DOCUMENT RESUME

ED 350 282 SP 034 078

AUTHOR Simpson, Kawanna J.; And Others
TITLE Providing Opportunities for Multicultural Experiences in Teacher Education.
PUB DATE 92
NOTE 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; *Experiential Learning; Higher Education; High Schools; High School Students; Junior High Schools; Junior High School Students; Mentors; *Minority Group Children; *Multicultural Education; Preservice Teacher Education; Program Descriptions; School Districts; Student Teacher Attitudes; Student Teaching; Study Abroad; *Teacher Education Programs; Teacher Recruitment
IDENTIFIERS Fayette County Public Schools KY; *Performance Based Objectives; Transylvania College KY; University of Kentucky

ABSTRACT

This paper, consisting of four distinct presentations and a brief critique, describes means of enhancing multicultural education at different points along the teacher preparation continuum. The four programs described are designed to attract greater numbers of minorities to teacher education and to provide multicultural experiences for teacher education students. The first presentation, "Providing Opportunities for Multicultural Experiences in Teacher Education," describes a collaborative effort between the Fayette County (Kentucky) Public Schools and the University of Kentucky's College of Education, including specific activities. The second presentation, "Providing Multicultural Experiences in the Professional Education Sequence," discusses learning goals, valued outcomes, and multicultural performance tasks that could be incorporated into the teacher education program. The third presentation, "Providing Multicultural Experiences in Teacher Education: Cross-Cultural Mentoring," discusses the mentoring program between Transylvania College and Johnson Elementary School (Lexington, Kentucky) in which students cross social and cultural boundaries. This section includes reflections from the Transylvania field students. The fourth presentation, "Student Teaching Abroad," details the Consortium for Overseas Student Teaching (COST) sponsored by the University of Kentucky for the purpose of arranging student placements in other countries. The first three presentations include references. (LL)

PROVIDING OPPORTUNITIES FOR MULTICULTURAL EXPERIENCES IN TEACHER EDUCATION

Presented by

Kawanna J. Simpson
Univeristy of Kentucky

Ernest Middleton
University of Kentucky

Sharon Brennan
University of Kentucky

L. B. Gallien, Jr.
Transylvania University

and critiqued by

Patricia I. Wilson
University of Kentucky

to the

American Association of Colleges for Teacher Education
San Antonio, Texas
1992

PROVIDING OPPORTUNITIES FOR MULTICULTURAL EXPERIENCES IN TEACHER EDUCATION

Enhancing multicultural education and increasing cultural diversity in teaching are related events. Teachers who have been prepared to be culturally sensitive, to adapt instruction to the needs and interests of each learner, and to recognize the value of working with colleagues who are culturally different, will change the perceptions culturally diverse students have about teaching as a career. This will result in a better educated and more culturally tolerant public and a more culturally diverse population of teachers and teacher educators.

The following presentation describes means of enhancing multicultural education at different points along the teacher preparation continuum. The programs which we describe were designed to attract greater numbers of minorities to teacher education and to provide multicultural experiences for teacher education students.

Attracting Minority Students to Teacher Education

The selection, recruitment and retention of minority teachers has become a concern for many educators across the country (Kortokrax-Clark, 1986; Graham, 1987; Middleton, Mason, Stilwell, and Parker, 1988; Zapata, 1988). Currently less than 12 percent of teachers and over 29 percent of students are minorities (Zapata, 1988) and possibly as high as 40 percent (Graham, 1987). This situation translates into fewer minority teachers serving as role models for a greater number of minority students, a scenario which Zapata (1988) maintains is detrimental to the psychological development of minority students.

In an attempt to focus attention on this dilemma, the University of Kentucky College of Education, with the support of the Kentucky Council on Higher Education, has spearheaded both a local and national movement to recruit and retain minority students in teacher education programs.

To date, there have been six national conferences held in Lexington, Kentucky. The first annual conference was a working conference that provided the framework for a recruitment and retention model; the second conference focused on implementing the model; the third conference dealt with on building collaborative relationships; the fourth conference was centered around the sharing of successful recruitment and retention strategies; the fifth conference studied the impact of nationwide school reform on the recruitment and retention; and the sixth conference took a futuristic look at the recruitment and retention of minority students for the twenty-first century. The annual conference and its participants have given us a unique vision of the many operable programs that have been or are being implemented throughout the country.

The purpose of this paper however, is to share with you in greater detail, the program that was initiated by the University of Kentucky's College of Education.

In the fall of 1988, a collaborative partnership between the Fayette County Public Schools and the College of Education was implemented. The program, designated as the Minority Student Leadership Program, was designed to address the college's and the school system's desire for minority teachers. This partnership addressed both long and short term recruitment needs for both institutions. The program's recruitment activities were initially tailored for students at the junior high school level. However, in 1990 the school system converted all junior high schools to middle schools. During the 1989-90 school year, the program followed the previous year's ninth-graders into senior high school.

The program's overall objectives were as follows:

1. To increase minority student enrollment in the College of Education's teacher preparation programs to match the proportion of minority representation in the Commonwealth of Kentucky by 1995.

2. To increase the number of minority teachers employed by the Fayette County Public schools.

3. To provide participating students with a knowledge and awareness of the potential for a career in teaching.

4. To gain commitment to teacher education and higher education from minority junior and senior high school students.

5. To acquaint minority parents with the program and gain their support.

General Description of Program

The Minority Student Leadership Program had as its basic goal the provision of a supportive environment for students interested in pursuing academic careers with the specific objective of attracting them into teacher education. During 1988-89 year, the program provided activities and a group environment for up to 36 junior high school students. By 1989-90 year, the program was to be replicated at the junior high level, and in addition, the program

was to be expanded into the senior high school by (1) following the 1988-89 ninth grade participants as they moved into senior high and (2) inviting other senior high school students interested in teaching careers to participate in the program. At the senior high school level, Future Educator Clubs were to be initiated to serve as the catalyst for student activities.

The program staff consisted of university personnel, public school teachers and administrators, and a representative from the Fayette County Education Association. The teachers in the program served as mentors to the students. The mentors were role models who were successful, loved teaching, and wanted to work with students to encourage them to become interested in teaching. Their responsibilities included reinforcing good study habits for their assigned students, attending major functions with their assigned students, identifying experiences for their group, and spending a minimum of six hours per month in activities with their students.

Specific Activities

During the initial year, three junior high schools were involved in the program. A cadre of professional school faculty administered and supervised the program. A guidance counselor at each of the schools served as the program coordinator for the school. Each school had three teachers or administrators who served as mentors for interested students in that school. Five university faculty members also supported the program by providing periodic activities for students.

The program coordinators at each school had the following responsibilities:

- to serve as the contact person with the University of Kentucky
- to ensure the program's accountability - paperwork, etc.
- to keep tabs on grades, test results, and overall student progress for the mentor's use
- to participate in recruitment with mentors
- to meet twice monthly with mentors to check progress
- to obtain outside resources (speakers, sponsors, publicity)
- to act as liaison with parents
- to be responsible for on-going evaluation and report to the University of Kentucky and Fayette County Public School System.

Students were selected based upon personal interest, academic performance and effort, and leadership ability. Teacher nominations and recommendations of students were required for program acceptance. Additionally, students were required to meet the guidelines for participation in extracurricular activities set forth by the Fayette County Public Schools.

Examples of the various types of planned student activities include the following:

- one-on-one sessions with mentors
- attendance at group meetings featuring prominent minority leaders as speakers
- participation as a volunteer in a day care or preschool setting, reading tutoring program, etc.
- participation in a workshop designed to make students aware of the needs of special education students
- interaction with senior high school students who serve as peer role models and assist with homework
- involvement in drop-out prevention programs
- participation in a special program designed to interest and acquaint students with the University of Kentucky
- participation in a tour of the University of Kentucky campus
- participation in a parent and student orientation designed to answer questions about university admissions, financial aid, scholarships, housing, minority services, personal and academic counseling, tutorial services, social activities, sport programs, honors program, food services, community services, academic advising, library facilities, career exploration, and cultural experiences.
- attendance at seminars where teacher education students discuss teacher education program admission requirements.

This program was viewed by both the University of Kentucky and the Fayette County Public School system as a springboard to attracting more students to the University's teacher education programs and more teachers to employment in the schools. If these goals are achieved, students taught by these future minority teachers will have the opportunity to be exposed to diverse cultures and values. Therefore, the academic experiences of these students will be enhanced.

REFERENCES

Graham, P. A. (1987). Black Teachers: A drastically scarce resource. Phi Delta Kappan, 68(8), 598-605.

Kortokrax-Ckar, D. (1986). The minority teacher shortage: An overview and a solution. Action in Teacher Education, 8(4), 7-13.

Middleton, E. J.; Mason, E. J.; Stilwell, W. E., and Parker, W.C. (1988). A model for recruitment and retention of minority students in teacher preparation programs. Journal of Teacher Education, 39 (1), 19-23.

Zapata, J. T. (1988). Early identification and recruitment Hispanic teacher candidates. Journal of Teacher Education, 39(1), 19-23.

Providing Multicultural Experiences in the Professional Education Sequence

Education reform efforts have generated renewed emphasis upon providing learners with authentic tasks. In addition, student learning is being assessed by measuring performance on such tasks. Performance tasks and assessments have been widely implemented in K-12 classrooms. This year, Kentucky is incorporating their use in statewide measurements of student competencies.

Performance tasks have been used primarily to teach application of content material. Yet their use does not have to be limited to that application, nor should their use be limited to K-12 classrooms. Performance tasks can be used to enhance potential teachers' understandings of cultural differences by providing them with learning experiences.

Learning Goals and Valued Outcomes

Teachers and teacher educators in Kentucky have redesigned the student evaluation process around a set of learning goals and valued outcomes. The six goals include: 1) Apply basic communication and mathematics skills in situations similar to what they will experience in life; 2) Apply core concepts and principles from mathematics, science, social studies, arts and humanities, practical living studies, and vocational studies to situations similar to what they will experience in life; 3) Demonstrate self-sufficiency; 4) Demonstrate responsible group membership; 5) Think and solve problems; and 6) Integrate knowledge across disciplines (Council on School Performance Standards, 1991). For each goal, valued outcomes have been developed. These valued outcomes are expressed in behavioral terms, and students' development of the skills can take place in any class. Thus, students will be learning to apply mathematics concepts in all classes. They will be asked to integrate their knowledges and address situations from multiple perspectives. Likewise, they will be demonstrating that they can interact effectively and work cooperatively with others from diverse ethnic and cultural groups. Just as mathematics concepts will be applied in all classes, positive cross cultural interactions will be nurtured in all courses in the curriculum.

If Kentucky's students are to demonstrate the valued outcomes, it is essential that their teachers be prepared to design the curricula and initiate the instructional activities that will make them successful. Consequently, teacher preparation programs in Kentucky are being redesigned to incorporate and model the reform initiatives. Not only must teachers learn to understand the significance of teaching toward the accomplishment of learning goals and valued outcomes, they must concentrate on providing experiences that will ensure successful measures

during the performance assessment process. Included, of course, will be experiences designed to improve the emerging teachers' knowledge of other cultures, their understanding of why cultural differences exist, and their empathy for and acceptance of the components of cultures different from their own.

Multicultural Performance Tasks

Typically, students in teacher preparation programs study learning theory and learning styles and strategies for planning instruction for all learners. Practica experiences in the area of cultural diversity focus on one-to-one analysis and instruction of students identified as culturally different. This generally occurs as teacher educators match teacher education majors with students in the schools who are ethnically, racially, or culturally different from that of the teacher education student. If, however, an institution's geographic location is in the midst of a homogeneous population, it is possible that the graduate may leave the institution with very limited exposure to culturally diverse students in classroom settings. Yet, the graduate's first teaching position may be in a culturally diverse community. How then, can teacher education programs provide for potential teachers those experiences that are authentic and that enhance understanding of cultural diversity where one-to-one cross cultural experiences in school classrooms are minimal? One way is through the integration of authentic performance tasks into the teacher preparation curriculum. These tasks are designed to heighten the teacher education students' knowledge and understanding of differing cultures, and to increase their experiences with individuals whose backgrounds and experiences differ from theirs.

The following are suggested performance tasks which focus on cultural diversity. These provide inquiry into the activities, perceptions, beliefs, and experiences of individuals from a variety of ethnic backgrounds and can be infused into any component of a professional education sequence. While not exhaustive, they can provide opportunities for prospective teachers to engage themselves in the learning process of recognizing and appreciating cultural differences. Before introducing any of these to students, carefully prepare them for the experience. Make certain that they understand the primary purpose of the exercise--the equal exchange of ideas and explanations of cultural traditions and beliefs. No exercise should indicate that any culture is superior to another. Students should be cautioned to enter into these experiences with that knowledge. The goal of these performance tasks is to increase the cultural understanding of the prospective teacher so that he/she can work effectively to eliminate cultural bias in the classroom and, hopefully, remove such bias from the minds of the students she/he teaches.

Conversation Partners Teacher education students can be matched with students of other majors, faculty, or community members from differing ethnic or cultural backgrounds for the purpose of discussing cultural differences. Their conversations can range from discussion of differences in their social structures, traditions, and religions to differing political ideologies and family values. The teacher education student can then research the origins of the differing traditions and analyze learning situations in which such differences might require differing instructional strategies.

Ceremonies Attendance at weddings, christenings, birthday celebrations, etc., of families from differing cultures and analysis of the differences between the customs observed and those celebrated by the teacher education student can also be valuable. Students should be encouraged to discuss the differences with those individuals who celebrate differently, and to research the origin of the components of theirs and other's ceremonies. For example, a Roman Catholic student may want to contrast a Roman Catholic wedding with a Greek Orthodox wedding.

Religious Services Where appropriate, teacher education students could attend a religious service of another denomination and compare the beliefs espoused and the behaviors observed with those of their own denomination. They could meet with the ministers of both denominations to discuss the origins and meanings of the differences. A different experience would be provided by attending a church of their own denomination, whose membership consists primarily of individuals from a differing culture. This may require language interpretation. For example, since Toyota opened a manufacturing plant in central Kentucky, one of the large Baptist churches in the area has offered an early service in Japanese which is well attended by members of the transient Japanese community. Again, the differences could be analyzed and the origins, researched. Students should be cautioned to separate those differences that are related to cultural differences from those related to church dogma.

Cultural Reading Partners Where it is difficult to match students with individuals from differing cultures, students can be assigned to work in pairs, reading literature written by and about persons from diverse cultures. As they read, they can discuss any cultural differences they detect, and identify the reasons why they were able to recognize the differences.

Communication Partners Teacher education students from one part of the nation or world can communicate with teacher education students from another. These students can write (electronically, if possible as such interaction is usually more frequent and spontaneous) to each other about their teacher preparation programs, their philosophies of education, the differences in their students' activities, the problems they encounter as emerging teachers and how they solve them, etc. During their student teaching/internship experiences, they can share

teaching materials and analyze the differences in the student work produced in each geographic setting.

Culture Fair Planning Teacher education students can plan a culture fair for the students at a local school. In doing so, they should be encouraged to work with cultural organizations in the community and with students from differing cultures. Suggested components of the fair should include historical and contemporary relevance; cultural change; diversity within a culture; and cultural differences in economics, art, literature, music, politics, and language.

Cross-Cultural Peer Review Lesson plans and teaching demonstrations of student teachers can be evaluated by students and teachers of another culture to determine if cultural bias exists. The student teacher could, then, examine why she/he made the inappropriate choices and develop strategies for eliminating such behavior in the future.

Media Analyses of Stereotypical Behavior Education students can study television programs, movies, music videos, music lyrics, etc., popular with the age group they are preparing to teach to examine the depiction of cultural bias and stereotypical behaviors. They could then discuss ways they might help students realize any negative societal consequences of cultural misrepresentation by the media.

Policy Development Teacher education students can work together to develop a Policy on Racial Harassment to be implemented at their school. For the policy to be effective, it should be developed in conjunction with the policy makers, eg. student government representatives. The development should include a search of the existing literature on such policies; a review of the public records describing documented incidents of racial harassment and a study of the legal rights of individuals in a school setting.

Conflict Resolution Education students can study conflict and conflict resolution using such texts as Fisher and Ury's *Getting to Yes.* They can then study actual conflict in a school setting or tapes of actual conflict, determine whether the conflict is related to or exacerbated by cultural differences, and apply strategies for conflict resolution. If such conflict is determined to be real in the student teaching or internship experience, the student teacher could develop and deliver instruction to the students applying these strategies. He/she might actually have the students engage in a performance task dealing with identifying and resolving conflict.

Interviews Teacher education students should be encouraged to interview individuals in the community who have succeeded academically and/or economically in a culture in which they constitute the minority population. The education students should determine from those individuals the factors to which

they attribute their success. The students should also ask for information about any barriers to success the individuals encountered that they believed to be cultural, and determine how they overcame those barriers. In addition, the students should seek advice from these successful individuals about how they might improve the multicultural understandings of all students.

Meetings/Events Sponsored by Ethnic Organizations Many communities have ethnic organizations comprised of immigrants, expatriates, and visiting students. These organizations generally hold public meetings and sponsor events to celebrate their cultural heritage. Teacher education students can attend such events, noting the differences between the organization's culture and their own. They should discuss differences that they do not understand with the organization's members, and, if necessary, research the origin of the differences. In addition, each teacher education student should investigate his/her own cultural heritage through ethnographic research, analyzing how her/his current values relate to that heritage.

Academic Subject-Related Activities Numerous opportunities for multicultural experiences exist in the academic subject areas. For example, science teacher education students can plan a global science fair, focusing on historic and current scientific study and accomplishments from many nations. Art education students can research symbols and forms in art from a historical perspective with representations of art forms from many cultures. Business education students can develop strategies for international business negotiations between individuals from different cultures. Social studies education students can prepare a video for their students on immigration patterns in the U.S., portraying the ways immigrants have influenced American society and history. In addition, English education students could work with the social studies education majors by including in the video the ways that the languages spoken by the immigrants have affected our current American-English vocabulary.

Travel and Study Abroad Teacher preparation programs that sponsor education-related trips and student teaching opportunities abroad offer unique cultural experiences for the students who participate. Not only do education students learn about comparative forms of education, they learn much about the culture into which they are immersed. They also learn more about their own culture as they are forced to view their beliefs and behaviors from the perspectives of the students, teachers, and individuals they meet and work with in the alien culture.

Summary

While much can be learned from textbooks and class discussion, experience can greatly enhance the learning process. Providing experiences that enhance cross

cultural and multicultural understandings through the assignment of performance tasks throughout the teacher preparation program is one way to provide such experiences. Any number of experiences can be developed once the teacher educator begins to think in terms of student performance and such experiences can be developed in such a way as to integrate multicultural experience with academic subject-related instruction in methods classes as well as in the student teaching/internship experience.

REFERENCES

Hill, Howard D. *Effective Strategies for Teaching Minority Students,* National Education Association, 1989.

Council on School Performance Standards, *Kentucky's Learning Goals and Valued Outcomes,* Draft, September 1991.

Providing Multicultural Experiences in Teacher Education: Cross-Cultural Mentoring

In the fall of 1990 a cooperative mentoring program was begun by two educational institutions near each other in Lexington, Kentucky. Both institutions have long, established histories in (what is now) the inner-city of Lexington--a city of over 200,000 residents.

Transylvania University is one of the oldest undergraduate colleges in the country, founded in 1780. As a private college, it has a long tradition of educating many students from the upper-middle classes of Kentucky. In the nineteenth century, Transylvania had professional schools in medicine, law and theology and attracted such future leaders as Jefferson Davis, Stephen Austin, John Breckinridge and Cassius M. Clay. Although the professional schools did not survive into the twentieth century, the undergraduate college remained and continues to attract students from middle to upper-class families in the immediate southern region. Because the college was founded before the town actually began to thrive, the areas around the college have changed from exclusively upper-middle class neighborhoods to a mixture of expensive houses near the heart of downtown Lexington to low-income housing projects. The area is a typical urban paradox. Especially problemmatic is the widely diverse cultural, racial and social backgrounds of the two predominate student groups encompassing the areas, from

college to elementary, many of whom have had either limited or no cross-cultural experiences.

Johnson Elementary School is located several blocks from the college. It was founded in 1889 and has an especially strong saga in Lexington. As is the case of many inner-city schools in the twentieth century, both neighborhoods and schools have changed in both racial composition and income levels. While many inner-city schools have been dominated by one racial/ethnic group, Johnson Elementary has an evenly divided mixture of black and white students. The one common demographic factor among the two groups is low income. One of the more unusual demographic features of the school is the high number of "displaced" Appalachian families in the immediate area. A phenomenon of the middle twentieth century, many poor Appalachian families move from impoverished conditions in the country to enlarged economic opportunities in cities throughout the upper south and industrialized north. The school has gained a reputation among its peers as a school "that works" amidst a high number of debilitating social factors such as: high crime, prostitution, drug dealing and record unemployment. The interior of the school belies the realities of the streets immediately surrounding the school because of the missionary zeal of the principal of the school, a former physical education teacher from West Virginia with a common vision for all of her pupils and parents in the district.

Nature and Design of the Program

The purpose of the mentoring program is to provide meaningful interactions between college and elementary students who will cross social and cultural boundaries in an effort to understand both worlds. The goal is to broaden both groups' vision by exposure to each other's cultures.

By striving for the above goal, other pedagogical objectives may be attained. Those objectives center around strategies that may be effective in engaging the younger students in the academic environment. Much research has been conducted on the lack of motivation to succeed in the formal academic environment, especially in context with both displaced appalachian and black youth, and, in particular, black males. While there has been much literature enumerating the problems that educational institutions have in reaching these groups, taken together, the existing research on mentoring youth has almost nothing to say about the effects of either cross-race or cross-gender mentoring on their attitudes towards education. In fact, what emerges from the literature is really how little is known about matching individuals at all. (Flaxman, Ascher, Harrington, 1988)

Another pressing problem is the precipitous drop in black male achievement around the fourth and fifth grades (Hale-Benson, 1986)). Many hypotheses have been projected, namely, the early arrival of puberty (secular trend), peer group

pressure and the predominance of female teachers as possible factors behind their disinterest and unrest in public schools (Kunjufu 1988, Madhubuti, 1990). No clear factor emerges from the limited research on this phenomenon. What is clear is that little documentation exists on the effects of mentoring programs on their future success in formal educational environments.

Also questionable is the possible negative effects of cross-cultural mentoring. Ianni (1983) suggests that differences among socializing institutions may make defining an identity and a role for themselves (youth) a far greater task and more deeply conflictive for them than for advantaged youth. Ogbu and Fordham (1990) also suggest that the fear of becoming the "other" is a highly volatile issue, especially among lower-income black youth and inhibits black interaction with white people in academic cultures. Conversely, Ascher (1986) found that students who have significant relationships with another race are more likely to continue cross-race interactions and friendships. (On a personal note, my early friendship with a person from another race directly led to my future research interests.)

Also critical to the project are the goals for the Transylvania students who are enrolled in the human growth and development course. After teaching the course for three years, I discovered that one of the dangers inherent in a course such as this is the degree of self-absorption and analysis which can actually paralyze or retard students' progress in other areas of their lives. While there is no denying that coming to terms with important social issues and relationships has great therapeutic value, much of its effects are temporary if college students do not see how their lives can influence and help others. Important research has been conducted on the positive psychological effects of volunteer programs. Indeed, Luks (1988) found (in an analysis of 1,700 women who were involved in regularly helping others) that these volunteers experienced what long distance runners regularly report as a sense of well being, greater calmness and enhanced self-worth. It is also our contention that we cannot fully learn about human growth and development solely through readings and discussions about others or mere analysis of our social conditions and environment. It is most effectively learned through personal relationships.

With all this in mind, the two principle educators decided to begin a fairly non-structured cross-cultural program for both institutions. Because both educators believe that relationships cannot be mandated, the program is deliberately "loose" and relatively free from rules and regulations, except for "street wise" idioms such as: walking in pairs, keeping the relationships free from money exchange and consistent meeting times during the week.

The two groups are chosen from the college's human growth and development class and fourth and fifth grade students from Johnson. We attempt to keep cross-gender matching to a minimum given the large number of males from single-

parent homes who would potentially benefit from significant interactions with another male. Also, female mentors have cited that there is a greater degree of freedom to discuss a wide-range of issues between themselves and their female mentees in contrast to the few women we have paired with males who are often quite reticent to discuss the emotional difficulties associated with their gender. However, it must be noted that given the limited pool of collegiate students to choose from--we, in the vernacular, "play the cards we are dealt".

Reactions from the Field-Student Voices

In the two years since this project began the initial visits and impressions are varied and impossible to characterize as a monolithic experience. Indeed, what has amazed me is the high degree of diversity of experiences among all the participants in their introductions and initial reactions to their mentees.

We began with the notion that relationships cannot be mandated and, indeed, the depth of the relationships ranged from zealous commitment to minimal involvement. Most mentoring experiences begin with highly anxious thoughts and musings about how their experiences will compare to their conceptions, stereotypes and cultural assumptions about the "other."

A Transylvania male wrote:

"When I received my assigned child, the first thing I noticed was the name, Quaynell. I feared the thought of trying to spend time with a ten year old kid named Quaynell. What am I suppose to do with an underprivileged black kid? I addressed the situation with great hesitation and prejudice. I wasn't quite sure why I was having such feelings, I had always considered myself a liberal and a nonprejudiced individual. I came to the realization that I was not prejudiced as long as I didn't have to get involved with another race or culture, but as soon as I was confronted with interaction, a rush of stereotypical prejudices came to the surface."

He later found: "...I dragged myself to the school where I met Quaynell for the first time. I was not only shocked but extremely happy of what I found. He was so excited to see me, but even more important to me was he was polite and well dressed. I expected a rude and an unkept young man--just one of my misconceptions proven false..."

A Transylvania female tells of another beginning:

"My whole senior year I was so proud to be in touch with the reality and the feelings of the less fortunate. Now I know that I didn't understand the half of it. My definition of a broken home has been totally reconstructed by my experience at

Johnson. The picture that comes to mind when the word less fortunate is mentioned is much more detailed now. Yes, I did care for abused children, I babysat for the children whose parents were too drunk or irresponsible to care for them after school was out, but never until this year did I go home with them to see what was waiting for them inside the house...

From the moment I entered (her) house I was in shock...The inside of this house was barely tolerable. It is so dark inside you can barely see to walk and the dense cloud of smoke is so thick it burns your eyes instantly. The house is cramped, dusty and dirty...She would rather be anywhere than home..."

The environment of the neighborhood and home completely dominated the beginning attitudes of this mentor. While she went on to develop a meaningful relationship with her mentee, her introduction to her mentee's home and family had a profound, lasting mental image.

Another Transylvania female wrote of a very different beginning:

"On my first visit to Davlethia's home, located in a part of Lexington that I previously would have been scared to walk in, I was met by her mother, three sisters and little brother. I was immediately impressed with the closeness of the family and the concern for (her) that her mother displayed. She was warm, friendly and made me feel quite at home. The house was small but full of excitement, it even smelled like homemade cookies. I could hear kids laughing and playing music in the background. Her mom and I discussed the fact that she had six children, and I was an only child. She said, 'I wouldn't trade my kids for anything.' I left that day with a warm feeling inside."

A college male wrote of his feelings on an initial class visit:

"It all started when our class took off for Johnson on a beautiful Tuesday afternoon. It doesn't take a mental heavy weight to figure out that there is a vast cultural difference but what is so amazing is how close, distinct, and apparent the cultural boundary lines are formed. As we walked, I could hear some of my peers feeling sorry for "these people." It was amazing how after the turn from Broadway to Sixth how many people went from a very talkative, joking and laughing manner to a very quiet, somber, less abrasive one. On the other side you could sense that the people in this community had little place for you and they wanted you to know that. Their first looks were very cautious but they quickly knew who we were and where we are going. It scared me to think if I was here alone. What bothered me even more was how the people in the community must feel to see us in their area."

I mentioned earlier that some cross-gender relationships exist. One particularly reflective English major wrote eloquently of her relationship with one black male

and the deep conflicts embedded in a cross-gender relationship:

"I had been told that most of the children we would be mentoring were from disadvantaged homes, located on those surrounding streets that most of us students have only seen through the windows of our own locked cars. I was excited and unnerved, excited because I felt I could perhaps make a difference, but unnerved because I feared that I would not. I felt sure that he would be disappointed to have a girl mentor, who was white as well, and I wondered if I could truly be an effective role model. How could he ever identify with me?"

'My dreams never come true...' I asked him what he dreamed about, and he cast his eyes on the tablecloth and thoughtfully licked chocolate icing from the edge of a cupcake. 'Money mostly. Sometimes I dream that I have a five dollar bill. I'm holdin' it in my hand, but when I wake up I open up my fist and nuthin's there.'

Tony often surprises me with remarks like these, for right in the middle of summarizing a horror plot or giving Nintendo strategies, he will haltingly reveal images from his life which are both unsettling and profound...

'One day, we were playing by the railroad tracks and one of the hoboes was run over by a train. There was blood everywhere, but the rain washed all of it away...' His voice trailed off, as if remembering the image. Then, undaunted, he plunged into another cupcake and another story about World Championship Wrestling, the image of the hobo undoubtedly filed away along with other disturbing memories he has collected while living, first in a project, and then by a bar on the lower end of North Limestone."

Another Tranylvania female named Jordan reflected upon her first visit with surprise:

"I hadn't expected to get a boy, and I hadn't expected him to be white. I also hadn't expected him to come from a two-natural-parent family. I expected for us to have things in common, and I expected my mentee to want to do things with me and to be enthusiastic. I expected too much. I wish now that I had gone in with no assumptions or plans...

There were several times when Daniel and I had long conversations on the phone. I thought that this was a new development in our relationship, that he would be more open to me now. This was not the case, however. In fact I never felt like Daniel opened up to me. Looking back this is not surprising, because I never felt and still don't feel that Daniel and I have much in common. His favorite thing is deer hunting and I'm a vegetarian. There were just some fundamental differences in our lives and attitudes."

The most revealing aspect of Jordan's analysis was her self-disclosure of her assumptions which (admittedly) portended some future problems in the relationship.

After initial meetings and assumptions were faced, the personalities of each mentee were plumbed in depth by many mentors.

A varsity swimmer who came from an (admittedly) deeply prejudiced family, recounted his analysis of Kelly's personality:

"Kelly was quite a fiery personality which I really admired a great deal. He was very confident about himself in the things he did whether it be basketball or any other activity. I found this quite surprising considering his family background. Although I was afraid to pry, Kelly had nine brothers from his father and only one was with Kelly's natural mother. I could tell that Kelly has not seen his father in quite awhile. He did not care to talk much about the subject when I would bring it up. I found it hard to believe he could be so confident about the things he did coming from that type of environment..."

The swimmer's comments were more revealing of his own background than of Kelly's. He discussed in length his conceptions of Kelly's life:

"...His grandmother drove a new white Cadillac which sat in the driveway. He seemed very proud of the car and I could not help wonder where she got the money to pay for the car...I contemplated that the house may be a crack house from which his grandmother gained enough money for a Cadillac. I often wondered what Kelly was doing at nights when I was studying or watching television..."

Another male mentor noted great mood swings from his mentee each time he would both pick him up and drop him off from his home. He mused that one of the reasons might have been the contrast between their worlds:

"...now it hits me, maybe the fact that our life styles are so contrasting, that when he is with me he feels like he is not in the ghetto. However, when I drop him off, he has to go back to a home without a phone, to friends who are on drugs and to a lifestyle like the one (on the rappers tape), that would explain his depressing type mood swing, hell, I know it would depress me."

A major theme coming from many male mentors was there difficulties in persuading their male mentees to "open-up" and discuss personal issues. (I found this highly ironic since many of their female collegiate peers frequently had the same complaint about them!)

"Although Darrius was not aloof, he never really wanted you to know more than he thought you should know about him. These kids are exceptionally bright and are as much fascinated by your culture as you are of theirs. At the age of 11 one can sense hope and happiness in these kids. It saddens me to think that this could change... It seems that the realities of life and the pressures of adolescence hit much harder for young black Americans. Already at the age of 11 he had told me that he has had sex..."

One American/Indian college student analyzed black culture from his peculiar multicultural perspective:

"...This subculture (black) allows for family and friends to talk and learn about one another. It also encourages a community where people help each other rather than the individualistic society where every man is for himself. Ricky's family sitting and talking together reminded me of life back in India, where the pace of life is much slower. Though people in India accomplish less in a day, they seem to have less worries and fears; they enjoy life more."

Another female mentor wrote of the effects of the church on her mentee's life:

"Another institution that seems to have a big influence on Ladonna is her church. Her family is very regular in its attendance. She belongs to the Holiness church and was very caught up is all its pre-Easter activity; she was very concerned with the fact that she could not eat anything with leaven in it or chew gum during Passover...She said that she and her friends liked to sneak into the nursery and watch the service through the one-way mirror. Like any child, I think she gets bored and impatient with church at times, but it still provides the moral framework for her life. She is extremely honest and concerned about the moral problems of her neighborhood..."

While the depth of the relationships varied greatly among the mentors, one aspect was near unanimous and that was the effect of the relationship on their lives as college students. The following narratives provide the most revealing and poignant self-analysis of their experiences:

A college male reflecting on his family situation commented:

"...As I stopped in front of his house, Carl turned and hugged me as tight as possible and said, 'I love you'. That statement caught me completely off guard and I was quite shocked. I really did not know what to say following this statement. He looked at me for reassurance, and I told him I loved him also. This made me realize the extent to which he needed my support and that I was a role model for him. Also, my father has only told me that he loved me a few times, so the whole situation caught me off guard. But this is not Carl's dysfunction, it's mine. By

telling him that I loved him I effectively helped Carl reassure himself about our relationship and made me think about my own life as well."

Another wrote in more monolithic terms:

"...As middle to upper-class white college students, we have a tendency to look at an underprivileged young black male merely as a product of his environment. I find that it is too easy for us to do that, however, and much harder to look at these kids as real, thinking, emotional human beings, for that requires us to get involved to examine ourselves, to become attached to these "products" of their environment. Through this attachment, I have become more and more convinced that this environment does not have to dictate who or what these kids become. Byron's simple, hard-working mother, a lady many of us would not call "successful", seems to be succeeding at one of the most formidable tasks anyone could face. Who are we to call her a failure? Perhaps Byron is rare among these students, but I suspect there are a number of mothers, grandmothers, uncles, and aunts out there who are making the most of situations in which we would typically throw up our hands and call them hopeless..."

One female student summarized:

"During all the time we spent together, Ladonna and I never did anything momentous. We ate alot of dinners in the cafeteria, did alot of window shopping, played a little pool, watched some television, and did some artwork. It never really mattered to her what we did, as long as I was listening to her; she did a great deal of talking right from the start, even to the point of telling me the same thing three weeks in a row. I think she was just glad to spend some time with somebody new, whose life was completely different from hers. I found myself enjoying our time together more than I had anticipated. At times when I was particularly stressed or had a dismal outlook on things, Ladonna's light-heartedness did wonders for my mood. She was always amusing, without trying to be and I almost always felt like I was in a better frame of mind after spending time with her. For one thing, she affirmed my confidence in the human spirit; she made it evident that a few strikes against you does not mean defeat. She is black and from a poor home in a bad neighborhood, and yet she is a happy, well-adjusted child who has a bright outlook on life...I realized that it was not as hard to relate to her as I thought it would be."

Another similar experience was echoed by another female:

"...Seeing Kenisha enjoy the feel of a running horse reminded me of so much I forgotten, or just didn't remember because of worrying too much about school, grades, work, and money--all those "things" that sap one's energy. Kenisha had never ridden a horse, but since she had no fear of horses, she was able to get one

to respect her...In adults, myself included, I sense a serious lack of willingness to try something new that results
from fear of failure. To recapture that energy requires paying attention to children, and recalling our own youthfulness."

Several wrote of their mentee's imitation of some of their behaviors:

"...I noticed that she started imitating the things I was doing. If I would pick up a book in the library, sit down and start reading it, she would do the same. If I would hold the door for someone she would also hold the door for someone the next time. It made me feel good to know that child looked up to me and was imitating my behavior."

Another added:

"In some ways, I feel like she is trying to be alot like me (which I find flattering). I have noticed each week that more and more, she is wearing clothes like mine, and she asks if she can carry my purse when we go out. She told Camille that she was going to Transy to be a teacher (very similar to what I'm doing)..."

One male looked upon his experience in spiritual terms:

"From this experience I learned to see others through God's eyes and to see their potential not their position. This is an important lesson which I shall never forget. At the time when four of us were sitting in my front seats, I hoped I would remain unseen. I cared little if people from Transy saw me. I feared comments from people who did not know me. And when all these thoughts ran through my head, I realized how shallow I had been. The very same thing I was ashamed of doing is the same thing Christ did for me. He was unafraid of what people said of his befriending prostitutes, tax collectors, and drunkards. He knew who he was. I made this transition in my own life. It is composed of two different parts. I have learned to love others purely from the heart, to look past people's faults and see their future. I have learned also to avoid being swayed by the shallow thoughts of others. It is easier to make a change if others will also change, but if one has to change alone, it takes strength and character. Yet, in the end, only those who do have such traits will remain..."

Concluded another:

"The best part of this experience is Crystal and my relationship with her. Crystal started out shy, quick to judge and slow to trust, but with time we began to understand one another...Even after taking these girls every place imaginable in Lexington, they still liked being on campus best...They ran through the gym, typed on the computer, played basketball in the campus center, and studied in the

library. This meant alot to me because it made me realize how lucky I am to be here. I thought back to all the times I have complained about Transy then I watched the girls and how they reacted to it. It proved to me just how sheltered and spoiled some of us really are, including me! After an afternoon at Transy I can see a new light in Crystal's eyes. She is only in the fifth grade, but I think she realizes that her hard work and her good grades can pay off."

I must return to the female mentor's evaluation of her cross-gender relationship with Tony in order to portray (what I believe to be) a "typical" dilemma in these few relationships:

"I would like to say that I changed Tony's world, but in actuality he changed mine more that I could ever change his. I think he viewed our visits as fun playtimes in which he got to maybe eat a little ice cream or go to new places. When I dropped him off at his tiny, shabby house, he once again entered his world, which was a world of little discipline, little rules, and very few of the values I had grown up with. I would have liked to have shown Tony the joy of reading a good book instead of watching Friday the Thirteenth on video, or tell him that he didn't have to steal, or fight. But, ultimately I don't think he felt my message applied to his life. He has told me of the children who threatened him daily, of his friends who either picked on others or were picked on themselves, and I lamely responded with dull and meaningless answers. I never quite got over my stage fright with him, and I feel that he sensed that, and that he also sensed that I was about as divorced from his experiences as anyone could be. How could I ever compete with his father, his uncles, or his friends? When I dropped Tony off, I'm sure that he resumed his pace of life, but later that night I would sit in angst for several minutes on the edge of my bed, reviewing all of his comments, and trying to discover what I should have said, or could have said. I think that perhaps our differences bothered me more than they should have, and I definitely feel that Tony was bothered by them less than I...I want to be Tony's friend, but now I realize that Tony also needs someone to tell him right from wrong. I do not know if he will ultimately change, but I have seen qualities in him that deserve to be nourished and encouraged. I feel that, at least, someone should try."

I began this section with thoughts from a Transylvania male mentor on his mentee, Quaynell. His concluding comments are indicative of a group of students who began their relationships:

"On my last visit with Quaynell he asked if I would spend time with him after Christmas. I remembered what I was thinking the first time he asked me that, but this time my thoughts were different. It came to me that if Quaynell and I had created something so positive in such a short period of time, just think what we could accomplish in the coming months. Some believe that I spend time with this kid as a project instead of for the kindness in my heart. Yes, Quaynell was my

assigned project, and yes I see him as kind of a goal for which I would like to reach (influencing a child's life), but in the process I have made a friend."

Summary

What is missing from this analysis are the responses from the mentees. During the course of this semester (Winter 1992), the 55 mentees who have been involved with this program will be interviewed and encouraged to reflect upon their experiences with their mentors and their responses will eventually be synthesized into this analysis. However, we will not know for many years the eventual outcome of the effects of these cross-cultural relationships.

We are painfully aware of the limitations of this program; the lack of sustained time, the problems inherent in cross-gender/cross-racial relationships, the fears, stereotypes and misconceptions of all involved. However, if we (in teacher education) are ever going to make progress in preparing students and citizens for an ever increasing multicultural nation, we must in the words of a student "begin with giving ourselves."

Bibliography

Alleman, E. (1986). "Impact of Race on Mentoring Relationships." In W.A. Gray and M.M. Gray (eds.) Mentoring: Aid to Excellence in Career Development, Business and the Professions. Proceedings of the First International Conference on Mentoring (Vol. II). Vancouver, B.C.

Alleman, E., Newmann, I., Huggins, H., and Carr, L. (1987, Autumn). "The Impact of Race on Mentoring Relationships." International Journal of Mentoring, 1 (2), 203.

Ascher, C. (1986). Cooperative Learning in the Urban Classroom. ERIC/CUE Digest no. 30 New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Borman, K.M. (1978). "Characteristics of Family and Classroom Control in an Urban Appalachian Neighborhood." AERA Paper, March 28, 1978.

Cooper, C.C. (1985). "Guest Editorial: Mentors Can Serve Black Youth in Many Ways." Journal of Negro Education, 54 (2), 115-6.

Evanson, J.S. (1982). Mentors and Students in the Workplace. San Francisco: Far West Laboratory for Educational Research and Development.

Flaxman,E., Ascher, C., Harrington, C. (1988). Youth Mentoring: Programs and Practices. ERIC Clearinghouse on Urban Education Institute for Urban and Minority Education.

Fordham. S. and Ogbu, J. (1986). "Black Student's School Success: Coping With The Burden of 'Acting White,'" The Urban Review, 18 (3), 1-15.

Gurin, P. and Epps, E. (1975). Black Consciousness, Identity and Achievement. New York: John Wiley and Sons.

Ianni, F. (1983). Home, School and Community in Adolescent Socialization. ERIC/CUE Urban Diversity Series No. 84. New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Kunjufu, J. (1988). To Be Popular or Smart: The Black Peer Group. Chicago: African American Images.

Krupp, J. (1987). "Mentor and Protege Perceptions of Mentoring Relationships In An Elementary School." International Joural of Mentoring, 1 (1), 35-38.

Larke, P., Wiseman, D., Bradley, C. (1990). "The Mentoring Mentorship Project: Changing Attitudes of Preservice Teachers For Diverse Classrooms," Action in Teacher Education, pp. 5-11.

Luks, A. (1988). "Helper's High: Volunteering Makes People Feel Good", Psychology Today, October, 1988, 39-42.

Madhubuti, H. (1990) Black Men: Obsolete, Single or Dangerous. Third World Press.

Merriman, S. (1983). "Mentors and Proteges: A Critical Review of the Literature." Adult Education Quarterly, 33 (3), 161-73.

Roche, G.R. (1979). "Much Ado About Mentors". Harvard Business Review, 57 (1), 17-28.

Silverstein, N. (1986). "Establishing A Mentoring Dialogue With A Campus School." In W.A. Gray and M.M. Gray (Eds.) Mentoring Aid To Excellence in Education, The Family and The Community. Proceedings of the First International Conference on Mentoring Vol. I) Vancouver, B.C. International Association for Mentoring.

Theophano, J. (1988). "Penn Partner Program." Jessie Ball Dupont Fund Mid-Year Report. Philadelphia, PA: University of Pennsylvania, School of Arts and Sciences,

College of General Studies.

Wagner, T. (1977). "Urban Schools and Appalachian Children," Urban Education, Vol. XII No. 3, October 1977, 283-296.

Wagner, T. (1977). "Appalachian Migrant Students in Cincinnati Public Schools." ERIC Document (ED 096 069).

Student Teaching Abroad

Why student teach abroad when excellent clinical sites have been established within close proximity to the university? How does student teaching abroad prepare teachers to work in Kentucky's classrooms? These are two of the questions frequently asked by students, (their parents), faculty, and school personnel about the overseas student teaching program sponsored by the University of Kentucky.

To address these questions, we must consider the importance of promoting intercultural understanding in a rapidly shrinking world and the role teachers play in that process. Shared concern about economic, ecological, and political conditions strongly suggest that, as Americans, we must develop alliances with other nations. This involves understanding the interconnectedness between our nation and other nations and the cultural mores of those who speak and act differently from us. It also involves examining our own cultural heritage and the role the United States plays in addressing global issues.

Because of the deep impression teachers make on their students, they play a key role in fostering intercultural understanding. Teachers' attitudes, values, and frame of reference greatly affect what students learn in both the cognitive and affective domain. Helping teachers develop an intercultural perspective, therefore, is one responsibility of teacher education.

To help prospective teachers increase their understanding of and sensitivity to other cultures and to confront their assumptions and ethnocentric biases, the University of Kentucky arranges student teaching placements in other countries. As a charter member of the Consortium for Overseas Student Teaching (COST), the University has been placing student teachers in schools around the world for more than 20 years. Through the COST network, comprised of 12 colleges and universities within the United states, more than 700 student teachers have been provided with extensive school experiences in other cultures. The program's structure provides many benefits.

The Benefits of COST:

Because of the long standing relationships COST has established with universities and schools in various parts of the world and because it has built in a mechanism for preparation and continuous evaluation of student and sites, this organization has been able to provide high quality student teaching experiences.

Sites:

At the present time, COST works with 15 overseas sites where student teachers are placed on a regular basis. In England, Scotland, Ireland, and Wales placements are made in local schools, affording excellent opportunities for them to become acquainted with the culture and educational system in those countries. In non-English speaking countries (i.e., Germany, the Netherlands, and Ecuador), students are place din independent schools. These are usually non-profit, non-denominational, private schools. Students who attend these schools come from the international community and from local families in the country. A common purpose of such schools is to further international understanding.

Selection:

The program is selective. The aim is to send students who have good character, who can relate well to others, and who have attained a high academic standing (a minimum g.p.a. of 3.0 is required). Applicants for the program are thoroughly screened for academic eligibility, adaptability, and maturity. Students who are interested in participating in the program complete an extensive application which includes: (a) a list of courses taken in preparation for student teaching, (b) an essay outlining related experiences and reasons for wanting to participate in the program, and (c) reference letters from teachers and faculty. Interviews represent another screening device used to determine suitability for participation. During the course of these interviews, candidates are asked questions aimed at determining traits such as their level of independence, sense of curiosity, tolerance for ambiguity, and adaptability.

Orientations:

Participants from the University of Kentucky are required to take a two-credit preparatory course entitled, *Culture, Education, and Teaching Abroad.* The purpose of the course is to help develop: (a) an understanding of our culture in relation to others, (b) ways to adapt to a cross-cultural experience, and (c) strategies for learning about another culture. Students in the course are matched with international students so that each can learn about the other's culture. These "conversation partners" meet regularly throughout the semester to explore cultural similarities and differences.

Supervision:

Students are supervised on site by a classroom teacher and a university representative at sites where COST has established a direct link with a university. At sites where there is no university connection, a school administrator fulfills the university supervisory responsibilities. COST sends a representative annually to make supervisory visits at selected sites. These visits afford an opportunity to evaluate student progress and suitability of the site.

Evaluation of the COST Experience:

Students continually evaluate the COST experience through structured journals which they are required to maintain throughout the placement period. They also complete a written evaluation at the end of the experience and participate in a debriefing session when they return to the United states. Reports overwhelmingly suggest that the experience has been transformational both professionally and personally. Students report having strengthened their understanding of teaching and of the world. They also say that they are eager to share their experiences with their own students in an American classroom. Three questions have triggered particularly interesting responses. When asked to describe how the program has helped them develop teaching skills, returnees often mention the strong guidance and impressive teaching methods of their cooperating teachers as instrumental. One student said that the teaching methods were more compatible with those they had learned in the teacher preparation program than those they observed in local schools. When asked about how the international experience will be used in the classroom, the desire to make intercultural connections has been clear. One responded that he wanted to broaden his students' thinking, "help them think more global than local"; another said she would share the differences in the school, food, habits with students; and yet another said that she would like to set up a pen pal program with students in the school where she taught. When asked whether or not the experience met or exceeded their expectations, most said it exceeded their expectations, and all but one said it met their expectations. This individual attributed dissatisfaction to problems with on-site supervision, but he went on to say he was glad he had participated in the program.

The COST Network:

COST has developed close links with the overseas sites and comprise the network. The coordinators at these sites carefully monitor the placements. They arrange housing and school placements, provide orientation, and supervise the student teachers in the schools. Students are usually sent to sites in pairs in order to cushion the culture shock and homesickness they often experience. Through the students' journals, and through the evaluation forms they complete

upon their return, we are able to continually monitor sites and work out small problems before they become large ones. Our hope is to build a small but strong network with various types of exchange among students and faculty.

Future Directions of COST:

COST has evolved from an informal network of colleagues attempting to provide intercultural experiences for student teachers to a structured organization with a Board of Directors interested in strengthening the program and expanding relations with overseas sites. In future years, members of the Consortium hope to host student teachers from overseas in their local areas and sponsor faculty exchanges to share different approaches to teacher education. Possibilities may also include offering short term field experiences for university students prior to the student teaching semester. This sort of expansion will provide direct intercultural experiences for a broader audience and add a reciprocal dimension to the program.

Promoting Intercultural Understanding across Teacher Preparation Programs:

Members of the Consortium are pleased to be able to provide a vehicle that promotes intercultural understanding, one that seems to translate into pedagogical practice. It is important to note, however, that the COST program provides only the most able and adaptable student teachers with an extensive cross cultural experience. About three percent of the student teachers at the University of Kentucky are selected for participation. This level of participation is not sufficient to meet our responsibilities in the intercultural arena. Intercultural experiences should be an integral part of the teacher education program for all prospective teachers. All students who are preparing to be teachers need to develop an appreciation for an understanding of various cultures and compare the features of those cultures to their own. In her recent book entitled Composing a Life, Mary Catherine Bateson suggests that "the central task of education today is not to confirm what is but to equip young men and women to meet change and imagine what could be, recognizing the value in what they encounter and steadily working it into their lives and visions." This kink of education can most appropriately begin with prospective teachers since they are the ones who will equip the young men and women who will make future decisions about how to live cooperatively in our changing world.

Although many of those preparing to be teachers do not have the resources needed to student teach in another country, all students can reach into the university and local community to develop relationships with those who are rooted in another culture. Building relationships in this way will increase mutual understanding. In teacher education programs where a systematic attempt is

made to increase intercultural understanding, the benefits are endless for all concerned.

Critic/Discussant's Remarks

As a business educatien professional, I am more acutely aware of what is happening in business education at this time and will couch my remarks in that way and suggest additional strategies that may be used. Business education is experiencing a decline in the number of college programs that currently prepare business education teachers. In addition, business education is experiencing a "graying" of the profession as teachers who are currently in positions are nearing retirement age.

A program launched by Business Education Professionals, that has implications for other areas of education as well, is to replace yourself. This too, would be a realistic goal for addressing the shortage of minorities in teaching. In Kentucky, the minority teacher population is declining approximately one-tenth percent per year. Current minority teachers could ease this decline somewhat by making a conscious effort to seek out a minority student who they feel has the potential to become a teacher and mentor that student throughout their school career and into higher education.

I remember playing "teacher" when I was in elementary school because I was impressed by my teachers. They gave me lots of encouragement and suggested often that I should consider teaching as a career. Back in the 50s, substitute teachers were not always available to the school I attended and those students whom the teachers had identified as potential teachers were used as substitute teachers in many cases. Many of my classmates who were used as substitute teachers ultimately went on to become teachers. We could visualize ourselves in that role.

Students tend to aspire to roles and types of employment in relation to those of their parents or other relatives. Minority students who do not have relatives who are teachers have no immediate role models as teachers and thereby cannot see themselves in that position. Minority teachers in the schools can provide this role model by encouraging minority students and suggesting that they can succeed as a teacher.

This is not to say that majority teachers cannot encourage minorities to become teachers, but the role model is stronger when students see someone "like themselves" succeeding in that role.

Teacher expectations also play a major role in the self-esteem of students. Several studies have been done where teacher expectations have been heightened by inflated IQ scores. Because the teacher's expectations for the class were high, the students reached that expectation. This same approach could work with minority students. Teachers for the most part have lower expectations for minority students and therefore do not challenge them to succeed. Immersion in cultural diversity as suggested by Drs. Simpson, Gallien, and Brennan could help to change attitudes about ethnic and cultural differences and thereby change expectations of minority students and also teacher expectations of minority students. Students tend to live up to your expectations of them.

Dr. Middleton talked about reaching students early (in junior high school) to interest them in teaching as a profession. The seed needs to be planted early to encourage minorities to work toward a possible career in teaching. As an analogy, basketball or football players are identified early by scouts and nurtured through their school careers. Why not identify future teachers early and nurture them through their elementary and secondary grades.

> Future Teachers of America was once a thriving club in the high schools. As salaries in other professions increased, salaries in teaching did not keep pace. Students were counselled out of teaching and into more lucrative occupations. Future Teachers of America clubs also disappeared from the high schools. Reinstating FTA clubs in the high schools with the cooperation of higher education might be a step in the right direction. This would alert students early on as to the requirements for teaching, both in high school courses and at the college level.