

to develop activities for helping the student teacher understand school-community relationships. Much of it must be brought about by the indirect method. Student teachers are urged to study the home backgrounds of children. They are given opportunities to discuss the nature of the community and the home backgrounds of the pupils with the cooperating teacher. It is suggested to student teachers that they make use of community resources in their teaching activities by sending pupil committees into the community to prepare reports on community matters, by having pupils interview local people to obtain information for class work, and by inviting local people to address classes or clubs on topics related to units being studied. The student himself is encouraged to learn to know the community firsthand as he plans these learning experiences. Finally, student teachers are urged to become a part of the community in so far as is possible in a period of six weeks by attending PTA meetings, attending local churches, and in other ways that may present themselves.

It should be obvious that in six to

eight weeks in a community comparatively little can be done by the student teacher to study that community and to become a part of it. However, if proper background is given in the professional courses that precede student teaching, some progress can be made to give the students a better understanding of school-community relationships. At least, the students can gain an awareness of the problem and some ideas about employing the community as a means of improving the educational opportunities of the children.

The plan of having students leave the university campus and go into typical schools and communities for their observation and student teaching is by no means without its disadvantages. These include the difficulty of arranging the campus schedule of the student teachers, the problem of supervising students who are distributed among many schools, and the training of cooperating teachers who may not have student teachers very often. But these are overshadowed by the opportunity for a student to have experiences which parallel closely the responsibilities he must eventually assume as a teacher.

Intergroup Experiences for Future Teachers

BERTHA LAWRENCE AND MARY V. GAVER

If teachers are to help children achieve better intergroup relationships, they must, first of all, understand the problem and have done something about it at their own personal level. Experiences which add to an understanding of intergroup relationships and give guidance for possible solution of problems are a part of the program at New Jersey State Teachers College in Trenton. Bertha Lawrence, dean of instruction, and Mary V. Gaver, librarian, discuss salient points of the program as it has developed during the past year.

NEW JERSEY STATE Teachers College at Trenton, New Jersey is located

in the center of a state whose vast industrial enterprises have attracted immi-

grants from thirty-seven different countries of the world. Its campus, only five miles from the capital whose motto "Trenton Makes, the World Takes" testifies to the variety and extent of its industrial concerns, feels the impact of the ethnic pulls and counter-pulls of the races and creeds of the "big town." Oddly enough, this historic city, whose roots go back to 1679, is less conservative than one would expect. Under impetus of the Fair Employment Practices Bill which became a law in New Jersey in 1945, and which provides for a Department of Anti-discrimination operating as an arm of the State Department of Education, the city is dispersing the Negro teachers and pupils from the schools in which they have been segregated since 1857. Negro and white teachers now teach side by side in all of the schools of the city. The college itself has been somewhat in advance of these practices. In 1943 it admitted Negroes to the dormitories, with a minimum of tension or conflict.

For almost two decades the college has been committed to two practices; the integration of subject matter with practical experiences, and a continuous observation of, and experience with, young people throughout the four years spent at college. To this end the college inaugurated (1) a community as well as a college orientation course for all freshmen, (2) a group leadership course which prepares volunteer freshmen for the leadership of clubs of the group work in agencies for the Council of Social Agencies of the Trenton Community Chest, (3) weekly assembly programs which bring to the students extensive samplings of many races and cultures and the viewpoints of various

groups on national and international problems.

Intergroup Study Comes to the Campus

In these respects the college is ideally suited to the cooperative College Intergroup Study of the Committee on Cooperation in Teacher Education of the American Council on Education.¹ Under the direction of the national coordinator of the project, the college set up the following five projects for the College Intergroup Study:

1. Field Use of Intercultural Material and Intergroup Techniques
2. Sociometric Studies of Nine Sixth Grades in the Trenton Schools
3. The Development of a Social Agency Course with Field Experiences
4. The Development of An Instrument for Exploring Pupil Attitudes
5. The Preparation of Bibliographic Materials for Field and College Use

The goal of the total program was to secure for prospective teachers a realistic life-centered education that would influence their thinking and practices with respect to intergroup relations throughout their entire professional life.

Initiating the Experiment

Before attempting work on any of the projects, the college early in September administered to all students the Race Attitudes and Contacts questionnaire² devised for use for classes in educational sociology. The hope was to get some idea of existing feelings towards ethnic and cultural groups before there was any mention of the Intergroup Study. Although the instrument was not designed to measure attitudes in any strictly

¹ Under grant from the National Conference of Christians and Jews.

² Lloyd Allen Cook, professor of sociology, Wayne University, Detroit, Mich.

scientific way, it served a vital purpose for the Trenton college. The students reacted. They wrote editorials protesting the "undue" concern about matters which formerly had not bothered them. They were somewhat sobered when the tabulated results showed that skin color was an important factor in their reactions to people; that they liked best those racial or ethnic groups with light-colored skin; and that they liked least groups with the darkest pigmentation. They were shocked to find that their rather liberal theories and ideals with respect to ethnic groups were considerably offset by their reluctance to live or to work too closely with certain minority groups.

With this background, the college launched the work of the first project. A seven-point philosophy for action was developed: (1) To have value, intergroup work must affect classroom practice, (2) To affect intergroup relations, teachers must work out psychologically sound and socially valid subject-matter content and school experiences; (3) The intellectual discipline involved in producing the end product should be considered to be as valuable as the product attained; (4) A teacher's emphasis must be on human beings and not on cultures; we must think of persons—not Negroes, Jews, immigrants, or people of any race, creed, or age; (5) Personal growth and well-being should be recognized as being influenced by such things as the group we "run around with", the goods and services we consume, the ideas and beliefs we treasure, the conduct codes we practice, the roles and statuses we seek, and the things we fear; (6) A part of the preparation of teachers should be the inculcation of a strong moral drive to do

something about this greatest of our social evils; (7) In general, the approach should be through broad inclusive concepts such as social participation rather than through a direct approach.

Using the Classrooms

To get the Intergroup Study into the classroom, the college committee asked each prospective student teacher in the secondary schools to make a skeletal community study of the area in which he expected to do his student teaching. It was felt that if he understood the general ecological pattern of the community, its population structure, its value system, its social control, and the outstanding aspects of the areas served by the school he could better understand some of the tensions and reactions which find their way into school situations.

It is a policy of the college to ask student teachers in advance of teaching to prepare the units of work which they will be expected to develop during the nine weeks which they will spend in the various schools of the state. It has been found that this pre-teaching preparation gives the student a feeling of security in the new situation, and, in a measure, protects children from the limitations of inexperience. Not all of the units assigned by the cooperating teachers were useful for intergroup experiences. However, some, among them the following, were especially pertinent to the issue: *The Common Man Rises to Power*, *The United States Faces World Problems*, *The Nature of Our Economic System*, *American Democracy in An Age of Planning*, *Problems of Industrial Relations*.

During the preparation of the units,

the department heads served as consultants. They also supervised the teaching in the field. In conformity with the expressed philosophy of the committee, the student teachers wove into the fabric of their unit as much information about ethnic groups, their contributions, conflicts, tensions, and problems as naturally fitted the subject.

During their period of teaching, the students through the use of "logs", incident record blanks, and inquiry forms, became acquainted with their classes and with the general attitudes of the school and of the community which it served. They were taught how to observe and record situations which might have significance for the study. Since the students did their student teaching in twenty-four secondary schools of seventeen widely-scattered school districts in New Jersey, the pooled reports gave an overall picture of the general attitude and viewpoints of the state as well as of the section studied. A weakness of the situation was that the young people usually caught only the obvious and not the more subtle situations, e.g., the fact that despite the apparent democracy and good will of a school, certain minorities were seldom, if ever, found in the membership of the especially prized activity groups. An important part of the preparation of the young people was the demonstration by the Director of Democratic Discussions of the New Jersey Education Association of the use of role playing as a device for getting at the underlying feelings of isolates and rejectees.

The teachers of the state accepting responsibility for the student teaching of the thirty-four secondary students involved in this study were the guests

of the college on a Saturday preceding the period of student teaching. At this meeting common goals and viewpoints were agreed upon, and a general overview of the Intergroup Study was presented.

Remodeling Campus Relationships

That student action was stimulated by these many activities is evidenced by the fact that women students voluntarily abolished a Jewish sorority that had been in existence for a number of years. Almost all of its members were welcomed into other sororities. In one case a former member became the president of the sorority that had admitted her! Students, unsolicited, sought administrative aid in making sure that there was no discrimination against minority groups in any of the curricula. The best proof of the changes effected, however, was a statement made by a Jewish girl who said, "Until this year the girls were always friendly and courteous to us in the classroom and on the campus. However, they seldom invited us to come to their rooms to share their boxes of goodies or to be a part of their fun. This year we are really a part of the campus life."

In another instance the proprietor of a nearby college rendezvous asked certain college students whether they would object to his serving Negro students. To his amazement they replied, "We not only will not object, but we will not patronize you if you do *not* serve them."

Sociographs Add to Understanding

In addition to the thirty-four secondary students participating in the activities detailed above, fifty-four stu-

dents of the kindergarten-primary curriculum helped with a sociographic study of nine schools of the city of Trenton. Each of these schools was chosen because of the distinctive nature of its pupil population. Thus one represented an unusually large number of better-than-average homes; one represented Jewish, another Italian, and another Hungarian homes; two represented white homes of low economic incomes; another represented a mixture of white and Negro homes of low income; the last school represented a variety of foreign backgrounds.

With the help of questions submitted by the staffs of the schools involved in the study and the counseling of members of the Trenton school staff, a pupil-interest questionnaire was prepared which contained the two hidden questions important for the study: (a) "Who are your best friends in your classroom? Name one, two, three, or more as you like. If there is no one whom you like very much, don't write any." (b) "We don't like all people equally well. Some we don't like at all. If there are some such people in your classroom, name them." The college students tabulated the data and helped to prepare the two hundred and fifty-six individual and the nine group sociographs that were made.

The Figure shows one of the group socio-

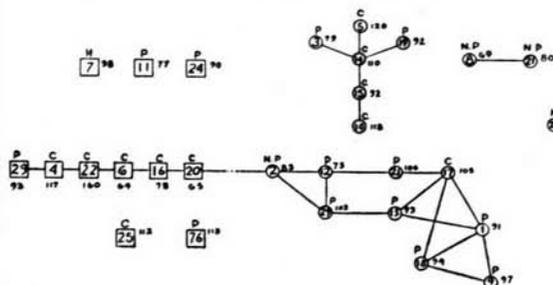
graphs. Squares refer to boys and circles to girls. "H" stands for Hebrew, "P" for Protestant, "C" for Catholic, and "N" for Negro. A study of the sociograph shows that in this particular school, boy #7 with an IQ of 98 was not named as a friend by a single pupil in the class. The same is true of pupils #11 and #24. Pupils #25 and #26 chose each other but no one else. The other boys in the class formed a chain. Oddly enough, they were drawn into the circle of the class through pupil #2, a Negro girl who had a number of friends. All of the girls seemed friendly to each other except the two Negro girls, #8 and #27. These were friends with each other but with no one else. Negro girl #28 had no friends in the class.

All nine group sociographs were carefully analyzed. Teachers of various groups made case studies of the pupils shown to be in special need of study. The teacher of the group represented by the above sociograph also gave consideration to means of assisting isolates to become a part of the class group. It was felt that this drawing of teachers' attention to certain children in a way

that could not have existed outside of the study was an important outcome of the work. Several of the student teachers assisting with the study used this technique in their experiences in the college demonstration school.

SOCIOGRAM SHOWING MUTUAL CHOICES

Sixth Grade, Trenton, N. J.



Oct. 16, 1945

Developing Civic Leadership

The work of Committee Three evolved from the practice of using the social agencies of the Community Chest of Trenton as laboratories in which students study individuals in group situations. Because the experience proved to be helpful to the agencies as well as to the college students, a course was developed for those freshman students who volunteered to lead group-work clubs for one afternoon or evening per week during their sophomore year. No credit was given for work because it was felt (1) that every teacher should render some civic service to the community with which he is identified, (2) that the student was receiving valuable preparation for this later responsible teaching. Because of their recognition of the value of giving training to the volunteers working with their groups, the agency directors came to the college campus during the nine weeks devoted to the preparation of club leaders and helped with the presentation of the philosophy of group work and the basic skills necessary for the particular work of the agencies represented.

As part of the College Intergroup Study, the club leadership work this year was pointed toward intergroup relations. Pupil "logs" were kept to note people in relationship, e.g., Who ran with whom? Who was the leader? What happened? Who was rejected? What was done about it? Weekly conferences were inaugurated to assist the sophomore club leaders in recognizing and solving their problems.

Measuring Pupil Attitudes

Preparation of an instrument to determine whether the majority of pupils in

any given grade from five through eight were liberal, conservative, or middle-of-the-road, with respect to intergroup matters, was the work of Committee Four. As a result of the interest awakened, the participating student teachers helped the fifth grade develop a unit on a study of the contributions of the different national groups in America to the making of America.

Introducing New Resource Materials

All junior and senior students preparing for secondary-school teaching, participated in using the "book-talk" technique as a means of promoting intergroup understanding. Cooperative supervision of this project was carried out by the librarian and the head of the secondary curriculum.

The book talk is a device which has been used by librarians working with young people in school and in public libraries to stimulate reading. It consists of the presentation in an informal, conversational manner of a number of books related to one topic with the purpose of enlarging the interests and developing the tastes of boys and girls through reading. It is not, however, a unique discovery of librarians, nor is its use to be confined to the library. It is often used successfully by teachers and speakers as well as by librarians, in the classroom, on educational programs, and on the radio, as well as in the library.

using cooperative planning

The activity took place during the regular class period of a course entitled, "Techniques in Secondary Teaching". The librarian was asked to take one class period each week during the month of

November. This meant that the work took place early enough in the college year for the information and skills acquired to be applied to problems arising during the rest of the year; it also meant that there was sufficient time between class meetings for some reading to be done by students. An attempt was made:

- To introduce the students to the use of the book talk as a means of stimulating reading.
- To stimulate the college students' own reading of intergroup materials.
- To introduce students to the indexes of high-school teaching material necessary for effective planning of units.
- To make the students realize the necessity of sharing between teacher and librarian the responsibility for the teaching of library skills.

the expert shows the way

At the first meeting with the class, the librarian introduced very briefly the use of a book talk as a means of stimulating reading and then proceeded to demonstrate the point by giving a book talk, using intergroup materials on the college level. The students were already well aware of what "intergroup relations" meant, since the college project had been the subject of both class and extraclass discussions. Included among the books used in this book talk were the following titles: Henrietta Buckmaster, *Deep River*; Lester Cohen, *Coming Home*; Jessie Fauset, *The Chincerry Tree*; Gwethalyn Graham, *Earth and High Heaven*; Zora Neale Hurston, *Dust Tracks on a Road*; James Weldon

Johnson, *Along This Way*; Adria Locke Langley, *A Lion Is in the Streets*; Earl Schenk Miers, *The Ivy Years*, and *Big Ben*; and Roi Ottley, *New World A-comin'*. These are obvious selections for recreational reading but even the best-sellers included were unfamiliar to many of the students. Because the aim was to stimulate informational reading as well as reading of a more inspirational or recreational type, other resources of the library were presented in addition to these. There was thus opportunity to point out periodical resources in this field, such as *Common Ground*, *Opportunity*, *Christian Century*, *Religious Education*, and special issues of other magazines as well as other individual volumes pertinent to this field of interest.

Success in stimulation of college students' reading was partially measured by the fact that books on the book truck were entirely gone after the book talk was over, having been checked out at the library desk. *The Ivy Years* with its local tie-up of the setting at Rutgers University, and *Dust Tracks on a Road*, a personal enthusiasm of the librarian, both accumulated lists which provided basis for the belief that the book talk has longterm results on the stimulation of reading. Not only were these books gone from the shelves on most occasions when they were checked, but the instructor reported that class discussions gave evidence of continued reading.

In presenting the book talks the librarian herself made every effort to illustrate characteristics which materially influence the effectiveness of the book talk.

Books were displayed on a table and on the truck during the talk.

There were sufficient titles available on the truck to allow choice by the members of the class.

The librarian's selections were tied together by the use of a theme—intergroup relations.

A variety of methods was used in presenting individual books—showing book jackets, recounting anecdotes, reading selections, commenting on the author, displaying illustrations.

The librarian had read many of the books and really knew the books she recommended.

"Teasing" was avoided.

The aim, throughout, was to stimulate reading by developing new interests; therefore, never was the story of a novel completely told. The oral book review as often presented is not a book talk. A book list³ including the titles used in the book talk was given to each student as a basis for further reading.

students follow through

After the completion of the book talk, the group discussed the book talk as a means for stimulating reading in high school, and students professed a desire to experiment with the use of this procedure. From the volunteers, two students were selected to give a book talk at a later class meeting. It was planned that they too would use books on intergroup relations, making their selection from a second list⁴ which was also made available to all class members. When the time came for the student demonstration, as one would expect, there was not one hundred per cent realization of the aims of good book-talk procedure. Vitality of expression, enthusiasm, real knowledge of books is not always achieved by student teachers any more

³ N. J. State Teachers College at Trenton, *Readable Books in Intergroup Relations*, 8 p. mimeo.

⁴ *Ibid.*, *Readable Books in Intergroup Relations for Grades 6 to 12*. 19 p. mimeo.

than by library-school students. However, both faculty members involved were well satisfied that the students had received an introduction to this procedure, had really become familiar with a small segment of the literature in this field, and would be users of book talks as teachers.

Later in the college year, an opportunity arose for this same student group to gain further practice in the use of the book talk, when the freshman class of a nearby high school asked to visit the college library. Four college juniors were selected from among the volunteers to give book talks to the high-school freshmen. In planning these talks each college student selected the theme to be carried out and the titles to be included, with the advice of members of the library staff. Three selected books from the intergroup book list for their talk. The high-school students reacted with interest and enthusiasm, and their own instructors took note of titles they did not have in their high-school library. From the point of view of the college, this cooperative project not only provided an excellent opportunity for community service but it also gave the student teachers an additional chance to practice the new procedure on a "live" class. Joint evaluation of each book talk by the student and a faculty member followed the experiment.

Additional experiences aided students in developing needed skills as well as an understanding of the desirability of cooperative planning by the librarian and the teacher. Not only did the experience contribute directly to the intergroup project by demonstrating to students the possibilities for developing better understanding through the use of

printed material dealing with various phases of the subject, but it also showed students additional possibilities for integration of learning experiences, on the secondary as well as the college level, through joint responsibility assumed by specialists in various fields.

Experiences Result in Principles

As the result of his experiences with the College Intergroup Study each Trenton State Teachers College student participating in the work adopted the following principles:

- There must be a continuing application of democratic philosophy to all normal relations if we believe in the dignity and worth of human beings.
- Intercultural materials and the philo-

sophy of intergroup relations must be an aspect of *all* experiences and curriculum content and must not be confined to specific courses dealing with the topic.

- To understand is not necessarily to approve. An occasional unit, lecture, assembly speaker, or program of folk dancing, or dramatization of racial differences will not necessarily create respect for any given culture.
- Continuing frustrations, insecurity, and fear are all related to the growth of prejudice.
- To make our country a good place in which to live, we should require pupils to become sensitive to the problems of others, and to feel an obligation to assist in improving our democratic institutions.
- We must have "more than tolerance" if the very existence of our democracy is not to be threatened.

Talking it Over Helps

MARGARET LINDSEY

Too many of the conditions for desirable learning, which we accept, are ignored in the educational programs of the very individuals who are expected to accomplish them in their work with children. The use of the conference as a means of personal and professional guidance is a practice gaining favor in colleges at the present time. Margaret Lindsey, instructor in education, Teachers College, Columbia University, New York, gives suggestions on learning how to know the prospective teacher as a person and as an individual.

IT WAS FIVE MINUTES past four. Nancy, a beginning student teacher, and Miss White, her supervisor, had exchanged greetings and were seated in their classroom.

"You have a 5:10 class this evening, don't you Nancy?"

"Yes, I do."

"Why don't we go and have some tea while we have our conference?"

"Oh, I'd like to. I get so hungry before I can have dinner at seven."

When they were seated at the table, Miss White opened the conversation.

"I had the most interesting letter from my mother this morning. My father died just a year ago, and mother has made a remarkable adjustment. She was telling about the last day she spent at the church with the Ladies Aid. It's been a life-saver for her. She goes one day a week. They quilt all day and really have a grand time. Mother loves being with people, and it's so good for her. It's quite a joke in our family—the Ladies Aid and their Tuesdays together."

"Oh, I'm so sorry about your father. I lost mine when I was thirteen, but in a different way. Mother divorced him."

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