. Consequently, leaders emerging from the Navajo ranks have been political figureheads for the Anglos. Since the early days of the great Indian Chief Manuelito, the medicine man still represents the decision-maker among Dineh, The People. Until the Navajos themselves believe there exists a basic need for leadership other than at the clan level, it will more than likely never occur.
CHAPTER V

WHAT THE EXPERTS ARE SAYING
ABOUT AMERICAN EDUCATION AND
TEACHER PREPARATION FOR
MINORITY GROUPS

The highest happiness of man as a thinking being is to have probed what is knowable and quietly to revere what is unknowable. -Goethe

To provide a maximum degree of freedom in sharing creative ideas, concepts, opinions and experiences, twelve authorities representing teacher preparation for the disadvantaged, the business-industrial complex and the psychology-sociology disciplines were asked to respond to the following questions:

1. Why has traditional education in America failed to meet the needs of minority children and youth (youth with special needs)?

2. As you ponder optimal training for teachers serving minority children and youth, what type(s) of preparation and experiences would be most relevant in meeting the real life needs of youth with special needs (e.g., formal course
work, specialization in a particular area of instruction, community involvement, internship programs or counseling and supportive services)?

The investigator will describe verbatim the national jury's reactions to these questions. However, implications and conclusions will be drawn from the jury's efforts which will provide an additional input in proposing an innovative preparation model for agricultural teachers of minority students.

Response to Question 1: Why has traditional education in America failed to meet the needs of minority children and youth (youth with special needs)?

Traditional education in America has failed to meet the current needs of minority children for several reasons. First, and the reason I underlined current, is that the system as it was created had a much different function. Our American public education system was set up to quickly pass the morals, values and cultural heritage to immigrant children. It was largely successful in this mission. It is only in recent years that someone's cultural heritage and background have been considered important to maintain. My grandparents were immigrants (my grandmother as a domestic servant and my grandfather as a laborer) yet my father hardly understands a word of their native tongue and he speaks English with no accent. This was largely a function of the public school.

The second main reason that the public traditional education has failed to meet the needs of minority children is the essential conservatism of the schools. Entrance into, advancement within and success within the traditional school is not
often associated with dynamic and innovative individuals but rather those who support and adhere to the status quo. People in administrative and power positions within the traditional schools are not comfortable with new ideas and they do all they can to hold them back. To these people a quiet classroom, where students do not speak to one another or move except by teacher permission, is a sign of an excellent teacher. The traditional school is not pupil centered in the Dewey-Thorndike tradition but rather oriented to the institution and its perpetuation. It is much like Toynbee's theses in *The Study of History* where he noted that institutions, when they lose sight of their original objective, the preservation of the institution becomes foremost and the institution becomes progressively less effective. (Clifford L. Nelson, University of Maryland)

The traditional educational program in America has failed to meet the needs of minority children and youth in many cases because the emphasis has been on educational programs. These programs have been designed to meet the needs of the majority and the needs of minority groups have not been considered. It was thought by teachers that the minority groups would benefit by programs that were developed for the majority because educators felt that the needs of both groups were about the same. Today the emphasis is on the individual, and how he will benefit by participating in programs that are often considered to be traditional. Educators have now turned away from the emphasis upon educational programs and are focusing their attention on the needs of individuals regardless of their backgrounds. An attempt is made to determine where the student is, provide a program to meet his special needs, and guide him toward his goal. (Robert W. Walker, University of Illinois at Urbana-Champaign)

Traditional education in America has failed to meet the needs of the rural minorities because it has been geared to meet the needs of the majority. Little effort was made to educate those who were
different from the average. At the same time, our programs failed to realize that individualized instruction was needed by those few who did not fit the majority mold. (Everett D. Edington, New Mexico State University)

Mr. Herbert did not respond to question one, because he felt his experiences as a businessman would not merit clear ideas or solutions to this rather difficult and complex problem. (Ira C. Herbert, Coca-Cola USA)

Because there is not commitment to those youth. To the contrary education is structural against them, and without evidence to support allegations, disadvantaged youth are shunted aside because of alleged "constitutional inferiority," "cultural deprivation," "inadequate specialization," "accumulated environmental deficits," and "loss of initiative from welfare benefits." (Arthur Pearl, University of Oregon)

First, you asked why traditional education has failed minority youth in America. It has failed them because it never was really set up to deal with their needs. Instead, traditional education has been geared historically to a white middle class population bound for higher education. Traditional education does not understand the needs of minority youth, is incapable therefore of dealing with their needs and does not seem to have sufficient commitment to want to overcome this lack of understanding and capacity. Moreover, the problems that minority youth face outside of school— at home, in the community, in the job market, etc., are so overwhelming that the schools would have difficulty offsetting their effects even if they had the understanding, interest and ability to do the job.

Some of the culprits in this situation are: institutional and bureaucratic lag, for it just takes an inordinate amount of time for the schools
to get around to the new type of students and their new problems; psychological resistance by educators to a "different" group which breeds either indifference or hostility and encourages "copping out" for a custodial program rather than a learning program; and a failure of the teacher-training institutions to catch up with the situation, let alone provide leadership.

These are critical generalizations, of course, do not apply uniformly to all schools and should make allowance for exceptional situations. (Eli E. Cohen, National Committee on Employment of Youth)

American education has not worked for the minorities basically because it has been planned and administered by the majority for the majority. It is important to recognize, however, that education has not failed by itself. The failure results from the combination of neglect by a generally oblivious and unsympathetic community, poor preschool training and conditioning in culturally and economically deprived homes, and inadequacies inherent in our majority-oriented school systems. Recognition of the interdependence of the home, the community and the school in the total educational process is indispensable to progress in adopting education to the needs of all our citizens. We must create conditions in our society under which the home, the school and the community can function in tandem with and complementary to each other. Equal opportunity must be extended on all three fronts simultaneously. (Leo C. Beebe, Philco-Ford Corporation)

Quite simply, traditional education in America has failed minority children and youth because it was never designed to meet their needs. (L. D. Reddick, Temple University)

Note: Dr. Reddick was the former Coordinator, Opportunities Industrialization Centers, Philadelphia.
I view the problem as one of values with the Judeo Christian ethic highly prevalent in educational programming. If one looks at how public education is controlled in the United States it is quite apparent that it is frequently more helpful in promoting white middle class values than in teaching students to think and analyze the world that they live in. I don't feel this has occurred by accident, but is viewed by many people as the legitimate aim and function of public education. I'm not even sure that this is totally inappropriate for a great majority of our population, yet it is certainly inappropriate for a significant minority.

When an educational program reflects elements that are foreign to a student and his perceptions of the world around him it is most difficult for that student to see relevance in and partake fully of an educational program. For example, if a Black ghetto child looks around him, he is likely to encounter few people whom he can emulate who actually make their way in this world with the skills and values being prescribed to him daily in the schools. In essence, this suggests a total expectation on the part of education for the student to make all of the adjustments necessary for successful school involvement. Up to this point, the educational community has shown no inclination to make the necessary adjustments.

... it is absolutely insane for teachers to attempt to instruct a child when those teachers know absolutely nothing about the life style of that child, particularly if that life style is significantly different from their own. In the schools, tremendous reform must occur in both teachers colleges and public school systems. These reforms would include the abolition of traditional evaluative methods, instead developing explicit performance criteria, the replacement of conventional credentials with credentials reflecting a great amount of time and willingness to work in and around target communities, making the educational job one that goes closer to 18 hours a day than 5½, and substantial financial input. So to summarize the two basic reasons that I have tried
to discuss here, there is the problem of values and the white middle class ethics that are prevalent in our society, and second there is the commitment of energies and monies necessary to adjust the curriculum to meet the needs of students rather than expecting the students to adjust their psychological and educational needs to meet those of the educational establishment. (Sam J. Yarger, Toledo Teacher Corps)

Rather than answering the questions in a few words, Havighurst sent a number of current reprints which bear on this topic. He also stated that the investigator was welcome to lift things out of these papers for use in the dissertation. Reasons offered in answering question one include: (1) problem in assessing equality of educational achievement (both process and product); (2) a knowledge-transacting society has not served the disadvantaged; (3) failure of "compensatory education;" and (4) educators do not know enough about learning and motivational patterns of the disadvantaged.

Other selected publications and reprints by Havighurst pertaining to education for minorities with implications for teacher preparation include:


"Responsibilities of the Urban School System," Address by Professor Robert J. Havighurst to the Assistant Principals' Association, Fordam University, May 11, 1968.
Traditional education in America has failed to meet the needs of the minority portion of society because the dominant culture has placed emphasis on designing educational programs to meet the needs of the advantaged section of society. Consequently, the more than 35 million disadvantaged persons in this country have been disfranchised and have not had the opportunity to share in our affluent society.

Because of competition in the Space Program, we have emphasized locating and training highly intellectual students for scientists, thereby, omitting developing and implementing education and training programs for the disadvantaged.

The tranquility of the minority groups in the past has been another factor contributing to their repudiation, relative to meeting their educational needs. (James I. Dawson, Alabama Agricultural and Mechanical University)

A synthesis of relevant publications shared by Clark provides the following answers to question one.

... Urban public school systems have, for the most part, continued to fail to educate the masses of their students for a constructive role in a complex industrialized society; they have produced hundreds of thousands of functional illiterates who are unable to compete with educationally more privileged youth on a single competitive standard academically or vocationally. This persistent educational default has become a major dilemma for industry and at all levels of government. It appears to be a critical factor in the volatility, the disruption, and the pervasive pathology of our cities. One can no longer view it in isolation as an educational problem or as an exclusively minority group problem, nor dismiss it as just another civil rights crisis.
The default of the American public school system is directly related to the interests of business for several reasons: First, a substantial proportion of the tax dollar paid by industry goes to support public schools; second, inner city public schools are producing human casualties which cannot be effectively integrated into the industrial and economic segment of society without the expenditure of additional funds by business and industry to compensate for the inefficiency of the public schools. Business and industry are in fact, subsidizing inefficiency if they continue to permit public education to spawn hundreds of thousands of functional illiterates each year. If they comply with equal employment demands of the Federal Government in terms other than token terms, business and industry are caught in a double taxation bind. In sheer dollars and cents terms, this is an area that calls for intervention from the business and industrial community.

In effect, the public schools have become captives of a middle class who have failed to use them to aid others also to move into the middle class—it might even be possible to interpret the role of the controlling middle class as that of using the public schools to block further mobility.

The obstacles which interfere with the attainment of efficient public education fall into many categories. Among them are those obstacles which reflect historical premises and dogmas about education, administrative realities, and psychological assumptions and prejudices.

The historical premises and dogmas include such fetishes as the inviolability of the Neighborhood School concept which might include the belief that schools should be economically and racially homogeneous.

The administrative barriers involve such problems as those incurred in the transportation of children from residential neighborhoods to other areas of the city. Here again the issue is one of relative advantages of the status quo versus the imperatives for change.
... The residual psychological prejudices take many forms and probably underlie the apparent inability of society to resolve the historical and administrative problems. Initially the academic retardation of Negro children was explained in terms of their inherent racial inferiority... (Kenneth B. Clark, President, Metropolitan Applied Research Center)

Publications contributing to the above analysis include:


"Minority Youth Motivation, Jobs and Technology," Presented at the International Conference on Technological Change and Human Development, April 15, 1969.


Summary of the Experts Opinions Regarding Why Traditional Education in America has Failed the Needs of Minority Groups

Historically, American education was created for and administered by the majority culture for the primary
purpose of perpetuating middle class White Anglo Saxon Protestant morals, values and cultural heritages. Consequently, the individual needs of minority groups per se were never considered in the basic foundational premises of American education.

Members of the national jury set forth the following reasons for American education's failure to adequately meet the needs of minority children and youth:

1. The conservative nature of the public schools stifles dynamic and innovative individuals from implementing creative educational experiences. (Nelson)

2. Traditional education programs in America have been program-oriented rather than individual or person-centered. (Walker)

3. Educators have never been committed to minority youth. (Pearl, Reddick)

4. American education has been planned and administered by the majority for the majority. (Nelson, Beebe, Edington, Cohen)

5. The Judeo Christian ethic promotes white middle class values rather than teaching students to think and analyze the world they live in. (Yarger, Cohen)
6. Competition from a national priority such as the Space Program has attracted highly intellectual students for scientists, thereby, omitting development and implementation of educational programs for minority groups. (Dawson)

7. Havighurst's (1968, 1970) publications indicate that educators do not know enough about learning and motivational patterns of the disadvantaged; compensatory education has been a failure; and assessing equality of educational achievement represents a major problem.

8. Clark's research (1969, 1970) indicates that three major obstacles interfered with the attainment of efficient public education for minority children. First, historical premises and dogmas included the belief that schools should be economically and racially homogenous. Second, administrative barriers involving the transportation of children from residential neighborhoods to other areas of the city to maintain the status quo represents an imperative for change. Third, residual psychological prejudices such as inherent racial inferiority are
reasons given to justify academic retardation of Black children.

Response to Question 2: As you ponder optimal training for teachers serving minority children and youth, what type(s) of preparation and experiences would be most relevant in meeting the real life needs of youth with special needs (e.g., formal course work, specialization in a particular area of instruction, community involvement, internship programs or counseling and supportive services)?

Nelson:

To meet "real life needs" of minority children and youth, vocational educators are philosophically best prepared of all teachers. One need only look at college catalogs to see that practical experience is required in almost every vocational field in addition to traditional training in education courses. "You can't teach what you don't know." The type of background required for vocational teachers should be required for teachers of special needs youth as well. Whether this be effected by internship, field experience with these youth or by special background requirements for these individuals has not been resolved in my own mind. I am personally familiar with certain individuals with a special "empathy" for these types of youngsters that are quite effective without the experiential background I noted above. However, I feel that they might be even more effective if they had received specialized field or internship training before they entered teaching youth with special needs.
Walker:

The optimal training that is needed for teachers who are going to serve minority children and youth and the preparation and experience that these people should have in order to meet the real life needs of these youth and others is a good question. I must admit that foremost in my mind is the need for identifying individuals who will have empathy for students with special needs. The identification of prospective teachers who are members of minority groups would be helpful in preparing dedicated teachers.

In preparing vocational teachers, I think that the formal course work that is given to our present teachers would be adequate to meet the needs of teachers who would be working with students with special needs. However, there are areas of instruction that should be emphasized, particularly those areas that are considered to be remedial in nature. Many of the minority group students have special needs that are associated with their inability to communicate, to read, to write, and to perform computations. Activity-oriented programs work especially well with students who are considered to be disadvantaged. Teachers should be prepared to use an inductive approach that is often known as problem solving. Students especially enjoy doing activities in real settings.

Teachers should become aware of the need to use ancillary personnel in teaching disadvantaged or minority groups. The guidance counselor, reading specialist, and school psychologist should be actively involved with program development and identification of students who are classified as minority group students or who are often thought of as disadvantaged students.

The instructor or instructors must provide leadership in organizing instructional procedure so that each student will be successful in accomplishing objectives that have been identified. The organization of teaching procedures into a logical sequence of activities that evolves from those that are quite simple to the more complex should be of primary concern to the instructor. Citizens' committees should be involved in an advisory capacity.
Edington:

A. Teachers should be selected from the ranks of those whom they will serve. We need to obtain more teachers from the Indian and Mexican American and other minority group people in rural America.

B. Instruction should be provided in the academic programs related to understanding the cultural differences within America.

C. The teachers in our training program should have opportunity early to work with minority people, both children and adults.

D. Somewhere near the end of their educational program, they should have an intense internship where they would be given responsibility for both teaching and organizing programs with the different minority groups.

Herbert:

The only possible experience that I can offer along these lines is that which our Company and others have gained through participation in the National Alliance of Businessmen's Employment program going after the so-called hardcore unemployed. It would seem that the most efficient way to convert an "unemployable" into an "employable" is to work on a very careful and patient one-to-one basis. Some people call this the Buddy System. This requires a tremendous investment of time and effort and energy. In our case we generally assign specific employees on an individual basis to work with these people when they enter the Company. Their function could range all the way from getting the fellow out of bed and making sure he gets to work every day to counseling him on the job about his work, habits, dependability, and all the other things which go to make up meaningful participation in a work situation. I seriously doubt that such an approach would in any way be possible with school children, simply because of the sheer numbers involved and the amount of money which would be required. I certainly think it ought to be done and would cer-
tainly like to see it done, but it doesn't seem possible. What other solutions may be available, I regret that I do not know, having no experience as an educator.

Pearl:

a. Hiring teachers from populations now underrepresented, e.g., the minorities.

b. Immersion in problem areas early in the school career.

c. Opportunities for reflection and critical examination of experiences.

d. Exposure to new integrative curriculum, e.g., ethnic and Black studies.

e. Exposure to a variety of "ideological expositions" and an insistence that a teacher has a theory of action prior to graduation.

Cohen:

Optimal teacher-training, in this context, to get to your second question, would require a concern with form and content. To pick up on your examples, which are primarily form in nature, I would de-emphasize formal courses and put stress on applied situations such as internship, work-study and community involvement. I suspect an experience like the one you had this summer, living with Indians would be exceedingly useful although this kind of experience needs to be supervised if one is to reap maximum benefits. Although I have some reservations about it, sensitivity training could be useful, whereas I am skeptical of how much counseling can help. I would recommend extensive use of practical case material.

Beebe:

The first prerequisite to serving the minorities is understanding, which can be acquired only through
extensive exposure to and involvement with the minorities in real world situations. For the majority, such experience is exceedingly difficult to attain. One is tempted to settle for superficial experiences leading to ill-founded and abortive educational efforts, resulting in disenchantment by the minorities and their would-be benefactors.

Opportunities for meaningful experience will vary widely with individuals and communities. Internships and voluntary service with such organizations as Vista, the Peace Corps, inner-city churches and schools - as well as ethnic organizations such as CORE, the Urban League, NAACP and the Young Great Society - can be helpful if carefully selected and directed. Persons contemplating such exposure should seek and retain throughout the advice of seasoned counselors. The Urban Coalition has branches in many cities where guidance may be found.

It also is important that one understand one's own motives before embarking seriously on a career of service to the minorities. For the self-conscious do-gooder the path is pitted with pot holes. Total dedication based on real understanding and a calculated decision that one is deeply and irretrievably in sympathy with the Black, the Brown, the Yellow and Red, is indispensable to success in the endeavor. Hence, for the majority the training and orientation will be intensive, arduous, and of much longer than expected duration.

As a businessman, I am incapable of prescribing precisely the technical aspects of such training, but I do know from my own experience with the minorities, that one must approach the task with essentially the same serious state of mind and deep sense of purpose as is required for success in any profession. This conviction, by the way, must be shared by our teacher-training institutions. The necessary techniques will flow from a healthy, determined intent, which I hasten to add, is not nearly as prevalent in this country today as many might surmise. As a whole, we simply have not made up our minds the cause is worth the effort!
Reddick:

My prejudices are that teachers who are themselves from the minority group, who identify with them and who have been trained as teachers are most suitable. For others, the degree to which they can approximate being born into a minority group and identify with the groups' aspirations would be their best bet of becoming effective and acceptable instructors. As you have done, don't just read about the life of minority children but share it as fully as possible.

Havighurst:

A. Work directly on the mental skills of the child—his vocabulary, reading, writing and arithmetic. Teach, teach, teach with all the energy, time, patience, and techniques that are available.

B. Work indirectly, by attacking the motivational and attitudinal problem. Try in various ways to help the pupil want to learn, to help him see himself as a learner in school, as he now may see himself as a basketball player, a fighter, an attractive person to the opposite sex, a helper in the home, etc.

C. The public schools in Washington, D.C., suggested that fifteen to twenty percent of the time of teachers in big-city school districts should be set aside for in-service training.

Yarger:

In response to question number two I certainly don't feel that much of what takes place in teacher training programs today has application in the inner city or poverty area schools. Or perhaps to rephrase that, that which takes place in teacher education now has only minimal input for these schools. With what we know about teacher values and attitudes, I would think it is important to recruit teachers whose value orientations, if not
consistent with those of the community they are dealing with are, at least fully understood by the teachers themselves. This of course means recruiting students from poor and from poor Black areas to become teachers. For prospective teachers from the middle class environment I would suggest a type of teaching internship, residing in the target community including a great deal of non-educational community work. I not only think that such traditional skills as knowing how to teach kids to compute is important, I think it is doubly important in this environment. I feel a competency based program for teachers where teachers will be evaluated on the basis of their ability to pass courses is at least part of the answer. And, in this case, they should have to demonstrate super skills in the academic area.

... This extra endeavor would include working in the communities and all sorts of activities such as job training, the acquisition of food and clothing, and creating in the inner city areas professional teams of educators, social workers, psychologists, and community residents. Again to summarize I feel that consistency of value orientation, teaching competencies, and commitment to the extension in academic endeavors are three areas that are crucial to the development of worthwhile teacher training programs.

Dawson:

Teachers who teach the disadvantaged should have training and expertise in:

a. Becoming aware of the problems of the disadvantaged.

b. Developing a positive attitude toward the disadvantaged.

c. Special methods and techniques of teaching the disadvantaged.
d. Developing and implementing programs based on the needs of the disadvantaged.

e. Making feasibility studies to determine the needs of the disadvantaged.

f. Methods and techniques of involving the community in developing and implementing programs for the disadvantaged.

g. Job opportunity for the disadvantaged; and

h. Basic fundamentals in counseling and guidance for the disadvantaged.

Clark: "A Possible Reality"

... Without question, if there is a single most important factor which determines success or failure in attempts to achieve the goal of educational excellence—to assure that each child is, in fact, learning up to the maximum level consistent with his potentialities—it is the critical role of the teacher. The classroom teacher is the central point upon which all other aspects of educational quality converge.

... Essential to any serious program for the attainment of the highest level of respect for the teaching profession are the following:

--Preassignment preparation and continued training on-the-job.

--Continued evaluation of performance.

--Dignified and professional supervision.

--Healthy and positive relations between teachers and supervisors, administrators, educational aides, parents, and foremost, of course their students.

--Differential staffing and career development and rewards for teachers in terms of their training, ongoing objective evaluations, and demonstrable performance, as indicated by the academic achievement of their students.
Summary of the Experts Opinions Regarding Optimal Preparation for Teachers Serving Minority Children and Youth

Genuine human contact and acceptance represents the foremost attributes necessary for teachers serving minority students. Tokenism, political objectives, educational gimmicks or false promises are repulsive to minority groups.

In preparing teachers for minority students, the following activities were suggested by members of the national jury.

1. Specialized field or internship training should be provided prior to entry into the world of teaching the disadvantaged. (Edington, Cohen, Yarger)

2. First, individuals who have "empathy" for minority students must be identified. (Walker, Clark)

3. Activity-oriented programs, ancillary personnel and citizens' committees must be utilized for teachers of the disadvantaged. (Walker, Cohen, Dawson)

4. Teachers should be selected from the ranks of those whom they will serve. (Edington, Pearl, Reddick, Yarger)
5. Early induction in the world of the culturally different should be provided by the teacher preparation program. (Edington, Beebe, Reddick, Clark, Yarger)

6. A very carefully and patient one-to-one basis, or the Buddy System, should become an approach in teacher preparation. (Herbert)

7. Exposure to new integrative curriculum a variety of "ideological expositions" and an insistence that a teacher has a theory of action prior to graduation should be objectives provided by teacher preparation programs. (Pearl)

8. The first prerequisite to serving minorities is understanding, which can be acquired only through intensive exposure to and involvement with minorities in real world situations. (Edington, Beebe, Cohen)

9. Carefully selected and directed service with such organizations as Vista, the Peace Corps, CORE, the Urban League, NAACP and the Young Great Society is essential. (Beebe, Cohen, Clark, Yarger)

10. Feasibility studies are needed to attack the motivational and attitudinal problems of the disadvantaged. (Havighurst, Dawson)
Until a teacher preparation institution(s) becomes totally committed to the task of preparing teachers for minority children and youth, all efforts to abrogate the educational deprivation of this population will be in vain. This assertion is aptly stated by Beebe, "As a whole, we simply have not made up our minds the cause is worth the effort!"
CHAPTER VI

A MODEL FOR PREPARING SECONDARY
TEACHERS OF AGRICULTURE
FOR MINORITY POPULATIONS

Why should we be in such desperate haste
to succeed, and in such desperate enterprise?
If a man does not keep pace with his companions,
perhaps it is because he hears a different
drummer. Let him step to the music which he
hears, however measured or far away.

-Henry David Thoreau

A bold new strategy for change, comparable in sub­
stance and degree to man's first step on the moon, must
be initiated if the cemented straps of orthodoxy in
teacher education are to be broken. "The lock-step in
teacher training," as described by George Counts some
twenty-five years ago, can be overcome by teacher edu­
cators in agriculture once a total commitment to this
priority has been made.

Dealing with the feasibility of the following design
(i.e., money, time, additional staffing and educational
activities), a prototype will be set forth rather than
prescribed models for each heterogeneous group normally
referred to as "disadvantaged." Indeed different curricula models for diverse purposes are necessary, however, the focus must remain on comprehensive program objectives and their achievement. Specifically, changes in a prospective teacher's attitudes, knowledge, understandings, beliefs, skills, values and behavior constitute the comprehensiveness desired.

It would be most desirable to completely renovate existing teacher preparation programs in agriculture. Here is where idealism must be adjusted to realism. To bridge this chasm, the researcher would advocate a three stage induction schema: (1) pre-service phase the first year; (2) in-service phase the second year; and graduate or "externship" phase the third year. This would allow for a gradual but significant educational disequilibrium; adequate time table for rigorous formal appraisal procedures; and to disprove the common belief that teacher preparation can survive as the nadir element in higher education.

Clearly, a teacher preparation model in no way should advocate racial separatism. That is to say, an institution should not have a preparation track for the Black teachers; a preparation track for the Indian teachers; or a preparation track for the White teacher.
Instead, a curriculum model must be extensive enough (multi-cultural) to insure quality experiences for all teachers, whether they be teachers of the disadvantaged or teachers of the most affluent youth. Teachers must be prepared to teach individual human beings.

It is doubtful that new curriculum materials, auto-tutorial instruments, computer-assisted instruction or educational T.V., specifically designed for the minorities will have any noticeable effect on assisting this clientele of people. Consequently, this new strategy is based upon the humane qualities that an individual teacher should overtly and covertly transmit to minority children, youth and adults. This calls for simultaneous changes in teacher attitudes, knowledge, understandings, skills and behavior toward the minority group(s) with whom he or she will serve.

If a "person-oriented" -- "student-centered" vocational teacher in agriculture is to be successfully prepared for minority populations, the following attributes are deemed a responsibility of teacher preparation:

1. A vocational teacher in agriculture will be sensitive to young men and women in relationship to a changing social order;
2. a vocational teacher in agriculture will be a developer of individuals rather than of materialistic things;

3. a vocational teacher in agriculture will become a master of the art and science of the teaching-learning processes;

4. a vocational teacher in agriculture will be a specialist within his own profession;

5. a vocational teacher in agriculture must scrutinize new and innovative instructional media;

6. a vocational teacher in agriculture will possess the capacity to articulate program goals and objectives;

7. a vocational teacher in agriculture will exhibit an optimistic attitude toward his contributions to the total educational scene; and

8. a vocational teacher in agriculture must display scholarly insight regarding the interpretation and use of empirical research, and the capacity for continued self-renewal.

The long awaited day for "trial" of experimental teacher education programs in agriculture is overdue. Validation of the aforementioned propositions by
empirical evidence is non-existant. This should be viewed as a positive force for the genesis of an effective approach to the cognitive, affective, psycho motor, action-oriented and emotional domains of minority people.

Premises and Objectives

The process of change or modernization in America significantly influences both the minority and the majority cultures. Three revolutionary developments culminating in the latter half of this century must be considered in developing a relevant teacher preparation model for teachers of agriculture serving minority populations. These stages of modernization include: (1) explosion in quality of information and knowledge available to man; (2) massive increments in technological competence and the cybernetic era; and (3) significant shifts in the economic, political and social balance of power.

For minority children and youth to cope with, adjust to and share in these cyclical modernization stages, the following premises provide the foundation for the preparation model herein. These basic premises reflect the investigator's personal experiences with minority groups; a synthesis of the current research; data collected from 92 percent of all institutions preparing
Premise 1: Vigorous efforts must be placed on recruiting and selecting teachers from the ranks whom they serve. Increased numbers of Black Americans, Appalachian Whites, American Indians, Spanish Americans, Mexican Americans and Puerto Ricans should be encouraged to become vocational teachers in agriculture. "Role identification" which leads to a positive self-concept of a student as a member of a minority can be learned if teachers from these cultures are successfully recruited.

It is assumed that in the foreseeable future an adequate number of teachers from minority populations will not meet the acute shortage now existing. Therefore, the following priority is advocated regarding clientele groups to be recruited: (1) prospective teacher candidates from the ranks of minorities; (2) committed and successful teachers regardless of cultural identification; and (3) middle class undergraduate WASP students.
Premise 2: Professional agricultural teacher preparation curricula must provide a wide array of alternatives. Prospective agricultural teachers of minorities should have numerous courses from which to select. An interdisciplinary approach rather than the traditional monolithic approach should be available as agricultural education students must be provided with more choice to courses in history, sociology, anthropology, economics and philosophy. Hence, a student desiring to teach in the central city should have the option of taking Afro-American History, Swahili, Yoruba, or Arabic; a student desiring to teach on an Indian reservation should have the option of taking Navajo, Sioux, or Cree languages; and a student desiring to teach in the Appalachian region should have the option of taking an economics course designed for minority or under-developed countries.

Premise 3: Teacher preparation institutions in agriculture must provide a continuum of educational experiences from entry to retirement. Stimulating, useful and meaningful experiences must be provided for the student from the initial point of freshman entry until the teacher leaves the agricultural education profession. Observing a wide array of successful teach-
ing styles and actual supervised induction in the teaching-learning processes must become an integral aspect of the undergraduate curricula.

"On the Street" experiences, supervised work experience programs, internships, "externships" and extensive travel for agricultural teachers of minority youth should receive equal emphasis with academic course work. Once teachers become certified, they must receive continual encouragement, supervision, professional course work and expertise provided by teacher educators. This meeting and merging of thoughts and experiences must become a two-way communique whereby teachers proved an equitable input. A design where future vocational teachers in agriculture receive terminal activities and course work throughout their four or five years of preparation will not suffice if quality teachers for minorities are to be retained.

Premise 4: Teacher education in agriculture must prepare the teacher to genuinely utilize parental involvement in developing realistic educational experiences for their children. Minority parents most often perceive education as the essential ingredient in breaking the bondage of their environment. Therefore, they must also be involved in planning, organizing and administering
"active" or living educational endeavors. Agricultural teachers, students and parents must become welded into a "community of learners" rather than opposing encampments. A jointly traveled educational journey will assist the agricultural teacher in learning the true meaning of empathy and its importance in the realization of minority needs.

Premise 5: Early involvement with minority children, youth and adults must be an important element in vocational teacher preparation for students enrolled in agricultural education. Preparation for vocational teachers in agriculture who will serve minority groups should begin at the high school level. Cadet teaching, Future Teachers of America and similar organizations should be overtly encouraged by all teachers. This reservoir of potential teaching energy must be utilized in such activities in agricultural education as assisting students in completing an assignment; presenting a short newsworthy report; helping evaluate assignments; or merely walking a youngster home and visiting with his or her parents. At the college or university level there is no research or reasoning that indicates prospective vocational teachers in agriculture should wait until their junior or senior year for active involvement
In a teaching-learning experience. If preparing quality vocational education teachers in agriculture is to become a paramount objective of teacher preparation programs, it is most important that active involvement with minorities commence at the freshman level. It takes considerable time, preparation and tolerance to understand a student from a broken home; living on a deficient diet; with a police record; accustomed to alcoholism or drug addiction; a unique culturally different life style; or rage against the "system" or "whitey."

Premise 6: Teacher preparation programs in agriculture must be designed so that the teacher has an excellent chance for success. The minority youth has experienced a life filled with failures in the majority culture. To solve this perplexed problem, vocational teacher educators need to understand what "vocational agriculture," the "FFA," and "production enterprises" connotes to a Black from Los Angeles, a Mexican American living in a migratory farm camp, or a Navajo youth from Many Farms, Arizona.

Motives may be far more important in teaching minority students than skills. The theory underlying this assumption is that when a person wants something, he
attempts to get it. There is no such thing as an "unmotivated" student. The skilled agriculture teacher must utilize enumerable techniques to "turn on" students. Sometimes erratic, unorthodox and creative teaching methods should be encouraged by teacher educators in a milieu free of good or bad ideologies.

The Rosenthal studies which make it clear that a teacher's prediction of a student's behavior somehow comes to be realized. This very simple idea suggests that if student success is expected by the teacher, success will normally result.

Premise 7: Future vocational teachers in agriculture must become increasingly "person-oriented" and "student-centered." Unquestionably, the successful vocational teacher in agriculture serving minority students will be sensitive to man in relation to a changing social order. To accomplish this goal, vocational teachers in agriculture must understand their motives before embarking on an educational career of serving minority children, youth and adults. There is no place in agricultural education for the self-conscious do-gooder, or the articulate teacher professing mere rhetoric. To the contrary, a total dedication and a positive humane theory of action will endure for agricultural teachers educa-
ting minorities. This suggests that all teachers of agriculture, whether recruited from industry, from minority cultures, or the majority culture, must accept each student as a unique human being.

Premise 8: Agricultural teacher preparation must become a cooperative venture between local school districts, state departments of education, industry and community organizations. Effective education for both American minorities and majorities must become a number one priority. The outmoded producer-consumer posture, i.e., colleges and universities produce teachers, school districts consume and discard a large proportion of the annual production of beginning teachers, must cease immediately. Development, organization, coordination, administration and continuous preparation experiences must become a cooperative effort by all agencies involved. Consequently, this should strengthen teacher education in agriculture for minority groups versus a feared loss in dominant influences and identities.

Premise 9: Teacher education institutions in agriculture must establish state, regional and national councils to insure a political power base from which adequate financing can be secured. A coordinated effort
by all institutions preparing vocational teachers must form aggressive political organizations for procurement of adequate finances and leadership. It is within the political arena where decisions are made and authorization and appropriations of funds are determined for education. Teacher educators can no longer remain naive to the political-economic processes that direct the nation's course of travel. Strong teacher education lobby groups are drastically needed at the state, regional and national levels.

In addition to securing adequate financial assistance and providing prominent leadership, the council would also address scholarly thought to the basic problems of logistics and priorities in developing teacher preparation models for minority populations. For example, realistic decisions must be made concerning the number of institutions required to prepare an adequate number of teachers for minority groups; the geographical location of such institutions; the clientele groups to be served, i.e., minority groups within a given state or within a given geographical region; and the administrative structure, policy formation bodies and legal responsibilities relegated at the state, regional and national levels.
Premise 10: Either a four day week or 15 to 20 percent of the minority teachers contractual time should be spent cooperatively with the university, local school district and community in conducting research and/or professional improvement activities. Research and ample time for scholarly inquiry will become an imperative for agricultural teachers serving minority students. Behavioral models, teaching styles, educational alternatives (The Parkway Program, Storefront Academies, Minischools and Summerhills), tutoring projects, educational games, integrative curriculum and a period for reflection and critical examination of the projects and experiences must be an integral part of a continuous professional teacher preparation program.

Pre-Service Education

The objectives of early teacher preparation for vocational teachers in agriculture should be:

1. To identify the economic, social and academic influences that shape human growth, development and learning of minority children, youth and adults.

2. To identify "teacher styles" and approaches that are effective educational vehicles in working with minorities.
3. To either accept or reject teaching minorities as a professional commitment.

Functional and Academic Experiences

During the first course in education, (i.e., agricultural education, vocational-technical education, or general education depending upon the university's administrative structure) at least one-half of the quarter or semester will be spent living with a carefully selected parent who has school age children. Secondly, a specially trained classroom teacher would supervise the prospective teacher in cooperatively planned educational experience. Active involvement in the real life situation will call for the cooperative efforts of the following teacher preparation team:

FIGURE 2. THE TEACHER PREPARATION TEAM
Until an adequate supply of teachers enter the profession from the minority ranks, the major source of teachers for minority students will continue to be middle class WASPS. Realizing that it is nearly impossible for middle class WASP students to acquire the full meaning of a different but unique way of life, establishing a "sensitivity set" would nevertheless provide some new insights. The functional approach during this phase would include the following suggested experiences: spend a Friday or Saturday night in the emergency ward at the community hospital; walk or ride a "beat" with a law enforcement officer; "rap" with people at the local laundromat; purchase goods and services in the community; panhandle on a ghetto street corner; frequent bars and honkie tonkies; walk the streets with a prostitute; attend social functions, i.e., music festivals and dances, church services or religious ceremonies, community action organizations; and most importantly, students should listen, observe and engage in discussion when at all possible. Formal or informal sharing of feelings, attitudes and current issues are most important aspects regarding those people with whom the prospective teacher will be working.

While under close supervision by the classroom teacher, observation-participation in the teaching-learn-
ing process should occur. Induction into the teaching of these students should commence when both the prospective teacher and the cooperating teacher feel confident that the student is ready for such an undertaking. Bit teaching, correcting papers, assisting individual students, occupational experience visitations, youth leadership involvement and attending professional meetings are considered examples of observation-participation activities.

The university's responsibility lies in providing the following academic strands:

1. **Concurrent seminar sessions** will be planned and conducted jointly between the university instructor, selected parents, classroom supervisors and prospective student teachers. Major emphasis for each seminar (two or three are suggested) should be organized around (a) a sharing of the prospective teachers experiences; (b) specific problems related to the education of minority students; (c) observed teaching strategies and approaches; and (d) individual or group planning for the duration of the prospective teacher's experiences. Initially, all trainees would work together as one group, how-
ever, as clusters of unique situations are identified, small inquiry sessions should be utilized.

2. Making educational decisions via simulated teaching experiences will be conducted in seminar fashion under the direction of the university instructor(s), and the supervising classroom teachers. The major objectives of this activity would allow the students to view learning, behavioral and discipline problems common to teaching the disadvantaged and to make decisions based upon sound judgements regarding the specific situation. Critical Moments in Teaching, developed by the Inter-University Film Group and distributed by Holt, Rinehart and Winston, are not recommended as the primary source to be used because they connote problems atypical of middle class students. As an alternative, students located in the selected schools could direct and produce a series of these films with assistance from a person versed in operating video taping equipment. Capitalizing on the students' efforts would provide needed realism for this experience.
3. **Micro-Teaching** represents for many students the first time they have observed themselves on video tape. The central purpose of micro-teaching should be to establish clear teaching objectives, involve students in the learning process and provide logical closure that leads to application. Two micro-teaching sessions are recommended; the first shortly after returning from the real world of minorities and the second designed to improve teaching skills. Evaluation of the first micro-teaching session will be done jointly by the teacher and course instructor, however, the second teaching session will be appraised by the teacher and his or her participating students. Each video taping participant will have the opportunity to re-teach the lesson until teaching success is achieved.

4. **Providing leadership in group inquiry sessions** is an activity (normally five students) designed to accomplish a given purpose, explore a particular problem, or in some way bring the abilities of many persons to bear simultaneously on some specific concern. Every prospective teacher of minority students should assume a leadership
position (i.e., leader, recorder or controller) and then contribute in a sharing of ideas regarding identified educational topics relevant to minority groups. From the combined inquiry group effort, conceptualizations are then offered to the class for critical appraisal and discussion.

After completing this inaugural phase of pre-service education, the teacher, parent, college supervisor and student should express their cooperative judgements about the potential of the prospective teacher for the disadvantaged. Screening and educational guidance becomes paramount at this point in the neophyte's college career.

Flexibility in the selection of curricula offerings represents the key ingredient between the professional induction period and extended field experience. An interdisciplinary approach rather than the traditional monolithic approach must be available as agricultural students continue their quest to relate academic theory to real life situations. The barriers restricting prospective agriculture teachers for the disadvantaged from courses in history, sociology, anthropology, economics and philosophy must be eliminated.
Examining a typical four year course of study for agricultural education majors, approximately 54 quarter hours are considered standard university requirements; ROTC and options represent 6-15 hours; agricultural education represents approximately 25 hours; agricultural requirements represents approximately 61 hours; agricultural program and departmental requirements represents approximately 28 hours and electives represents 13-22 hours. If ROTC and options and electives are grouped together, a range between 19 and 37 hours seem available for student selection. Careful scrutiny of The Ohio State University Bulletin (1970-71) provides the following account:

In 1961, the University established a basic educational requirement commonly referred to as the National Defense Option. Students may fulfill the University's National Defense Option in one of the two following ways:

   a) Twelve credit hours of courses in Military Science, Air Force Aerospace Studies, or
   b) Twelve credit hours of courses not otherwise specified in the degree requirements of the selected curriculum.

Twelve elective hours, combined with such requirements as Economics 201, Psychology 100, Biology 100, plus an additional 10 hours selected from Biology, Botany, or Zoology, Mathematics 150 or 117 and Psychology 230, do not exactly provide a high degree of course alternatives.
Such a rigid schedule will not suffice for agricultural teachers of the disadvantaged when considering a reasonable undergraduate tenure. Several corrective measures seem reasonable in overcoming this situation. First, students should have the opportunity to engage in pre-course competence tasks (not inferring examinations) designed to measure performance capabilities. If the student displays a high level of performance, the course(s) should be waived. Second, present course offerings could provide a major emphasis on the subject matter in light of the social order. Third, the student with sufficient guidance from his or her advisor could present a strong case for enrollment in several of the following courses:

1. Spanish-American History
2. African History
3. Afro-American History
4. Current Legal Problems of Minorities
5. Teaching Minority Group Teachers
6. Exploring American Indian Art
7. Applied Communications
8. Fundamentals of Minority Speaking Groups
9. Navajo History and Culture (In Navajo)
10. Minority Law and Government
11. The Role of the School in the Social Order
12. Culture Patterns and Personality
13. Economics of Underdeveloped Countries
14. Political Development of Minorities
15. Vocational Psychology
16. Human Motivation of the Disadvantaged
17. Prejudice and Personality
The list could continue on indefinitely regarding elective courses for teachers of the disadvantaged. The researcher would caution university counselors not to be fooled by mere course titles. Obviously, university personnel who are responsible for the guidance of future teachers of minority groups must inquire thoroughly into the nature of such courses.

Fourth, and perhaps the most exciting option, is to allow students to identify university or non-university personnel with whom they desire to study. Selection of people rather than regimented courses would allow students to observe faculty members, doctoral students, cooperating teachers, and social service workers engaged in their single most powerful, most successful, most rewarding educational endeavor (e.g., teaching method). Credit modules, currently underway at the University of Massachusetts, would enable the students to actively make several hundred decisions regarding component aspects of teacher preparation. This seems more valuable than the customary six or seven decisions normally associated with standard course selections.

Field Experience
This phase of pre-service education will concentrate on a twofold mission: (1) occupational work experience;
and (2) a professional internship program. The occupational work experience program for prospective agricultural teachers of minorities will commence during the sophomore or junior year. The student will engage in full or part-time work experiences in public and private organizations and agencies having responsibility for employment, community service and welfare.

The first experience of approximately nine months will be spent in an industrial setting working shoulder to shoulder with minority or disadvantaged populations. Modes of employment include the automotive assembly lines in Detroit (N.A.B., hard-core unemployed); the coal mines of western Virginia; the orange groves of Florida; the aquafarms in Washington (established by the Lummi Indians); truck farms in California; or the Douglas Fir forests of Oregon. Students should also participate in job interviews, study application forms and induction procedures.

The second experience of approximately three months will be spent in community, social or welfare agency settings. Employment agencies, welfare departments, Community Action Programs, Job Corps, VISTA, CORE, NAACP, the Urban League, The Young Great Society, Ford Foundation Projects, hospitals, clinics, playgrounds, parks and athletic facilities represent a practical list of opportunities.
Through occupational work experience programs the prospective teacher becomes aware of the variety and magnitude of problems faced by minority groups regarding the real world of work. Major goals of this experience, as enumerated by Tuckman and O'Brian (1969) would include:

1. To provide a knowledge and awareness of the helping agencies that exist, their philosophies, techniques, and their success or lack of it.

2. To provide an understanding of how the disadvantaged get jobs and the effects on them of their failure to get jobs.

3. To provide an understanding of community action programs and processes.

4. To provide an understanding of programs available and supported at different levels by federal, state, and local governments (as well as private institutions and volunteer groups), and the interactions and opportunities fostered by these sources.

5. To provide the student an opportunity to apply and validate the concepts acquired in the Seminar in Urban Society and The Social Psychology of the Disadvantaged.

6. To provide a setting in which the student will be able to learn something about himself when confronted with the problems of the disadvantaged and as related to the notion of the helping hand.

7. To develop knowledge of the processes used to interview and place people into semi-skilled and unskilled (entry level) jobs.

8. To gain insight into the needs of industry, the kinds of jobs available for those with limited skills, the training, education and personality traits needed by those employed in such jobs.
9. To gain knowledge of the various private and public programs available to help the disadvantaged.

Remuneration for these experiences should be kept on a minimal scale since this is considered an "educational" experience. College credit, with planned seminar sessions prior to and immediately following the experiences are considered integral aspects.

Professional Internship Program

A full academic year of educational internship should be required of all agricultural teachers for the disadvantaged, in rural or central city schools. This internship period must be jointly sponsored by the University, the State Board of Education and the local school district. A recommended half-time contractual agreement by the local school district, normally results in the optimal educational responsibility for the intern. Salary should be pro-rated according to the teaching load, with due considerations to the local salary schedule and the amount of academic credit received.

Assumptions underlying internship programs for teachers of the disadvantaged, even though not validated by research, include:
1. Teacher-student rapport with the minority student requires considerable time and tolerance. A mutual trust, the prerequisite for learning, has a longer gestation period for development.

2. The intern has a professional responsibility to the community, school and individual students because he is a paid employee of the school district.

3. Extended and varied teaching experiences provide a crystallization between theory and practice; a crystallization of values and attitudes; and a step toward the development of instructional and management skills.

4. Teacher competency in diagnosis of pupil problems, effective teaching-learning strategies, curriculum development, and student and self-evaluation procedures should be greatly enhanced.

5. An intern has a greater opportunity to mature personally and professionally. Under the close supervision of a master teacher and supervising parent, the intern assumes the role of a professional teacher at a rate commensurate to his or her readiness level.
The professional internship program should provide access to the entire gamut of educational realities on a gradual continuum. Professional preparation should include the following basic tenants:

1. Observation in pre-school, elementary and junior high school systems located in the community.

2. A clinical experience whereby the intern conducts a case study of individual students (i.e., 1-1, 1-2, or 1-3 intern-to-case study). Activities would include special tutoring, home visitations, supervision of an occupational experience program, and in depth appraisal of personal, environmental and learning conditions.

3. Thorough appraisal of the school's guidance function regarding course selection, job procurement and post-high school counseling.

4. Involvement in professional teacher organizations, youth activities, and community agencies.

5. Development of teaching expertise by carefully planned lessons; utilization of all appropriate instructional media available; and finally to develop a personal teaching style unique to the individual teacher.

6. Tangible input to concurrent internship seminars,
guided by University personnel, with the assistance of day-to-day master teacher supervision and parental supervision. This represents a crucial element in realizing the above objectives.

Perhaps the distinguishing feature of this internship program would be the recommendation that interns be hired on a 4 day week. The Fifth day should be spent with parents and small groups of students in an atmosphere other than pure academic inquiry; or in professional groups dealing with innovative curriculum development; or in reflecting the interns' impact on the students he teaches (T-Group Sessions); or to merely replenish the physical and psychological drain of teaching. These represent only a few endeavors that seem worthy, subsequent exploration is needed.

A quality professional internship program will provide the intern teacher with the ability to diagnose learning problems unique to a given minority group; skills in directing active learning experiences for these students; empathetic perceptions of different value, attitude and belief patterns; logical decisions based upon sound professional analysis and experiences; and self-confidence that a state of "disadvantagement" can become
a positive liability to society once it has been developed.

**Graduate or "Externship" Education**

Teacher preparation should not terminate upon fulfilling the requirements for the baccalaureate degree. Universities preparing agricultural teachers simply must not leave beginning teachers stranded on islands of no return. Unquestionably, the first year of teaching minority students is the most crucial and the most neglected aspect of the entire preparation program.

In-service education programs should be an integrated sequence in a Masters' Degree program. Therefore, such a graduate program of studies must be comprehensive enough to meet the needs of two clientele groups; the first year agricultural teacher of minority students and those teachers who have already been actively involved in teaching these students.

The essential component parts of this program would include: (1) extension of quality learning experiences fostered during internship; (2) increased skills in educational pedagogy; (3) agricultural education's contribution to minority groups in view of contemporary American societal life; (4) introduction to basic theories and concepts of the psychology of learning, human devel-
opment and educational procedures for evaluation; and
(5) the educational framework in which psychological,
sociological and behavioral experiences are brought into
the context of the school program and individual labora-
tory.

The "extern," meaning the beginning teacher, should
not assume the horrendous teaching loads, assignments
and responsibilities demanded by the teaching profession.
Instead, a scaled down quality learning experience or
externship should be implemented whereby the teacher
assumes a three-fourths load or some such scheme. Salary
would be prorated accordingly. Both the extern teacher
and experienced teacher of minorities should be contracted
on a four-day work week. This would enable these teachers
to have time to pursue the Master of Education degree
or non-credit certificate through the following planned
programs.

Orientation Seminar

All agricultural teachers, classroom supervisors,
and supervising parents should assemble for the major
purpose of identifying general topics of concern. The
university supervisor should provide the organizational
leadership for this seminar. Integrated small group
"brain storming" sessions during the first day would
allow at least three perspectives regarding minorities: (1) agricultural teachers' perspectives; (2) classroom supervisors' perspectives; and (3) supervising parents' perspectives. All ideas shared should be accepted and submitted in good copy to the person(s) in charge of the seminar.

During the second and third days, participants should have complete freedom to engage in any or all of the following activities:

1. Solicit the assistance from clinical psychologists, counseling psychologists, anthropologists, sociologists, social workers and curriculum specialists.

2. Review current literature and bibliographies written specifically for minority populations; view films and plays; and listen to appropriate music.

The fourth and fifth days of this initial orientation seminar should be spent in discussion groups lead by the participants. University personnel, acting as resource consultants, will suggest ideas, thoughts and possible answers to the concerns identified during the first day's brain storming sessions.

A formal evaluation of the seminar proceedings should
follow which will provide the basic framework for geographical group seminars. The seminars should be offered on the time equivalency of a three-credit course. In addition, a stipend should be paid to all participants attending this seminar.

Geographical Group Seminars

Concurrent geographical seminars, organized and conducted by teachers in the field, should be held quarterly. For example, agricultural teachers of Black central city students in Alexandria, Virginia, Washington D.C., and Baltimore, Maryland would conduct seminar sessions; agricultural teachers of Navajo reservation students in Arizona, New Mexico and Utah would also conduct seminar sessions. Common problems, issues and concerns would provide the attractive forces while interstate boundaries are irrelevant.

Major objectives for these sessions would include:

1. To identify problems common to teachers serving a particular minority group.
2. To obtain consultative assistance in providing remedies to these problems.
3. To discover how to implement findings based upon research, experiences and sound logic.
Major concerns might center around the following topics:

1. What special characteristics and procedures for teaching minorities have proven to be successful?

2. How should group guidance and exploratory instruction be utilized for our students?

3. What should a total program of vocational education in agriculture be for minority students?

4. What types of co-op programs have been successful?

5. How do we adapt adult education for the disadvantaged?

6. What modifications are necessary to involve our students in youth leadership organizations?

Urban-Rural In-Service Workshop

It is assumed that quality instruction will be increased or attained by providing agricultural teachers with systematic knowledge and appreciations of the realities of a changing social order. Teachers of youth and adults, in particular, must carefully appraise the contributions of agricultural education in light of contemporary American societal life. Specific objectives of this seminar include the following:
1. To determine the various ways that urban and rural people behave in American society.

2. To determine the ideologies, beliefs and values actually professed by rural and urban people.

3. To identify social organizations and group stratification and the means of mobility within the social structure.

4. To identify change agents, agencies and channels for change that exist among members of urban and rural societies.

5. To identify persistent and recurrent issues, problems, "American dreams" and failures of the American way of life.

6. To identify patterns and models of deviancy and conformity observed among members of urban-rural societies.

An interdisciplinary approach, in form and content, is advocated with rural and urban sociologists providing primary leadership. In addition, representatives from other behavioral sciences, i.e., anthropology, geography, history, economics, political science and psychology, should be utilized. Small group inquiry sessions should be at the heart of the dynamics of the seminar. Supplementary activities should be decided upon by the partici-
pants. Perhaps extensive readings, lectures, field visits, movies and other educational inquiries will be requested.

Appraisal of this seminar should be based upon terminal personal conferences with the seminar director(s). A two-way communique between participants and directors must be stressed with submission of written critiques becoming secondary in importance.

Possible topics for discussion might include:


2. From Ruralism to Urbanism as a Way of Life.


4. The Youth Movement--A Paradox.


The urban-rural in-service workshops should be offered on the time equivalency of a five-credit course. Five to seven days should be planned for this workshop and a stipend should be paid to all participants attending. In addition, it is strongly recommended that the setting for this workshop be in a rural or urban depressed area.
In-Service Workshop in Learning, Development and Evaluation

The focus of this in-service workshop is to provide an introduction to the basic theories, concepts and research of the psychology of learning, human growth and development and evaluative procedures. The dynamics of these processes as related to specific cultures of minority populations must be clearly understood by the agriculture teacher. This workshop, conducted in seminar fashion, should be directed to achieving the following objectives:

1. To identify inherent learning problems and their causes based on conventional teaching, development and evaluative concepts regarding the disadvantaged.
2. An understanding of the basic concepts in the psychology of learning.
3. An understanding of the basic concepts in human development.
4. An understanding of the basic concepts dealing with educational evaluative procedures.

This workshop should be conducted by an interdisciplinary university team composed of three specialists; an individual with commitment and expertise in emotional
and intellectual human development; and an individual with commitment and expertise in measurement, performance criteria and evaluation. In addition, an educational psychologist(s) should provide major responsibility for the operational framework, topic selections for discussion and other administrative details.

This in-service workshop should be offered on the time equivalency of a five-credit course. Another 7-10 day institute is recommended for this workshop with a stipend attached.

**Educational Processes and Implementation Practicum**

The entire practicum should be devoted to the processes in which the previous disciplines are brought into the context of the local educational program and individual learning laboratories. This should provide the how for maximum effectiveness in teaching and programming for minority students.

Specific needs should include:

1. To broaden the agriculture teachers' understanding of how to develop curricula, plan a total program and execution for success.

2. To enable the agriculture teacher to use effectively a wide array of teaching methods appropriate for individual students of varying back-
grounds and abilities.

3. To enable the agriculture teacher to utilize a wide range of instructional media appropriate for his or her students.

4. To assist the agriculture teacher in designing active learning experiences in meeting the individual needs of the disadvantaged student.

5. To enable the agriculture teacher to effectively use a number of evaluative techniques in appraising the educational progress of students.

This seminar should be based on a multi-disciplinary approach. Utilization of the educational disciplines previously mentioned, community agencies, industrial personnel, parents, students -- all concerned sources providing directions in overcoming the problem of educating minorities should be sought. The university supervisor in agricultural teacher preparation should assume primary responsibility.

Panel discussions, role playing, film loops and other appropriate educational media should provide the vehicles for accomplishment of the seminars objectives. Equivalency of a five-credit course is recommended with a stipend attached.
On Campus and Off Campus Professional Opportunities

Advanced degree study programs and professional improvement for vocational teachers in agriculture should result from a self-motivating stimuli. Consequently, teachers in the field should be provided an option of either pursuing a Master's degree or an evaluative project (no credits given). For the teacher choosing the non-degree track, evaluation of experiences, usefulness, strengths and weaknesses of curriculum and total program development would constitute the requirements for a special citation. Appraisal of the year's experiences would be guided by oral and written critiques. Teachers pursuing the advanced degree study program would undertake individual investigations or small research projects. Whether the teacher is an extern or experienced teacher, an integrating committee comprised of the teacher, a university instructor, supervising classroom teacher and parent, would structure the educational activities based upon specific needs of the individual. Complete flexibility should be expressed in selecting relevant professional courses, requesting off-campus professional courses, or small research projects. Periodic feedback will allow the teacher to appraise his or her program with written and oral critiques presented upon terminating the yearly activity.
Individual Consultation

This teacher preparation program calls for a new and changing role for university supervisors. The emerging supervisor must provide a liaison function, between the university and cooperating center, secure student placements, provide a needed public relations role, provide a trouble shooting function and assume a new consultative dimension. In short, the supervisor as an innovative model must be able to weld groups of people into "communities" of learners and needs to command a range of pedagogical strategies which induce many kinds of learning. Rather than travel endlessly around the country side, an open line for communications between the local school and university must be fostered. When the agriculture teacher of minorities requests assistance, the university supervisor must provide immediate expertise.

The Question of Logistics and Priorities

In view of the current national focus on minority groups, a new political power base capable of securing adequate finances for quality teacher education programs is emerging. The 1968 Vocational Amendments provides evidence of this movement since 15 percent of the state's total allotment must be used for persons who have academic, socioeconomic or other handicaps. In addition,
the Amendments authorize that at least 10 percent of the state's total allotment be used for handicapped persons who cannot succeed in regular vocational education programs, i.e., ancillary services and activities including teacher education and supervision. Both the internship and externship programs should receive adequate funding from local, state and national sources.

A teacher education center concept must be sought to cooperatively involve state departments of education, local school districts and communities, universities and professional organizations in the preparation of quality teachers. An egalitarianism approach for policy development, designing relevant experiences, adequate financing and rigorous evaluation must become a reality for the survival of this preparation program. Participatory decision-making or a multi-disciplinary approach will drastically revise the role of supervision as previously discussed.

Pre-Service Considerations

Major consideration must be given to the logistics of placing students in the community for approximately one-half a quarter or semester. If the university is located in a metropolitan area, the observation-participation experience would probably not present a major
problem since students could commute to the university in fulfilling other course requirements. Assuming this arrangement is atypical, the following alternatives are suggested:

1. A short orientation session could be held with students registering for this course during the preceeding quarter. Fall quarter enrollees could begin these experiences at least six to eight weeks prior to Autumn quarter.

2. A scheduling option should be made available for students enrolled in this course. For example, all courses could be scheduled in a given block of time, i.e., Monday, Tuesday and Wednesday vs. the standard 10 a.m., Monday, Wednesday and Friday pattern. This would provide the remainder of the week for community and school involvement.

3. For those students desiring experiences in remote rural areas, a form of correspondence or individual studies (equivalent to 7-12 hours) should be offered.

4. Students enrolled in this course should receive 5 credits or 2½ units upon completing the requirements.
Field Experience

Prior to internship, a summer school session would be necessary to fulfill the educational requirements for teaching. University credits would be given for interning; for a one-half teaching load (3 periods teaching) the intern could receive a maximum of 9 credit hours.

This proposed teacher education model attempts to represent a systematic orientation, induction, preparation and professional continuum which attempts to eliminate the abrupt lines of terminal experiences normally associated with current programs. It is firmly entrenched in professionalism, individualism, egalitarianism and spiced with a vigor for self-renewal.
CHAPTER VII
SUMMARY AND CONCLUSIONS

I have seen the enemy, and he is us.

-Pogo

The decade of the sixties awakened the national conscience to the obsolescence, or for that matter, total neglect of the preparation of teachers for minority children, youth and adults. Each integral teacher preparation discipline, located in colleges and universities throughout America, must consider the serious question of reconstruction. Can teacher preparation programs adjust rapidly enough and appropriately enough to survive the current onslaught of criticism? For example, William Kottmeyer, superintendent of St. Louis schools, has proposed that the major cities establish their own teachers colleges. James C. Stone, Professor of Education at Berkeley, is calling for a separate agency of higher education (Education Professions Institutes) which would provide a distinct, unique and differentiated function.
Perhaps the traditional teacher preparation mystique is dead and teacher educators have indeed, come to the end of an impossible dream. Perhaps it is still possible that truly innovative preparation models can play a significant role in the reformation of teacher education. The challenge of the seventies is to find out which hypothesis will prevail.

Central Purpose and Objectives

The central purpose of this study was to design a professional teacher education model in agricultural education that will afford an equitable balance between theory and practice for the teacher who will teach minority children, youth and adults. The specific objectives were:

1. To determine to what extent teacher education institutions in the U.S. (all 77 institutions) preparing teachers of agricultural education are providing special curricula offerings, teaching practicums, community information activities, sensitivity awareness sessions (T-Group Sessions) and workshops during the pre-service, in-service, or post-graduate levels for teachers of minority youth.
2. To analyze on-going teacher preparation models, via existing literature, regarding the following: operational objectives; component parts of the curriculum; field experience, i.e., urban and rural settings; seminars in learning, development and measurement; and educational processes for teaching minority youth.

3. To appraise the opinions of "experts" concerning optimal teacher preparation programs for minority children, youth and adults. Soliciting expert opinions would involve the following representation: (1) foremost educational leaders in teacher preparation for minority people; (2) experts representing the business-industrial complex providing job training for the hard-core unemployed; and (3) established professionals representing the psychology-sociology disciplines.

Procedure: Population and Sample

The target population for this study was 77 institutions preparing teachers of vocational agriculture in the U.S. The survey was conducted to determine the following information:
1. The type of experience and preparation provided for undergraduate students who will be teaching minority youth.

2. The type of experience and preparation provided at the in-service and post-graduate levels to increase the teachers competencies in meeting the real life needs of minority youth.

3. Current research and projects being conducted by the institutions regarding minority populations.

A questionnaire was developed and appraised by members of the teacher education staff at The Ohio State University. A cover letter, signed by Dr. Ralph E. Bender, accompanied the finalized questionnaire describing the purpose and importance of this educational endeavor. Each agricultural education department chairman of the 77 institutions preparing teachers of vocational agriculture in the U.S. received this questionnaire.

A jury of twelve experts representing teacher preparation for the disadvantaged, the business-industrial complex, and the psychology-sociology disciplines was selected. Each expert was asked to consider the following inquiries:
1. Why has traditional education in America failed to meet the needs of minority children and youth?

2. As you ponder optimal training for teachers serving minority children, youth and adults, what type(s) or preparation and experiences would be most relevant in meeting the real life needs of minority populations?

The major criteria used in selecting these respondents was based upon their sincere interests, commitments and bona fide efforts in dealing with culturally different populations.

Data Source

Four sources provided the major data for this study: (1) review of current literature; (2) survey of the 77 institutions preparing vocational agriculture teachers; (3) twelve authorities providing leadership for minority populations; and (4) the investigator's involvement with minority groups.

Findings of the Study

Based upon the major objectives of this study a summary of the findings include:
1. Fifty-two out of the 68 agricultural education institutions responding to the questionnaire reported that no separate preparation or experiences are provided for prospective teachers of minority youth.

2. Thirty-four out of the 68 institutions responding to the questionnaire reported that no activities are being offered for teachers or graduate students for minority populations.

3. Forty-nine of the 68 institutions responding to the questionnaire reported no plans for research or development projects at the present time.

4. The national jury of experts generally agreed that the major reason for American education's failure to adequately meet the needs of minorities is that education was created for and administered by the majority culture. The Judeo Christian ethic and the conservative nature of public schools also received general agreement as reasons for this educational dilemma.

5. The national jury of experts generally agreed that total commitment is the paramount criterion regarding the task of preparing teachers for minority children and youth. Specific teacher
preparation activities receiving general agreement by the jury included: specialized field internship programs, activity oriented programs and early induction to the world of the culturally different.

6. Teacher education programs currently preparing teachers for minority populations advocate empathy as the major premise for their preparation models. Academic internship experiences, sensitivity and social awareness sessions and involvement with social agencies are activities deemed important in preparing successful teachers for minority students.

7. Other findings were secured from a review of the literature and the investigator's personal experiences with minority groups. These findings were included in the conclusions of the study.

Conclusions of the Study

The findings of this study imply that the majority of teacher preparation institutions in agricultural education lack the commitment to assist in ameliorating the educational deprivation of minorities. Generally, teacher preparation institutions across the educational
maze have not decided to do anything significant about this arduous situation. Three-fourths of the reporting institutions indicated that no separate experiences or activities were offered at the pre-service level; about fifty percent of the institutions provide no in-service or post-graduate experiences or activities; and over seventy percent have no research or development projects. A case in point, teacher preparation institutions in agriculture throughout the Southwest have provided little, if any, leadership in this area when considering that 80 percent of all American Indians, nearly 100 percent of Mexican-Americans and a substantial proportion of Black Americans reside in this geographical region.

Additional conclusions include:

1. Heterogeneity among minority groups exists to the same extent as can be found in other elements of the majority population.

2. Minority children and youth have yearnings, ambitions, untapped potential, worldly interests and family attachments characteristic to any socioeconomic strata of the population.

3. Socioeconomic status, aspirations, attitudes, educational achievement, cultural and social status differ empathically between minority groups.
4. Acceptance, respect, compassion, empathy and understanding represents the central core for effective teaching of minority children and youth.

5. As advocated by the three selected teacher preparation programs for the disadvantaged, the teacher is the most important ingredient in assisting the educational plight of minority children and youth.

6. Social sensitivity training, interdisciplinary approaches, pre-service orientation workshops, professional field experiences, Urban Society seminars, in-service workshops and yearly internship programs are component parts of the described teacher preparation programs for minority youth.

7. Lack of educational commitment, program oriented curricula, conservatism, majority culture administration, inadequate financial base, the middle class Judeo Christian ethic, competition from national priorities, insufficient research, and residual psychological prejudices are reasons given by members of the national jury for education's failure to seize the necessary leader-
ship in ameliorating the educational deprivation of minorities.

8. Recruitment from the ranks of minorities, specialized field internships, activity-oriented curriculums, utilization of citizens committees, early induction in the world of the culturally different, ideological expositions, and the involvement in community agencies are essential activities set forth by members of the national jury for optimal preparation for teachers serving minority children and youth.

Teacher preparation institutions in agricultural education are facing a new urgency in preparing teachers for minority groups. Thus, the following salient features represent a summary of the premises upon which the preparation model for successfully preparing secondary teachers of agriculture for minority populations should be based.

1. Vigorous efforts must be placed on recruiting and selecting teachers from the ranks whom they serve.

2. Professional agricultural teacher preparation curricula must provide a wide array of alternatives.
3. Teacher preparation institutions in agriculture must provide a continuum of educational experiences from entry to retirement.

4. Teacher education in agriculture must prepare the teacher to genuinely utilize parental involvement in developing realistic educational experiences for their children.

5. Early involvement with minority children, youth and adults must be an important element in vocational teacher preparation for students enrolled in agricultural education.

6. Teacher preparation programs in agriculture must be designed so that the teacher has an excellent chance for success.

7. Future vocational teachers in agriculture must become increasingly "person-oriented" and "student-centered."

8. Agricultural teacher preparation must become a cooperative venture between local school districts, state departments of education, industry and community organizations.

9. Teacher education institutions in agriculture must establish state, regional and national councils to insure a political power base from
which adequate financing can be secured.

10. Either a four day week or 15 to 20 percent of the minority teachers contractual time should be spent cooperatively with the university, local school district and community in conducting research and/or professional improvement activities.

The overriding question still remains; is the cause worth the effort?
July 1, 1970

Dear Dr. _________

As agricultural education expands program offerings in rural and urban settings, a broader clientele of students will be served during the decade of the seventies. Unquestionably, agricultural education can provide dynamic and realistic programs for many Black Americans, Mexican Americans, Appalachian Whites, American Indians, Puerto Ricans and migratory workers. This assumes that teacher education programs in agriculture can successfully prepare vocational agriculture teachers to serve minority children, youth and adults.

Our teacher education staff is becoming increasingly cognizant of this mission and would appreciate a "sharing of ideas" regarding the extent to which your teacher education program is providing unique or innovative workshops during the pre-service, in-service or post-graduate levels; curriculum development and instructional techniques; and perhaps involvement in special research and development projects intended for teachers of the disadvantaged. Our teaching associate, Henry E. Schmitt, is deeply committed to the task of designing a professional teacher education curriculum in agricultural education that will afford an equitable balance between theory and practice for the teacher who will teach disadvantaged youth.

Your assistance in this educational endeavor will provide valuable information. This is an urgent need - please take a few minutes to either complete the attached questionnaire or send appropriate information. The information collected from our inquiry will likewise be shared with you upon request.

Thank you in advance for your immediate cooperation and assistance.

Sincerely yours,

Ralph E. Bender
Professor and Chairman
Department of Agricultural Education

REB:bls
Enclosure
September 3, 1970

Dear Mr. _______

We are receiving excellent response and materials regarding the extent to which teacher education programs in agriculture are providing unique or innovative experiences for teachers of the disadvantaged. However, we have been awaiting your response to this inquiry. Perhaps the original letter and questionnaire, dated July 1, became lost in the mail.

Specifically, we would appreciate a "sharing of ideas" regarding the extent to which your teacher education program is providing workshops during the pre-service, in-service or post-graduate levels; curriculum development and instructional techniques; and perhaps involvement in special research and development projects intended for teachers of the disadvantaged. Our teaching associate, Henry E. Schmitt, is currently designing a professional teacher education curriculum in agricultural education that will afford an equitable balance between theory and practice for the teacher who will teach minority youth.

It is important that we receive this information very soon since this study must be completed before November 1. Enclosed is a copy of the original instrument. Please take a few minutes to complete the questionnaire or send appropriate information.

We are most optimistic that you will assist us in this important educational endeavor. Thank you again for your cooperation. Best wishes for continued success this coming academic year.

Sincerely yours,

Ralph E. Bender
Professor and Chairman
Department of Agricultural Education

REB:smw

Enclosure
Perhaps your department has prepared special materials, schedules and resource units regarding preparation of vocational education teachers in agriculture for youth with special needs. If it would lessen the burden of responding to this questionnaire, please feel free to send appropriate materials.

1. What type of experience and preparation is provided for undergraduate students who will be teaching youth with special needs (i.e., community involvement, specials courses, sensitivity awareness sessions, unique field experience settings and seminars)? Please describe or send pertinent materials.

2. What type of experience and preparation, at the in-service and post-graduate levels, is provided to increase the teachers competencies in meeting the real life needs of youth with special needs (i.e., special courses, teaching practicums, and workshops in learning, development and measurement)?

3. Is your department currently conducting special research and development projects for teachers of youth with special needs? If so, please indicate and send materials describing the project(s).
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Southern Region Continued
NATIONAL OPINION LEADERS

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As you give careful consideration to the following questions, please feel free to expand your thoughts on additional pages.

1. Why has traditional education in America failed to meet the needs of minority children and youth (youth with 'special needs')?

2. As you ponder optimal training for teachers serving minority children and youth, what type(s) of preparation and experiences would be most relevant in meeting the real life needs of youth with special needs (e.g., formal course work, specialization in a particular area of instruction, community involvement, internship programs or counseling and supportive services)?
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