

THE IDENTIFICATION OF TEACHER QUALITIES VITAL TO THE SUCCESSFUL  
TEACHING OF THE CULTURALLY DEPRIVED STUDENT AND DEVELOPMENT  
OF THESE QUALITIES THROUGH TEACHER EDUCATION

by 7214

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B. S., Kansas State University, 1965

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A MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

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## INTRODUCTION

The culturally deprived are those members of our society which, due to ethnic and/or socio-economic circumstances, lack many of the advantages (such as education, books, formal language) of middle class culture. The terms "economically," "socially," and "educationally" have been popularly associated with the terms "disadvantaged," "different," and "underprivileged" but these phrases generally refer to the same groups of people.

To be more specific Havighurst stated that the culturally deprived consist of the following racial or ethnic groups:

1. Negroes from the rural South who have recently migrated to the Northern industrial cities.
2. Whites from the rural South and Southern mountains who have migrated recently to the Northern industrial cities.
3. Puerto Ricans who have migrated to a few Northern industrial cities.
4. Mexicans who with a rural background have migrated into the West and Middle West.
5. European immigrants with a rural background, from East and Southern Europe.

Havighurst estimated that culturally deprived children make up 15% of the child population in general and as much as 30% in the large industrial cities.<sup>1</sup> Though not in Havighurst's list the American Indians, located on reservations primarily in the Southwest, should be included.

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<sup>1</sup>Robert J. Havighurst, "Who are the Socially Disadvantaged," The Disadvantaged Learner, ed. Staten W. Webster (San Francisco: Chandler Pub. Co., 1966), p. 27.

In recent years national attention has been focused on the population of children who come from the lower socio-economic class with an attempt to uplift their psychological, social, and economic status. Federal funds have been made available to provide resources to assist bringing about needed change and improvement in educational opportunities and experiences for deprived children.

The classroom teacher is in a strategic position to assist in improving the educational opportunities and experiences for these children, but all too often he lacks those qualities vital to effective teaching of the deprived. To be effective the teacher must know and understand the deprived child--who he is, his social and psychological characteristics, and what he thinks and feels. He should also know appropriate learning theory and how to apply it, and be familiar with materials and methods well suited for alleviating anxiety and improving the child's self concept. Because teachers are likely to teach as they have been taught or as they are being taught, the responsibility for the development of many of these vital teacher qualities lies within the realm of teacher education.

The writer became interested in the subject matter of this report as a result of experience in teaching culturally deprived youth in Cortez, Colorado (Ute and Navajo Indians) and in Paso Robles, California (Mexican Americans and Negro). The classes were primarily composed of middle class students and due to the writer's middle class orientation, all students, including the culturally deprived, were dealt with in a uniform manner. Needless to say, the writer often became frustrated and regretfully indifferent to the culturally deprived, rationalizing "if



they don't care, why should I." Soon came the realization that perhaps he was also "culturally deprived." There was a definite lack of knowledge and understanding of minority group cultures. Their behavior was not considered in the light of past social heritage or as adjustments to present social pressures and problems.

#### Statement of the Problem

There were two purposes of this study: first, to identify those teacher qualities which appear to be vital to the successful teaching of the culturally deprived student; and second, to suggest ways these desired qualities may be developed through teacher education.

#### Definition of Terms

Culturally deprived--individuals lacking many of the advantages of American middle class culture such as books and formal language.

Effective or successful teacher--the teacher who establishes rapport with his students and plans educational experiences which meet their needs.

Teacher education--instruction concerned with preparing individuals to teach.

#### Procedure

Materials for this study were gathered primarily through library research. The qualifications of the successful teacher were derived from three main source areas: the first was implications from available research on teacher behavior; the second was insights from impressionistic observations of educators; the third was inferences from investigations of the characteristics of disadvantaged students and their culture.

The suggestions for development of the desired teacher qualities evolved through personal observation and experience as well as from library research.

#### QUALITIES OF THE SUCCESSFUL TEACHER OF THE CULTURALLY DEPRIVED

##### Knowledge and Understanding of Life Circumstances

The successful teacher of the culturally deprived views the alien culture of his pupils not as a judge, but as a student. He understands the backgrounds from which his students come, the values placed on various achievements, and the kind of work and life to which they look forward. He recognizes and understands the reasons for their apparent unwillingness to strive toward future goals when such efforts provide only minimal rewards in the present.

The teacher realizes that many of his culturally deprived students bear the scars from a lack of intellectual stimulation in their earlier years. Because he is familiar with their early home life, he knows how rarely they are encouraged to name the things they see, feel, and hear. He also knows how rarely they are assisted in the recognition of similarities and differences, the classification of perceptions, and the learning of phrases through which to express an idea or feeling.

In addition, the successful teacher is aware of the various family structures from which the culturally deprived student comes. They may come from the matriarchal family in which no father is present, the home where both parents work, the home where both parents are able but are unemployed and receiving relief, the home where the disabled father stays home while the mother works, the home where the extended

family--grandparents and other relatives--live together. He has seen the physical conditions in which these students live, such as the lack of privacy, poor facilities, and the absence of basic conveniences. He knows the kind of jobs the parents have, their aspirations for themselves and their children, and what role they attribute to the school in shaping their child's future. McCreary points out that there is abundant evidence that many parents and children from deprived backgrounds initially have a positive attitude toward schooling, and recognize that it represents for most the only channel for improving one's lot in modern society. It is true, of course, that many parents lack the educational background or the financial means to give much assistance or support to their children as they progress through school. Many parents have had only a minimum of schooling themselves and have memories of negative experiences often involving thoughtless or prejudiced teachers. But most hope and expect their children to apply themselves in school and to benefit from as much school as they can obtain. Early in the school careers of many culturally disadvantaged youths, teachers notice an eagerness, a great responsiveness to new experiences and especially to the kindness, personal attention, and assistance that some teachers give. But for far too many, the early responsiveness to affection and to learning is destroyed by experiences of failure.<sup>2</sup> The successful teacher continually devises and implements ways to strengthen and maintain the child's initial enthusiasm for school, characteristic of many deprived

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<sup>2</sup>Eugene McCreary, "Some Positive Characteristics of Disadvantaged Learners and their Implications for Education," The Disadvantaged Learner, ed. Staten W. Webster (San Francisco: Chandler Pub. Co., 1966), pp. 51-52.

children, by providing opportunities for success and recognition.

The ideal teacher is also aware of the ethnic group membership of his pupils and how such membership shapes the student's image of himself and his world. He knows something of the history, traditions, and social structures of the various ethnic groups. Concerning these groups, he is familiar with their unique culture patterns, their status in our society, the blocks and frustrations which confront them, and their basic philosophy of life.

He knows that the language of his students is closely related to the life they lead. Even though their language may show quite a distortion of acceptable English, the teacher realizes its functional qualities for them.

#### Attitude of Respect and Ability to Identify with Individual

The successful teacher of the culturally deprived shows respect for his students and they, in turn, respect him. He is an optimist accentuating the positive by finding beauty and strength in his students, while others see only poverty and cultural emptiness.

Riessman comments that the key to respecting anyone is knowing the positive in him and the strengths in him. To have genuine respect for another person, one must know his culture and know the positives in his culture. Some of the positives of the culturally deprived are:

1. The cooperativeness and mutual aid which marks the extended family.
2. The avoidance of the strain accompanying competitiveness and individualism.
3. The equalitarianism, informality, and humor.
4. The freedom from self blame and parental overprotection.

5. The children's enjoyments of each other's company and lessened sibling rivalry.
6. The security found in the extended family.
7. A traditional outlook.
8. The enjoyment of music, games, sports, and cards.
9. The ability to express anger.
10. The freedom from being word bound.
11. The physical style involved in learning.<sup>3</sup>

The successful teacher recognizes and capitalizes upon these positives of their culture and the pupils learn to appreciate and identify with the school more as they experience success.

In successfully reaching the culturally deprived the teacher reveals an ability to identify with each individual. Though he understands, accepts, and identifies with the student, he does not condone unacceptable behavior. He sets clearly defined limits for his pupils and administers discipline in a consistent manner. He is aware that attempting to control behavior through invoking feelings of guilt and shame is to a great extent ineffective with culturally deprived students. Though somewhat impersonal, the teacher is yet outgoing and warm, adapting his behavior so as to best relate to and help the individual student. He shows his respect and liking for his pupils and makes known his belief in their undeveloped abilities. He aids the student in setting realistic goals and is generous with praise when honest progress is made. When the student's work or behavior is unacceptable he

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<sup>3</sup>Frank Riessman, "Education of the Culturally Deprived Child," Science Teacher, 32 (November, 1965), p. 14.

constructively criticizes in a tactful manner.<sup>4</sup>

Beekley relates the importance of complete honesty in the successful teacher's interaction with the culturally deprived. Nothing alienates or confuses them more than the hypocrisy of the middle class. There is little benefit in pointing out middle class morality to students who see all around them people, including teachers, who do not practice what they profess to believe. Students know about teachers who sneak out of class early to smoke or leave study hall unattended to do other duties. Young people want the truth. If the teacher finds himself in a discussion, perhaps on a very controversial issue, he should either be truthful about what he believes and practices or refrain from expressing an opinion.<sup>5</sup>

#### Ability to Determine Readiness Level and Recognize Special Abilities

The successful teacher of the culturally deprived has a thorough understanding of how a student's abilities are assessed, and therefore has a realistic perception of what these measurements describe and predict. He knows that thus far potential intelligence is not measurable and what intelligence tests measure is learned behavior resultant from a combination of the student's native ability and his total life experiences. He knows also that many intellectual abilities, especially those

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<sup>4</sup>Miriam Goldberg, "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children," Education of the Disadvantaged, eds. A. Harry Passow, Miriam Goldberg, and Abraham J. Tannenbaum (New York: Holt, Rinehart and Winston, 1967), p. 474.

<sup>5</sup>Cynthia Beekley, "Lower Class Adolescents: Their Needs and Cultural Influences with Suggested Ways the Classroom Teacher Can be More Effective in Teaching These Students" (unpublished Master's Report, Kansas State University, Manhattan, Kansas, 1965), p. 48.

concerned with creative functioning are not measured by present day intelligence tests.

He is aware that such intelligence tests do provide a fairly accurate description of the student's present ability to handle academic material and, unless there is a significant expansion and reorganization of his experiences, the tests will also predict with fair reliability how the student will perform academically in the future.<sup>6</sup> So in summary, the successful teacher accepts intelligence test scores as a fair and valid measure of his culturally deprived student's present academic ability but rejects the scores as a measure of native intelligence.

#### Ability to Motivate Through Adaptation of Materials and Methods

In addition to a thorough knowledge of the subject matter the successful teacher of the culturally deprived is capable of designing a great variety of study materials and teaching procedures which may be readily adapted to the learning patterns of the deprived in such a way so as to effectively motivate the student and achieve the desired behavioral objectives.

Black, using Metfessel's research findings at the University of Southern California, suggests that the teacher consider the following learning patterns of the culturally deprived as he plans the learning activities:

1. Culturally disadvantaged children tend to learn more readily by inductive than deductive approaches.
2. Culturally disadvantaged children generally are unaccustomed

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<sup>6</sup>Goldberg, op. cit., p. 473.

to "insight building" by external use of lectures and discussions at home.

3. Culturally disadvantaged children need to see concrete application of what is learned.
4. Culturally disadvantaged children are frequently symbolically deprived.
5. Culturally disadvantaged children tend to have poor attention spans and consequently experience difficulty in following the orders of a teacher.<sup>7</sup>

The successful teacher is influenced by Deutsch's findings which reveal that the disadvantaged have inferior auditory and visual discrimination, inferior judgment concerning time, numbers, and other basic concepts. His research further concludes that this inferiority is not due to physical defects of eyes, ears, and brain, but is due to inferior habits of hearing, seeing and thinking; they are physically oriented, liking actions rather than words.<sup>8</sup>

According to Ausubel, much of the culturally deprived child's alienation from the school is not so much a reflection of discriminatory or rejecting attitudes on the part of teachers and other school personnel as it is a reflection of the cumulative effects of a curriculum that is too demanding of him, and of the resulting load of frustration, confusion, demoralization, resentment, and impaired self-confidence he must bear. Ausubel goes on to state that an effective and appropriate teaching strategy must emphasize these three considerations:

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<sup>7</sup>M. H. Black, "Characteristics of the Culturally Disadvantaged Child," The Health and Education of the Economically Deprived Child, Sol Adler (St. Louis: Warren H. Green, Inc., 1968), pp. 14-15.

<sup>8</sup>Martin P. Deutsch, "The Disadvantaged Child and the Learning Process," Education in Depressed Areas, ed. A. Harry Passow (New York: Teachers College, Columbia University, 1963).



1. Selection of initial learning material geared to the learner's existing state of readiness.
2. Mastery and consolidation of all ongoing learning tasks before new tasks are introduced.
3. Use of structured learning materials optimally organized to facilitate efficient sequential learning.<sup>9</sup>

A Composite Portrait of the Successful Teacher of the Culturally Deprived

In summary, the successful teacher of the culturally deprived may be described as a mature, well-integrated person who respects his difficult, unmotivated and apparently unteachable pupils. He communicates his respect by setting high but reachable expectations, by his impartial and consistent firmness and honesty, and by his warm personal regard for each individual. He combines the detached but completely accepting attitude of the anthropologist observing cultural differences, with the active involvement and manipulative approach of the determined reformer, the educator, in the role of one who leads his pupils out into the wider world.<sup>10</sup>

Though not a specialist in any one of the behavioral or social sciences, the teacher draws from each knowledge which helps him understand the behavior of his pupils, the meaning of their test scores of intelligence and aptitude, the realities of their present and future world and the demands which various social and vocational alternatives will make upon them.<sup>11</sup>

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<sup>9</sup>David P. Ausubel, "A Teaching Strategy for Culturally Deprived Pupils," The Disadvantaged Learner, ed. Staten W. Webster (San Francisco: Chandler Pub. Co., 1966), p. 468.

<sup>10</sup>Goldberg, op. cit., p. 475.

<sup>11</sup>Ibid., p. 475.

In addition the teacher has a wide repertoire of materials and procedures, possesses the ability to devise new approaches, and takes the initiative to deviate from accepted procedures and courses of study, but is always aware of the knowledges and skills the pupils must acquire. If the successful teacher were to be characterized by a single phrase, it would be "ordered flexibility."<sup>12</sup>

#### SUGGESTIONS FOR THE DEVELOPMENT OF DESIRED TEACHER QUALITIES THROUGH TEACHER EDUCATION

Several of the less tangible qualities of the successful teacher of the culturally deprived are difficult to develop through teacher education in the sense they tend to be difficult to teach. Such qualities as acceptance of differences in people, firmness and consistency, warmth and respect, as well as flexibility are examples. Teacher education must enhance and reinforce these qualities which hopefully have already been established in the personality of the prospective teacher.

##### Promote a Positive Image

Teacher education must emphasize the positives concerning the teaching of the culturally deprived, not only in an effort to attract young prospective teachers but also to build the morale of those already in service.

Prospective teachers should be aware of the great challenge teaching the deprived offers and the opportunities for realizing those inner satisfactions derived from helping the less fortunate. A positive

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<sup>12</sup>Ibid., p. 475.

note is struck in the following challenge as stated by the Educational Policies Commission: "To teach disadvantaged children effectively is to display the highest professional competence. Few jobs are more demanding, but few are more rewarding. To help a child achieve the human promise born in him but submerged through no fault of his own is a noble task."<sup>13</sup>

In both pre-service and in-service programs teacher education should emphasize the positives in the cultures of the deprived. Such an understanding of their strengths is a basis for respect and will facilitate the use of appropriate educational materials and teaching methods.

It is essential that colleges and schools in disadvantaged areas instill confidence and build morale by involving the teachers in conferences, research projects, curriculum workshops, and that they provide a continuing flow of student teachers to aid in the development of sound educational schemes for children who need help. One of the ways this can be done is by the development of a number of "teaching centers" by colleges and selected public school systems. In these "teaching centers" one would find college personnel, supervisors who would be on joint appointment with the school and the college, and public school personnel who would be conducting seminars for the college in the public school. Colleges and universities must commit themselves to schools in

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<sup>13</sup> Educational Policies Commission, "American Education and the Search for Equal Opportunity," Deprivation and Compensatory Education, Helen E. Rees (Boston: Houghton Mifflin Co., 1968), p. 130.

disadvantaged areas and school systems must become centers for inquiry.<sup>14</sup>

#### Develop Emotional Closeness

Teacher education should provide experiences through which the teacher or prospective teacher may become involved in the feelings, anxieties, and aspirations of culturally deprived children, and hopefully, also gain insight into their own feelings and reactions. The desired benefits may result from role playing dealing with situations where the teacher alternately takes the part of the child as he copes with various school problems. Entering into discussions with prospective teachers who come from culturally deprived backgrounds may be rewarding and should be encouraged.

Teacher's feelings and values may be reshaped through the study of library works dealing with the culturally deprived. Short stories and novels concerning life's conflicts provide excellent opportunities for understanding, acceptance, and identification.<sup>15</sup> Though desirable for all teachers, these experiences in developing emotional involvement are especially needed by teachers of the deprived since they most often come from backgrounds which provide little personal involvement with the life which their pupils live.

#### Develop Knowledge of Learning Characteristics and Competence in Appropriate Teaching Skills

In addition to an understanding of the cultural background of

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<sup>14</sup>Vernon F. Haubrich, "The Culturally Disadvantaged and Teacher Education," The Disadvantaged Child, eds. Joe Frost and Glenn R. Hawkes (Boston: Houghton Mifflin Co., 1966), p. 365.

<sup>15</sup>Goldberg, op. cit., p. 478.

the culturally deprived, teachers must be aware of those characteristics of the student which influence the manner in which he learns. Ideally this will result in increased ability to plan meaningful learning experiences geared to the readiness level and learning style of the student.

Earlier in this report learning patterns and characteristics were noted by Black, Ausubel, and Deutsch (see pages 9-11). Riessman added to these suggestions by identifying the following characteristics of the culturally deprived learner:

1. Fear of continued failure.
2. Fears lack of recognition and understanding from teachers.
3. Relatively slow at cognitive tasks, but not stupid.
4. Appears to learn most readily through a physical, concrete approach (often is slow, but may be persistent when content is meaningful and valued).
5. Often appears to be anti-intellectual, pragmatic rather than theoretical.
6. Is traditional, superstitious, and somewhat religious in a traditional sense.
7. Is from a male-centered culture, except for a majority of the Negroes.
8. Is inflexible and not open to reason about many of his beliefs (morality, diet, family polarity, and educational practice are examples of these beliefs).
9. Feels alienated from the larger social structure, with resultant frustration.
10. Holds others to blame for his misfortunes.
11. Values masculinity and attendant action; viewing intellectual activities as unmasculine.
12. Appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake.

13. Desires a better standard of living with personal comforts for himself and his family, but does not wish to adopt a middle-class way of life.
14. Is deficient in auditory attention and interpretation skills.
15. Reads ineffectively and is deficient in the communication skills generally, has wide areas of ignorance, and often is suggestable, although he may be suspicious of innovations.<sup>16</sup>

Teacher education must develop, in prospective and experienced teachers, skills appropriate to the teaching of the culturally deprived.

Haubrich suggests the following essential skills:

1. The ability to understand and utilize developmental and remedial reading procedures.
2. The ability to organize and routinize specific classroom procedures.
3. The ability to reconstruct syllabi, textbooks, and reading materials in terms of the background of students.
4. The ability to work effectively with small groups within the classroom and to know when to use such procedures.
5. The ability to adjust new entrants to the classroom situation quickly.
6. The ability to construct and use concrete materials for classroom work.
7. The ability to handle aggression and violence.
8. The ability to use individual and group procedures in gaining classroom discipline.
9. The ability to know when a child should be referred and to whom.
10. A knowledge of the language patterns in an area and the ability to correct such patterns.

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<sup>16</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962), p. 73.

11. A knowledge of neighborhood and family to see what effect this has on classroom work and procedures.
12. The ability to translate the "academic" knowledge of children from depressed areas into specific procedures for classroom use.<sup>17</sup>

The teacher of the culturally deprived must also acquire skills in measurement and evaluation as well as the basic techniques of counseling. Much of his work with the deprived student will be in the areas of evaluating the child and his progress, and of guiding him toward the solution of many of his problems concerned with both school and home.

#### Increase Direct Experience in Behavior Observation

Prospective teachers need a wide variety of experiences to prepare them to understand the learners whom they are preparing to teach. One way to give potential future teachers opportunities to discover learning difficulties of deprived children is to bring them into close contact with these children in their living areas. Once an individual has decided to become a future teacher, he should (1) be given an opportunity to study individuals of various ages in culturally deprived areas, (2) be permitted to observe culturally deprived children as they function in the classroom, and (3) be assigned as a student teacher to a school in which are found culturally deprived children.<sup>18</sup>

A study of child behavior should be started early in the teacher-education program. As soon as the student has decided to be trained for

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<sup>17</sup>Vernon Haubrich, "The Culturally Disadvantaged and Teacher Education," The Reading Teacher (March, 1965), p. 504.

<sup>18</sup>Lester D. Crow, Walter S. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: McKay Co., 1966), Chapt. 4.

teaching, he should be offered a plan that will enable him to learn, at first hand, about children: how they behave, how they relate to one another, how they speak to or communicate with each other and with adults, and the like. The program formulated should expose the prospective teacher to the problems faced by these children in such a way as to be personally and emotionally beneficial to him.

Each prospective teacher should be expected to study at least eight children of various ages from both sexes, and from different home backgrounds. For example, he might study four children from culturally deprived areas, but not from the same family, of ages four, six, nine, and eleven, and four children of comparable ages selected from families of more favorable circumstances. The name of each child should be placed on a separate sheet of paper in a notebook. The following data should be obtained for each.

1. Name
2. Date of Birth
3. Home Address
4. Nursery School Experience
5. Kindergarten Experience
6. Father's Occupation
7. Mother's Occupation
8. Other children in the family
9. Place in the family
10. Books, pictures, magazines available in home
11. Play space available
12. School Attendance Record
13. Other<sup>19</sup>

Plans should be made to observe these children every two weeks over a period of one year. The behavior of each child should be observed for a minimum of one hour each visit, after which a report of the

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<sup>19</sup>Ibid., p. 103.



findings should be written in the notebook. A review of the reports every two months and a comparison of the reports for the culturally deprived children should be made with those of the other children of the same ages. For example, comparative statements should be written concerning the four-year-olds in each type of community. At the end of the study, a report should be written on what has been discovered about the learning problems of children in the culturally deprived areas. Also a report should be written about the children in the more advantaged areas. An indication of the nature of any insight gained through this study should be noted. An evaluation should be made on what has been discovered concerning learning difficulties of children from deprived situations.

In the study of children in deprived areas, an attempt should be made to discover:

1. The speech patterns of each child.
2. The special language patterns of each child.
3. The special manners of each child.
4. The attitudes of each child toward the observer.
5. The attitudes of each child toward other children.
6. The attitude of each child toward his parents.
7. The interests of each child.
8. The aspirations of each child.
9. The self-concepts of each child.
10. The language used when communicating with peers.
11. The language used when communicating with elders.
12. The language used when discussing sex.
13. The kind of sex education each child is receiving.
14. The religious experiences of each child.
15. The educational environment in the home of each child.<sup>20</sup>

Opportunities for future teachers to observe children in school and classroom situations, prior to their assignment as student teachers,

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<sup>20</sup>Ibid., p. 104.

should be provided by teacher-education institutions. Students need to know what to observe. They should not be sent for observation without being briefed on how to view pupil behavior in the classroom. They need help to know how to study pupil behavior, to discover differences in learning ability among children, and to understanding the teaching approaches utilized to motivate learning in children of different abilities.

Future teachers should know in advance that they are expected to observe in schools in which there are children with special learning problems. They should not be permitted to observe in the so-called better schools only. Also, in order that systematic growth can be insured, written reports of observations should be required, and classroom discussions dealing with an interpretation of the problems and difficulties should be integrated with the observations in the schools. When possible, the college instructor should accompany the students to the school. This is a possibility if small groups can be organized. When the instructor and the students observe together, an interpretation and an evaluation of behavior and procedures observed become more meaningful.

Prospective teachers, should be assigned to classes in public schools as teacher aides so as to acquire knowledge and practical experience prior to starting their student teaching. Again, if the future teacher can be assigned to classes in schools in which there are culturally deprived children, further orientation to the attitudes, behavior, and learning problems of these children is made possible.

Students assigned as teacher aides have an opportunity to observe

over a longer period of time than was possible during the earlier rather casual observation trips. During teacher-aide experiences, the future teacher is in a position to discover many things about the behavior of the children as they work with a particular teacher. He can also see how the teacher works with the learners. The teacher aide can discover much about pupil behavior such as:

1. Attitudes of children toward the teacher.
2. Attitudes of a child toward other members of the class.
3. Behavior displayed for the purpose of gaining teacher approval.
4. Attempts of children to gain peer approval.
5. Ways in which children respond in class.
6. Attempts made by pupils to dominate the discussion.
7. Behavior tendencies, if any, toward teaching others.
8. Behavior tendencies to engage in irrelevant activities.
9. Carefulness of pupils in the preparation of their work.
10. Extent of interest displayed by children in learning.
11. Types of questions asked by pupils.
12. Speech or language difficulties of the pupils.
13. Leadership tendencies on the part of any pupil.
14. Attempts of a pupil to monopolize the attention of the teacher.
15. Attempts at dishonesty by any pupil.
16. Study habits formed by the pupils.
17. Ways in which pupils cooperate with others.
18. Willingness of pupils to assist the teacher.
19. Attitudes of pupils toward strangers in the classroom.

20. Willingness of pupils to start work promptly.<sup>21</sup>

Whatever experience a prospective teacher can acquire in observing child behavior in classroom situations is supportive to his understanding of child behavior and of teacher approaches. The effectiveness of observation is increased if the teacher aide makes notations of important findings and prepares written reports of the activities he has experienced directly. Thus his interest in children is increased as he comes to understand reasons for displayed behavior.

Observation of children and their behavior responses is only one aspect of learning that is gained by the teacher aide. In addition, he needs to discover what is being done by the teacher in guiding the learning process. Careful attention can profitably be given to observing the teacher's personality and the respective steps utilized in his presentation of learning material. The experiences of the teacher aide should be of such a nature that they strengthen his understanding of his college courses and enlighten him about procedures used by the teacher in the public school. Teaching-learning problems arising in the classroom can be better understood through such experiences as:

1. Observation of classroom instruction, with special attention to organization of subject matter and principles underlying teaching procedures.
2. Learning from supervisory personnel about curricular practices, experimentation, and innovations.
3. Assisting teachers with some of their responsibilities, such as the planning of instructional units, the preparation of teaching materials, and the management of cocurricular activities.

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<sup>21</sup>Ibid., p. 105.

4. Working with individual pupils or small groups under the guidance of the regular teacher.
5. Assisting administrative and teaching personnel in certain areas, such as school-community projects, the remedial reading program, the library, and the audiovisual program.<sup>22</sup>

Prospective teachers, while serving as teacher aides, have an excellent opportunity to observe teacher attitudes and teaching procedures. In writing up such observations, teacher aides have revealed that they have gained a basic understanding of teaching procedures and a keen insight into teacher personality traits.

Future teachers of the culturally deprived should be given an opportunity to begin their professional functioning in schools serving culturally deprived areas. Student teaching, under supervision, is the one sound approach to gaining experience in working with children. Thus, prospective teachers can be prepared in schools where eventually they will be assigned as teachers. In the past, students have resisted assignment to these schools for their student-teaching experiences. They preferred to begin their practice in more favorable situations. It is believed that one of the best practices for the preparation of future teachers is to provide student-teaching experiences in depressed areas where the students can learn at first hand to work with these children, for here they gain the personal and professional insight that will enable them to be effective in their future work.

Schools serving depressed areas have special problems of truancy, behavior difficulties, language deficiencies, and a high percentage of teacher turnover. If regular teachers tend to avoid these schools, it

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<sup>22</sup>Ibid., pp. 107-108.

is understandable why college students prefer to do their student teaching in schools in which the learning climate is more favorable. The challenge is to those who wish to become effective teachers in culturally deprived areas.

In many teacher-education programs, students who engage in student teaching are invited to study the learners with whom they work in the classroom. These students have access to records of test results and other pupil data filed in the guidance office. They meet the pupils in class daily and have an opportunity to study them constantly. Student teachers are encouraged to observe children carefully and to jot down brief notes of their observations so that, as the term moves along, they accumulate a wealth of information about each pupil. They are encouraged to study each child as an individual as well as observe the activities of the class and of the teacher. Thus, they are able to construct a profile when they are called upon later to present a detailed report on each student in class.

As the student teacher works with his cooperating teacher, he has many opportunities to observe both children and teaching procedures. He can discover what the teacher does to motivate learning and to stimulate the learning process. It is well to know that, as he observes his cooperating teacher, the student teacher can be richly rewarded by focusing attention on such aspects of classroom procedures as:

1. The procedures used by the teacher in starting the lesson.
2. Intrinsic procedures utilized to motivate learning.
3. Extrinsic awards utilized by the teacher.
4. The use made of such visual aids as blackboard, charts, slides, filmstrips, motion pictures, and others.

5. What the teacher does to draw upon the previous experiences of the learners.
6. What the teacher does to develop mental readiness.
7. The percentage of pupils who are drawn into the discussion.
8. Procedures that motivate toward self-discipline.
9. Procedures used to help learners develop good study habits.
10. The influence of the teacher's attitude on pupil behavior.
11. Emotional control practiced by the teacher.
12. How the teacher moves step by step in the development of the lesson.
13. The extent to which class time is completely utilized.
14. The extent to which the teacher adjusts his teaching to meet ability differences among his pupils.<sup>23</sup>

Through careful observation the student teacher can find out things about learners and teaching that he can discover in no other way. The student teacher has many minutes that can be used for observing in the classroom. If he makes prudent use of those minutes he can compile anecdotal reports that will not only serve him in better understanding these learners and the teaching procedures but enable him to observe pupil behavior so that later, when he becomes a teacher, he will have practice in observation.

Acuteness in observation of behavior and skill in writing anecdotal reports are not easily achieved. The time and place to learn, through supervised practice, is during the days in which student teaching is performed.

Students need to be inducted gradually into the work of student

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<sup>23</sup>Ibid., p. 111.

teaching in deprived areas. The program reported by Vernon F. Haubrich for Hunter College is impressive.<sup>24</sup> This program, carried out by the college supervisors of student teaching and the cooperating teachers of the public schools, prepares prospective teachers to function in schools in culturally deprived areas. The essentials of their program include:

All student teachers, in the special or regular program, spend the entire morning in a school for one full semester. Briefly, the program resembles the normal student teaching situation but with significant variations.

Part one: During the first three weeks of the semester the student teacher devotes his time to observation, orientation and adjustment. He spends time getting to know the class, familiarizes himself with school regulations, and observes his cooperating teacher. Cooperating teachers, selected by the school, work closely with personnel from the college.

Part two: The next two weeks of the semester (total time elapsed is now five weeks) is spent inducting the student teacher into the actual classroom teaching situation. Planning lessons, constructing units, learning procedures of evaluation, and first experiences in actual teaching are the highlights of this phase of the program. Normally, at least one and probably two

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<sup>24</sup>Vernon F. Haubrich, "Teachers for Big-City Schools, Education in Depressed Areas, ed. A. Harry Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1963), pp. 251-253.



classes come under the direction of the student teacher towards the end of the period.

Part three: During the final ten or eleven weeks of the semester the student teacher assumes control of and responsibility for his classes. The cooperating teacher, supervisors from the school, and college personnel are always ready and willing to help. Daily observations and critiques are part of the regular order of business. The student teacher is also familiarized with the official-class (homeroom) procedures and handles much of this work as well.

In many respects this three-part program resembles the ordinary student-teaching program, with the exception that the schools are "special service" and are in areas which would be understood as culturally depressed. However, in this program, five additional features are employed to bring the prospective teacher to a point of greater competence in these schools. These additional supplementary experiences are:

1. A greater number of actual hours taught by the student teacher.
2. Wide contact with community agencies, institutions, and leaders.
3. A weekly conference, in the school, among school and college personnel and the student teachers.
4. Spending time, usually three or four hours, in the various offices of the school to gain some insight into the daily work of these personnel, and to see how they may facilitate his work as a regular teacher.
5. A high degree of cooperation existing between the personnel in the school and the personnel from the college.

The future teacher needs to be inspired in such a way that he will want to work with culturally deprived children. No substitute has been found for interest, skill, drive, and understanding as factors of success in motivating learners in deprived areas.

### Develop Effective Teaching Style

Teacher education should encourage the prospective teacher and the experienced teacher to experiment with various roles or teaching styles, in an effort to discover the styles which not only seem most effective with his students but which he can sincerely play. Teachers should have an opportunity to observe some of the different styles, see films of them, or have them role-played.

Riessman notes some of the teaching styles which have been successful in teaching the culturally deprived. Such examples are:

1. "the compulsive teacher"--who teaches things over and over.
2. "the maverick"--who constantly upsets the usual patterns of school procedures, but has a fresh, eager quality that comes through to the students.
3. "the coach"--who is basically physically expressive using his hands and his senses in a very specific way.
4. "the quiet one"--who commands respect and attention through sincerity, calmness, and definiteness.
5. "the entertainer"--who is colorful, melodramatic, and not afraid to have fun with the children.
6. "the secular type"--who is very informal with the students as he may eat lunch with them, use their bathroom, or feel comfortable in communicating with them in their "hip-language."<sup>25</sup>

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<sup>25</sup>Frank Riessman and Arlene Hanna, "Teachers of the Poor," The Disadvantaged Child, eds. Joe Frost and Glenn R. Hawkes (Boston: Houghton Mifflin Co., 1966), pp. 343-344.

With observation and experimentation there comes a gradual awareness of the unique style through which the teacher or future teacher most effectively reaches students and which also is best suited to his personality.

#### SUMMARY

The culturally deprived are those members of society which, due to ethnic and/or socio-economic circumstances, lack many of the advantages of the middle class culture in the United States. In recent years national attention has focused on the culturally deprived in an attempt to improve their psychological, social, and economic status. The responsibility for the successful achievement of this goal lies primarily with our public education system.

The classroom teacher is in a strategic position to assist in improving the educational opportunities and experiences for these children, but all too often the middle class oriented teacher lacks qualities vital to the effective teaching of the culturally deprived.

The successful or effective teacher of the culturally deprived must possess a knowledge and understanding of the life circumstances of his students--their social and psychological characteristics and what they think and feel. The teacher must also respect his students and identify with each individual. A knowledge of the strengths of the culturally deprived promotes respect and an understanding of their culture enhances identification. In addition, the successful teacher must understand measurement and evaluation techniques so as to determine readiness levels and recognize special abilities. He should also be skilled in

motivating his students through adaptation of educational materials and methods to meet their needs. Because teachers are likely to teach as they have been taught, the responsibility for the development of many of these teacher qualities lies within the realm of teacher education.

Teacher education must promote a positive image concerning teaching the culturally deprived. Emphasis on the positives of minority cultures, the challenge to serve mankind, recognition of deserving teachers, and a cooperative effort involving college, school, teacher, and community would help attract prospective teachers and boost the morale of experienced teachers.

The development of a feeling of emotional closeness must be encouraged by direct exposure to the life circumstances of the culturally deprived or by indirect means such as role playing and reading literary works concerned with their lives as they really are. Teacher education must also develop a knowledge of the learning characteristics of culturally deprived children and appropriate teaching skills which will enable adaptation of materials and methods to motivate them and meet their needs. In an effort to promote a realistic understanding of their background, their thinking and feelings, and their learning characteristics, teacher education must increase direct experience in observing the behavior of the culturally deprived. This should include observation in the home and community, observation as a teacher's aide, and finally student teaching in a culturally deprived area. Teacher education should encourage the development of individual teaching styles which effectively reach the culturally deprived students and yet are well suited to the personalities of the teachers.

In conclusion, the successful teacher of the culturally deprived must possess an understanding of the culture, the life circumstances, and the learning characteristics of the student. As the teacher is able to identify with the thinking, the feelings and the needs of the deprived he becomes more proficient in establishing rapport and in devising learning experiences which are appropriate and which develop the knowledge and skills which will enable the culturally deprived student to improve his social, psychological, and economic status.

Since most teachers are from white middle class backgrounds and are therefore middle class oriented, teacher education must provide learning experiences which develop an understanding of the cultural background of the culturally deprived minority groups in the United States.

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THE IDENTIFICATION OF TEACHER QUALITIES VITAL TO THE SUCCESSFUL  
TEACHING OF THE CULTURALLY DEPRIVED STUDENT AND DEVELOPMENT  
OF THESE QUALITIES THROUGH TEACHER EDUCATION

by

RALPH EDWIN STEGNER

B. S., Kansas State University, 1965

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971



The culturally deprived are those members of society, which due to ethnic and/or socio-economic circumstances, lack many of the advantages of the middle class culture in the United States. In recent years national attention has focused on the culturally deprived in an attempt to improve their psychological, social, and economic status. The responsibility for the successful achievement of this goal lies primarily with our public education system.

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The successful or effective teacher of the culturally deprived must possess a knowledge and understanding of the life circumstances of his students--their social and psychological characteristics and what they think and feel. The teacher must also respect his students and identify with each individual. A knowledge of the strengths of the culturally deprived promotes respect and an understanding of their culture enhances identification. In addition, the successful teacher must understand measurement and evaluation techniques so as to determine readiness levels and recognize special abilities. He should also be skilled in motivating his students through adaptation of educational materials and methods to meet their needs. Because teachers are likely to teach as they have been taught, the responsibility for the development of many of these teacher qualities lies within the realm of teacher education.

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