

With \$151,661 Subsidies

NDEA-NTC Programs Enroll 95

Two summer programs, designed to prepare teachers for effective work with students who exhibit the marks of poverty and of other damaging social and cultural circumstances, are being carried out at North Carolina College. The programs are funded by the United States Office of Education and are supervised by Dr. Joseph P. McKelpin, director of the college's Bureau of Educational Research.

The two programs—the NDEA Institute for Teachers of Disadvantaged Youth and the National Teacher Corps Pre-Service Education Program—involve 95 participants and a full-time staff of 19.

The institute attracted 60 in-service elementary teachers, about 40 who come from the Durham city and Durham county school systems. The other 20 are from other school systems within and outside the state of North Carolina. Some of the states other than North Carolina from which participants are enrolled are California, Florida, Ohio, Virginia, South Carolina, Georgia, and Mississippi.

A federal grant of \$81,871 is financing the NDEA Institute. The institute seeks to "help teachers develop skills in working with children, and their parents," and to emphasize "development of preceptual, number, and language skills by pupils, development of a greater sense of responsibility by parents for the education of their offspring, and the acquisition of greater control by teachers in their exercise of influence with pupils and their parents."

Efforts are also made to aid teachers in "understanding the process of image-building by individual pupils and (in) influencing the building of more valid world-images and more positive self-images."

NCC has pioneered in educating teachers to the needs of pupils reared in poverty and deprivation in holding a summer seminar, in 1963, and two summer institutes, in 1964 and 1965, along these lines.

The 60 participants in the institute are divided into four groups of 15 each to facilitate organization and scheduling for participation in the practicums, group discussions for lectures, and plan building for the course: Compensating for Culturally Induced Behavioral Disabilities.

The National Teacher Corps program involves seven teams of five persons who are being prepared to work with youth in the junior high school grades seven through nine. Each of the teams is led by an experienced teacher selected by the corps and NCC, in some cases on the recommendation of local school system personnel, for his or her potential for leadership in the preparation of teacher interns. Interns are college graduates in arts and sciences who took no education courses during their degree studies.

Supported by a federal grant of \$69,790, the pre-service program is designed to prepare the teams for service in the fall in local school systems in the Research Triangle area. The interns, while working under the supervision of their team leader, the experienced teacher, will also pursue graduate work at NCC toward a master's de-

gree and class "A" certification as a junior high school teacher.

In the use of these teams local school systems are expressly prohibited from replacing regular school personnel. The teams are intended to supplement such personnel and to enable school administrative units to offer enriched, more meaningful, and effective educational opportunities to culturally disadvantaged youth.

The two programs assembled their full enrollment components on Monday, June 13. The NDEA Institute participants will study for seven weeks, ending their work on Friday, July 29. The NTC pre-service education program will end on Friday, August 5.

Both programs involve practical experiences in the classroom as well as in other community and neighborhood situations. The Durham County school system is cooperating with NCC to provide practical experiences in classroom situations for both programs. The out-of-school practical experiences are provided in a number of community and neighborhood agencies, notably the target areas of Operation Breakthrough and other city and county agencies involved in working with students from deprived backgrounds.

Asheville Teacher Sparks Workshop

Mrs. Lucille P. Burton, biology teacher at the Lee H. Edwards High School in Asheville, recently influenced the Asheville unit of the teachers association to sponsor a science teachers workshop.

Mrs. Burton, currently enrolled in the Institute for Cooperating Teachers at NCC, has previously attended the Family Life and Health workshop on the campus.

The teachers workshop idea developed as a result of broad experiences she received during a two-summer stint in the biology department of Duke University. During the study course, the group traveled across the state from the mountains to the sea. As a result of Mrs. Burton's attaining the top average in the class during the first summer, she was invited to return for a second summer.

In addition to her experiences, which resulted in the workshop featuring expert consultants from Duke University, she organized at her high school an advanced biology course; improved the school grounds; entered her students in integrated science fairs and contests; and carried her students on extended field trips.



The NDEA Institute for Teachers of Disadvantaged Youth



The National Teacher Corps Group

First Time in State

Cooperating Teachers Study Here

The Institute for Cooperating Teachers, supported by the Southern Education Foundation, is a three-week program for supervisors of student teachers and offers three semester hours of graduate credit.

Among aims of the program, according to Dr. Floyd L. Bass, director of the institute and director of student teaching at NCC, are:

- to improve the quality of student teaching experiences for which the college assumes responsibility.

- to clarify the desirable behavior patterns of cooperating

teachers who participate in these student teaching programs.

- to identify the characteristics of the student teaching role for college students assigned in cooperating public school centers.

- to emphasize the cooperative features of professional laboratory programs.

Eight consultants appeared as guest lecturers in specialized areas. The consultants, along with their positions and discussion topics were as follows: Howard C. McAllister, principal, Whitted Junior High School, "Organization for Bet-

ter Cooperation in Student Teaching Programs"; Mrs. Blondola P. Lucas, dean of girls, Shepard Junior High School, "The Conference as a Technique in the Supervision of Student Teaching"; and Dennis M. McCaskill, principal, Merrick-Moore High School, "The Impact of Student Teachers on the High School."

Others were Mrs. Cynthia P. Smith, Department of French, Hillside High School, "Preparation by the Cooperating Teacher for Supervision of a Student Teacher"; Mrs. Joyce F. Wasdell, director, high school curriculum, Durham County School System, "Central Office Certification of Student Teaching Assignments"; O. David Poe, principal, Northern High School, "Supervision of Student Teaching Experiences"; Dr. Catherine T. Dennis, state supervisor, Department of Home Economics, "Improvement of the Quality of Student Teaching Experiences"; and James E. Parker, director, Audiovisual Center, North Carolina College, "The Multi-Media Approach in Student Teaching."

National Teacher Exams Scheduled For July 16

Dr. F. G. Shipman, chairman of the college's Department of Education, issued a reminder this week that NCC will be a test center for administering the National Teacher Examinations

on Saturday, July 16.

The all-day tests, which begin at 8 a.m., will be administered in Room 102 of the Education Building.



COOPERATING TEACHERS—Participants in the college's Institute for Cooperating Teachers, a six-week program for supervisors of student teachers, are shown in group and class activities.

In the left photo, Dr. Floyd Bass, director of the institute, helps a group plan observation experiences in student teaching, and in the right

photo, he discusses participation experiences. The center photo shows participants planning directed teaching experiences.

The institute, which enrolled 16 persons this year, is the first of its kind to be offered by a college in North Carolina.