

Interview with Dr. Hendricks February 22, 1995

INT: What is your name and please spell it out?

JH: James E. Hendricks H-E-N-D-R-I-C-K-S.

INT:???? you were born?

JH: February 9, 1935.

INT: OK. Where are you from originally?

JH: ??? Indiana.

INT: Did you teach in public schools?

JH: Yes.

INT: Ok. Where did you get your bachelors degree from?

JH: Indiana University.

INT: And what year?

JH: I 1957, masters in 1962 from Indiana University and my doctorate in 1968 from Indiana University also and I did some extensive graduate work at the University of Chicago in between.

INT: Your degrees were in education?

JH: History, one in history and philosophy and literature and ??? history.

INT: OK. When did you come to Northern Michigan University?

JH: 1965, 67 left and went to Portland State and ??? and returned in 1969 to the university.

INT: OK what were your credentials when you started at Northern?

JH: umm ABD, ??? doctor in 1965 but the doctorate was completed in ??? Portland State, I had completed it prior to going there and prior to my return in 69.

INT: What is your philosophy of education?

JH: My philosophy of education is what I would say to be an ??? within the liberal arts division of the ??? worth living and I would say secondly that kind of what that means is that there are certain academic disciplines that, like history, literature, philosophy, sciences, mathematics are extremely important disciplines to contribute to the living ??? of the that ??? as I go about my work about preparing ??? faculty prepare ??? for teachers.

INT: Where was your office when you first started at Northern?

JH: My first office was in the basement of the John D. Pierce building actually.

INT: and how many faculty were in the education department when you arrived at Northern?

JH: When I first came to the university there was a very large department, I would say about somewhere if you put all the people together somewhere between 40 and 60 people. That would mean you would be combining ??? program that had to do with what we called student teaching ?fieldst? for instance ???? you put the lab school, faculty, and teachers at that particular time the psychology department, psychology and education in other words the department education and psychology, so we the psych a few psych people, psychology faculty, who are members of that department so keep in mind they were for the department of education and psychology, it was all one department. And then there were some from the council of training, counselor, counseling staff in the counseling center who also connected with the department or had ranking within the department. And they ?? were, we had a special program called the Mott, committed to its ?patient? fellows and two or three faculty members were ????? with that program here on campus.

INT: What is the Mott Program?

JH: The Mott Program was a Mott foundation, Mr. Mott was the noted man/person in the state of Michigan, connected with the auto industry and established a Mott foundation that funded adult education and community education for ??? and funded not only does he, Mott Community College named after him but the Mott Foundation and the Mott ?Falls? which was a program that lead to advanced degrees for people who were going to become adult educators or community school directors. And that program was established, we had a psych ??? funded by the Mott foundation so the number of individuals applied and they were admitted into the program and so they came here to get their education in this community of educators or adult educators. So a lot of the programs across the U.P. that had to do with the development of community school programs, and adults and so came into these school programs or adult education programs. That whole movement in the state of Michigan and here in the U.P. and across the nation was pretty much a program funded by the Mott foundation and we were ??? with the foundation ????.

INT: What is the difference between adult education ?????? and community education?

JH: Well community adult education, community is ???? school director was the way that night adult education programs, night programs for adults could be housed as a public school district. At that particular time the state was putting dollars and making

dollars ??? for establishing community school centers where adults could come at night and receive education and a variety of things ranging from basic skills ??? graduate, complete ??? GED, general education diploma, there were programs in preparation of nutrition, the range could be very extensive to include practical things like maybe weaving, not only food preparations but preparations of arts to ??? for example ??? ????? school, up to the high school ?????????? And so adult education programs are now having trouble surviving because the state funding is gone and the level ????? programs, and so a lot of adult ed programs are finding it's hard to survive based just on a small amount of money that a person who enrolls in the course might pay. Those programs were originally ??? by local tax dollars and/or ??????. Now adult education can take other trends. Adult education can be adults coming to Northern Michigan University and enrolling in the skill center, like when we were talking about the Mott foundation, the Mott foundation and community school programs in rural areas for example ?? where ??? public school, that is one way ?? adult education. Coming to Northern to our skill center would be another way to deliver adult education, going to a community college is another program of delivering adult education and many different arenas ??? the ??? of school is one in four, Mott foundation has provided ??? in adult education ?? in their interest. ????? to learn with adults as the society changes and becomes a much more complex ???? and parents to their children. Adult education could address a lot personally such as parents about nutrition about child care about child, about parenting, birthing, or how to learn and write, there is math, update on math. New technologies, like computers to be introduced into a community that includes the ??? people, that ???

Int: What was the John D. Peirce School?

JH: The John D. Peirce was a lab school. Originally designed for youth training program to practice and design, study and design and see people practice good teaching and see that like a lab demonstration could be done as to how you could best be taught, curriculum could be in social studies, math, etc. ?????? as far as thinking and knowledge of art ??? teaching and there is a lab school. It was, it had perhaps changed in some of its functions at the time I came here it did not necessarily represent all the diversities of this area therefore there was ??? how to teach a variety of children in this lab school, they were not represented, we did not have the low income child represented there you did not have some of the minority populations represented there in the school, like native american population represented there you did not have the I would say the more working class represented you tended to have in the population people attending the school and I think that they tended to be the sons and daughters of top professors, engineers, doctors, lawyers and some of those business people who could pay the tuition for ??? school. The others ??? schools so they went to the public schools ?????? small group of kids ????? school. So

John D. Pierce school was a school that had not necessarily thought through how ??? developed a more representative environment for ?????? and ??????????????

INT: I heard from Dr. McKee that the school was closed by the government I think that she said. Is that ????? when like she said a good spot for them to teach.

JH: I would say that the funding from the state level was not adequate to maintain the school therefore the president of the university then John X Jamrich made a decision that we could no longer afford to ????? it cost a lot of money.

INT: Well I heard that ??? of ????? found the education department for ?

JH: There will be an involvement at the teacher education departments and the faculties in this department and appropriate outsiders will be involved in the charter school. When I say outside ?? because we do have people like Tom ?Henslick? in the English department and ?Hendels? for secondary english we have people in the math department like Rob ?McKennty?, Ron ?Saleski?, John ???, Jane Johnson who teach math through elementary school teacher and that is how we would be involved with them when appropriate ??? charter school. Does that answer your question?

INT: MMHM. OK.

JH: Yes we hope to share, and we learn from them and show what we know where it is appropriate and so we hope to have our faculty and students ultimately involved in assisting ??? in the areas that we can help them and they can help us and have them help us too not just us them. We were hoping that they will also help in ?????? teaching.

INT: When will the charter school open up?

JH: Well the two schools are already in operation, ??? open ??? opening now already open ??? one has been there for a number of years and that is the school that is operated, has been funded by the bureau of ??? school district ??? The school in the Sault is a school that just opened last fall, so it is in operation it has only been a few short months of operations, a few months operations but it is doing very well and that is good. ??????

INT: OK. How many students are currently enrolled in the education department?

JH: With the ??? education or in teacher education in the university?

INT: education department.

JH: OK because you see the department of education has ??? teacher education programs like secondary education, the university has students in secondary english and students in math and students in foreign language and if you put all of those together and talk about the teacher education program or if you are just talking about the department, they are two different things. The department of education is smaller because we just have at the undergraduate level only elementary and special ed. We have some graduate programs but there are students enrolled in secondary education across the campus, so ?? language, chemistry, math, biology, english all taken together I say between all the graduate degrees and excuse me the students involved in the bachelors degree and those involved in the undergraduate program like elementary ed, secondary would fall into ??? time, somewhere maybe around 700 students. I would want to just say to you in terms of the students graduating with degrees the figure is probably 13, 14, 17% of all degrees reported are to people who have graduated in the past and that is the more reliable statistic to consider than anything else.

INT: OK. How has the education department changed since you have been here?

JH: Well we have changed in a lot of different ways, we have first improved the standards of the program. The program was before more open admission type program in the years that I first came and the standards now are much more selective in terms of grades required to get in to the program where as one point you could get into the program years ago with a D in english composition now you can't, you have to have a C in english composition ??? composition. There was a time when you could have just a mere 2.0 average ??? have to have a 2.7. There was a time you could have less of repeat in majors and minors and the overall program as well as the ??? to get the GPA up to a 2.0. Now you can't, you don't have unlimited ??? document you can, because you have the intellectual and the emotional and more professional commitment to do well without providing a ?????? and we eliminated the possibility of retaining a ????? and a C- or anything about that. The program requires a 2.7 overall GPA, a 2.7 in your major and your minor and ??? teach must be 2.7 with no more than one repeat in any one of those areas. So you get one bad experience and to repeat it to elevate your grade to sustain that 2.7 in your major and minor. We have as a part of that ??? some students have to document a nationally known, for example, preprofessional screening test that ?? basic ??? reading and writing and math. That test is a nationally known test that we know how students stand in relationship to other students in the United States who are ??? to be teachers. We hold our students to at least be at ??? least be in the area of our test so they have to minimum scores on each of the three areas; reading, writing and math ??? There is now a mandate about the test, a Michigan test for Teacher certification, MTTC and our students now have to complete a test that documents that they are on such a level ??? So those things, the selective aspect has

occurred. The second way, that is one ??? category of change has occurred since I have been ??? what I would call importantly the general of ??? vitality and interest and activity of the faculties involved and the current teachers. The standards which are expected of them professionally. For example that they should all have classroom teaching ??? whether they are in english, in art or in history if they are going to teach they prepare teachers ??? supervise student teachers. Part of that vitality is also reflected in the expectations of those faculty to contribute professionally, and improve and document their personal, their activity it may be a recital, for the music faculty, it may be presentations and papers for the history faculty and art an exhibit ??? the faculty member in art or in this particular department it may be the faculty member delivering a paper having to do with reading and literacy or in the math it may be papers on how to teach math to children. Another evidence of the sort of what I call the intellectual vitality of our faculty that I see a great deal of change in is their activity in serving of the state of national committees or participating in national or state forums and discussions about ??? education; history such as sciences and social studies foreign languages, etc. So the faculty is very active in that regard. A third area of changes that I , ??? very important ??? very important and that is that our approaches to how we prepare teachers have changed significantly. We have ??? more classes being taught in the schools and not the universities. So our faculty can ?? renew their ??? and ??? teachers and be on the scene and observe what is happening and changing in the schools. The second thing, so our students can be more observed what teachers do and be near where the main areas because after all that is what the program is about, it is not just preparing teachers but it is to prepare the teachers who know and can help children learn. It is important for our students to be near where the ??? are ??? that we have classes, classrooms in Whitman elementary school we have a classroom at ?sandy ??? that we are using, we have a classroom at superior hills that we use and we have a classes at ??? high school where we teach methods courses and our students are there and can ??? faculty members when they go out to the classrooms and when they come back to ??? they can see them so we, but our faculty work with the teachers there and help them elevate what our students might see in the way of practice. It is also very critical is that ??? where that is occurring our students are learning about the diversity of the children that they may or may not teach like handicap children who are in the regular classroom. A child that is emotionally disturbed, a child that is mildly retarded, a child that has a speech disorder, this a place where they can learn about different children, children who ?? gifts and others who seem to have some kind of ??? being the best they can be but those students learn that ??? also ??? diversity and socioeconomic background of the children, the ??? that they ?learn? to the school they learn a lot about the, something about how teachers organize their classrooms differently so this is all ??? call ?? most education of future teachers verses how to ????? ???????

going to be one day. We want ??? in school so that is ??? I mean I am ashamed is that ???? actually its ???? at school, at John D. Pierce but we wont have our classes at the lab school. Kids may be ??? university ??? in the classroom. But no way was the program or the lab school ever able to absorb the number of students that we would certificate. 1972 we must have certificated about 772 or 62 teachers. John D. Pierce was never, ever able to take those kinds of numbers of kids on the university or students on the university who are absolutely overwhelmed by other students. That is another reason why given the size of our program in the 60s and 70s just pragmatical, the lab school was not able to meet the needs of the program just in terms of having adequate ??? but even then we were still doing ???? students ???? students ???? student population ??? teaching ??? but we both had access to the ???? but that is another very significant difference. Another change, a fourth change that I have ??? since I have served on the program is that we have improved people who enter the program, students that enter the program and faculty who bring different backgrounds. Let me take the students first, the students that we are recruiting now seem to be much older students, they are what you would call the non traditional students. The high school graduate, as the predominate characteristic of the tend to be much more mature and they are in many cases parents, where they have their kids you know while they are in the high school or maybe out of high school. That a second aspect of looking at students, a number of students ??? that we have now are a little more of them are male students, in the elementary program and a lot more of the female students in the areas that we are introducing the background of ???? Let me give you an example, ???? observing classes and I see many more males in a classroom that are in art program ??? becoming elementary teachers where it used to hinder that, all women I see ???? enough. Now I see seven and eight in a classroom, males that are trying to become teachers. (end of side one) ??? We have more women becoming math teachers than before, that is a ??? change. ???? two years ago ?? we had one fall semester we had five math majors off doing their student teaching all for Whitman, the next semester we had seven and now we have seven, five, four so ???? a few years ago it would have been rare to see a secondary math major who was of female gender and now it is much more ???? that. With respect to the faculty the faculty does not represent the number of minorities I would like to see but in the department of education for example we have more females now than we do male faculty. When I first came here it was the other way around, ??? male than ???? were given that ??? faculty in teacher education are from more, a little more different parts of the country. ???? faculty from the local area, from the U.P. ???? graduate program. Now we have people who have more experience and come to us with from the southwest, southeast, the northwest, the northeast as well as the midwest. Our faculty have interests in varying interests now in background and experience than working in urban areas now whereas our faculty have not ???? have a lot of urban experience I would say. Our faculty have had experience more likely now in foreign

countries, abroad or have interests in exchange programs and so we have some ???? another change in which we are engaged in now reflects a great use of knowledge to support both the preparation of teachers but also in the not only how we are using technologies ??? but with the idea that the program ?? as well as the students, they should know how to use technology. Now computing technology, but ??? you need technology ?????? things are becoming much more ??? not only what we think the student ought to know but what they will experience ????? through the program. Those are some changes that I see have come, I think that is helpful.

INT: Yes, very much so. ????? Do you think?

JH: Pardon?

INT: are the changes for good do you think?

JH: Yes, I think so. There are things that I do regret that I don't see ??? they are now compared to the 1960s, in the 1960s ??? so there are things that are better now. If I could go back to ??? very important difference has to do with the size of the department, the loads of our faculty, the working conditions of our faculty are so much better now than when I came here. Just the sheer numbers that I went through in the course of a day are ??? I had to teach several classes of ???? to students and I had maybe four of those that I would have to teach and then I would have to go out and supervise eighteen student teachers in addition to that and I remember one summer teaching four graduate classes, two credits of each and having seventy five to eighty students in those classes. You had enormous numbers that you had to try to teach where now as a program, much more realistic about the faculty/student ratio and focusing on not just on getting kids through courses but focusing more on the quality of what we are doing while we are doing it and in that respect I would never want to go back to those so called days. Notice I didn't say those good ole days, back to those days because the life and the quality of my professional interests ??? university and I see other ??? significantly more reasonable and more likely than that. But there was a certain kind of upper quality of academic life at this university in the 60s that was wonderful ??? and invigorating because this place was growing like leaps and bounds and new faculty were coming in here and they were very active and at times ??? most volitle. Faculty climbing exhilarating to me, may be volitle to others but it was very exhilarating and intellectually to me. The campus was, is now in some respects capable as having a certain function I guess the functionless that it lacks a certain kind of intellectual vitality that I think we are struggling for and look at it and I see signs of it changing ??? You know it is kind of like everybody may have a computer on their desk. Everyone may have E-Mail or audix, they ??? may have better lighting on the sidewalks. There is a certain aspect of that, we may all be able to access the card catalogue, those are functional things but there are two other

notches, the intellectual the ??? I think we are coming out of a period which we were very flat in the last decade and very functional but not together or together where intellectually invigorating and the vitality that I see that is sterminating now within our faculty is significantly better and most ??? of the changes that I see I put number two intellectual vitality of the faculty, I see that as a very movement of direction. We had people like Luther West, we had some outstanding wonderful faculty back in the 60s. Dr. ?Hefman? of the english department and Dave ?Vixon? of ????? english department. We had the history department with some very distinguished people like ??? northern's russian history and the history of Michigan. I didn't tell there were just some outstanding people here and there was some very very young faculty members who were just at the beginning of their career. It was an extremely wonderful place to be and the youngest was talking about a lot of exciting ??? from some of us didn't endure perhaps does not ??? conceived as how it could best be embedded and situated in a setting and the little time it was given but it was a very active faculty and ??? lot of thinking involved in how we could develop better and see that now as something that is in the making and it is exciting now I think to be here still ??? time ??? involved ?? students ??? be here for many years you know but it is nice to see that there is ??? respect for the role of the university ??? intellectually ??? sciences and mathematics and the professional teachers, nurses. Exciting to see that the campus is trying to find what is unique about itself, its tradition. That is may have admission ??? it is more than just the functional that is what all the ??? for ?? for this or that or ??? all of this for safety of keeping you want variety. But you also want intellectually, vigorous university that understands something about life, that is important to me living my standard of life even though I prepare people for the occasional careers, ??? teachers ?? good environment for that to occur and the students be around and see and hear people who are living the standard life intellectually and history are ??? unless they pursue their majors and minors in ??? interest.

INT: What are some other changes ??? besides intellectual environment change?

JH: What would be some other changes that I would like to see happen?

INT: MMHM

JH: I would like probably to see the expansion of our capabilities and connections with some aspects of this region that have not been in our ??? becoming to be like the native americans as a very significant aspect of our life and culture to be. I would like to see us be much more attentive to the ethnic and racial diversity of this area. ?? not only native american but also the immigrants from ??? that migrated here and became integrated with this region. I will ?? say that I think that

there should be a center here that concentrates on the ??? and perspectives of the students of history of this region. I think that this university should have or should be a center of something that symbolizes the finnish heritage here. I happen to work for a ????? which had two ??? designed by ??????? ????? and ??? church and a church designed by ????? who is this noted finnish architect and I also worked for a while in a bank that was designed by ??? there are two finnish architects there is not one notable symbol of modern temporary finnish architecture on this campus or for that matter much less in my very strongly in my estimation ??? someplace in the U.P. So if I were going to say something symbolically for the future of the university I would like to say that there should be something done about that ??? whether we should have a building or whether we should have a center it clearly illustrates that I know there ??? if the number of finnish students and the number of finnish faculty were to go through ??? a heritage of this university as much as what I refer to as the ridge street crowd who have found the university ????? and the ?Coffmens? and that group, the ??? that group still ?? was when I came here. One of the most beautiful coming here was to see the number of finnish faculty members with finnish names here on the faculty and the number of students I had in my classes that were finnish by name at least I could pick them out. There is a strong connection with this university with that so if I was going to ??? something and speaking in a very ??????? I would say that that is something I would like to see. I would like to see the university to develop a clear idea about the various ??? and how can we transfer it into curricular and ??? experiences for students that better achieve our idea and represents the best of that tradition. I think that is something that needs to be attended to. I think our ability to support our faculty in aspects of that, I think need attention and change in terms of not only local in that respect, some aspects of attending to ??? I am concerned with particularly of ??? move this up to ??? has to do with the ??? experience of the student in liberal studies position ??? but I think that a lot of things that we need to do is how to define that needs to be a student and looking back a concept of student developing the idea that there is a convenient between the university and the student, that that study, what study needs here in that liberal arts tradition and how we can support the student more as they, and it is not just monetary support, it is support the student in the ?? to be a student in the university. I don't think we have explored all of ??? and I don't think we've explore how we appropriate and utilize our resources ??? so the student would be one of the areas that we ?? focus on how we ??? may how we would organize and develop relationships among students while they are going through college. I really have a lot more to say about that but ????? right?

INT: How many student ????? How many faculty ??? part of the department.

JH: ??? the department of education? Ok we have 18 in the department of education approximately positions not all of them are filled right now but will be shortly. And then we have an additional probably 25 throughout the university involved in teacher education ??? english other people I mentioned in math like ?McGentry? ???? ?Seleske?, Tim ??? in foreign language, a variety of people across campus ?Carol Johnson? in business education so we have a range of people Arnie Aho economics, Dr. Choate in history. So if you wanted to look at how many faculty are involved at one time or another with teacher education you are talking about 35-36 people.

INT: What trends do you see arising in the future of education?

JH: What trends? Well I would see in terms of teacher education a great amount of tension to properly educate and prepare people to work and teach in a liberal environment utilizing the technology and ??? diversities and populations I can see that ??? very significant changes that may be occurring. And how to integrate those technologies to ??? education are and to the liberal arts tradition of ???? and life as we both educate and work in this liberal, international and much much culturally diversified environment. I see us being more attentive to certain aspects and contributions of the liberal arts that have been often neglected like the arts ???? arts are often neglected as part of the education and the living of the ??? life and the future preparation of the teachers. We are beginning to address this for ??? teachers but we have not begun to address other areas of the arts in the education methods ?? science teacher. I would change and insist that we have some changes in our liberal studies program. I ?? on that ??? very well, you may not have lunch, I may not have lunch. If you want talk ???? story ??? any thing you have to say is of value ?? and there may not be ??? future.

INT: OK. What degrees are offered in the education department?

JH: We have a bachelors of science in education, we also have a masters of arts in education, we have four ??? administration, we have a second one in learning disabilities, a third one in elementary education and a second one in elementary education. And then by the way there is a masters about science, mathematics education through the seaborg center and don't forget that is a private vocational ????? seaborg math and science center.

INT: Is that where ?????

JH: That may provide a variety of things ???? program is like the masters in math education, masters in science in science education and they provide teachers inservice programs for ?? development programs for faculty and teachers in both math and science and they are kind to enroll ??? if there are no faculty in the science and that would increase the number of minorities who are interested in pursuing the sciences ??? and math, how we

achieve both success in ??? and what students learn to do, ??? and how we achieve better results with what we do and enhance the achievements of students in math and science. Also to help us improve our practice in preparing methods on teachers, how we do at the university, how to help improve the teaching of math and science at the university. I was talking to Dr. ????? of the university and I'm named after a former U.P. resident Joe ? Seaborg ???? recipient the Seaborg center is a ???? of the overall ??? of the university as it ?? with schools. ?? improve the process ??? back to the early thing you asked me, the important changes that have occurred and what we do there in teacher education, I hope worked with schools much more, much more extensive and much better than ??? more directly in schools than we have done before not only in terms of what I said before but we have provided a lot of professional development programs for friends who are classroom teachers that we didn't do before because many years ago, back in the 60s, America had a shortage of teachers so people were working ??? teachers in the classroom teaching were ?? staffed. When I started teaching there was a terrible shortage of this in the 60s, that people were scrambling just to get teachers. Now we don't have that problem. But ??? longer and so the issue becomes how to provide continuous education for those teachers that stay in the field. It used to be years ago, ??? women teaching, young women, that when they married they left the profession, had children, maybe reentered maybe not at all. So you have a great deal more ??? teaching. We already did one of the significant changes in the 80s and 90s, but ??? teachers have maternity leave so women do return ???? and we will see for the first time a significant number of people retiring as teachers because we always have this kind of revolving cycle of the teaching ??? that is we ??? turn and that is changing now. One of the biggest problems women have is because the literacy level and many other things the competencies of teachers are increasing and improving the program across the United States have become more selective, is how to keep them in the program from being pulled out. And there is a level of intern beginning to raise the question about how can you keep the teachers you have because they are the industrial business communities/ corporations have moved towards the citizens to work in their factories ???? it is very easy to tempt teachers who can read write ?? do math.????????? so it is a very significant thing ???? has come back to my major thing here is that we deal with this whole area of teachers ??? staying in the profession longer and they ??? through their career that began in their early twenties they get feeling this critical ??? and then I think the preparation from then on to 25-30 years into the profession and how do you provide renewal to them and so what we talk about much more now is the professional education of teachers and the involvement over a long period of time not just getting them out and getting them certified and then saying lets take the next group behind them. But that is not unique because we are finding that in social work and almost all of the ??? other human services professions ???? but they are still in them for a long time, it becomes a matter of how do you support the

renewal of their education, keep them alive intellectually in their work. Both in their content, their general value of education and their represents in their lives so that they come a cross some value to their students as ??? curious alive people who know what they are teaching and they know how to teach it and there is something about more about the words that they are teaching that they did before ????? students the diversities, the emotional psychological differences ??? I tried to get ??? sentences that way

INT: yeah. I have one more question. How do you feel about mainstreaming and how is that changing the value of teachers?

JH:???? changing the diversity of the problem isn't ??? If you are talking about, by mainstreaming, having individual in a classroom students who are atypical learner and mainly those who are impaired. How is that changing, it is making teachers aware just as I mentioned a few moments ago that they will have a more diverse range of students in terms of developments and emotional conditions other than. Let me give you an example, you may have had before students were in their classroom seemed to have talents and gifted and excited and ??? and teaching a history class as well as some students who were at ??? not very ??? but they didn't have a lot of rich background and not very accelerating and you try to teach both groups at once, you know together that is ??? those who are accelerated, going on to college, and those who are just taking it to met a requirement to get the diploma ??? education as part of becoming a high school graduate. Now you have students who are in the classroom and they have because of the ??? they haven't ??? (end of tape)

Tape Two continued from Tape One

JH: especially with the teachers now we have because the class, school district tends to show not just causes ??? child has to be ??? has to place and learn how you teach a student who can not control all those various emotions, emotionally ??? in a regular classroom. It would be very difficult to control and so but in the classroom they may have this ??? who ??? group of students, some of them less motivated, under achieving ??? and then you have some other students who may be able to achieve but they take a lot of support and may have aide or two in there trying to help that child or group of children control themselves and pay attention, not upset not ??? for example I was in a classroom very recently where an aide was sitting between two children who had emotional problems and so she was keeping them under control which helped the teachers ??? teachers who don't have the aides and so that ?? in the matter to ??? more. Just recently a teacher told me she didn't have more eight out of her twenty some kids she didn't have more than eight ????? the rest of them. They are all students who have some kind of impairment; mild retardation, speech impairments, hearing impairments, visual impairments, some a couple of the students I had ??? may have kids who have an attention deficient disorder may not be the same as when they are with a parent and so that is something ??? for example one classroom has an autistic child, is very good at somethings but not other things and so you have to know the ??? teach to different students and almost ??? you have to ??? if you are ??? and they have to employ a lot of different support personnel to do it and do it well so I have seen where there are two or three people in the same room, that that teacher who is in charge of maybe sixteen or eighteen kids because you have got to have a support, reading teacher ?? you have to have a couple of aides to help kids who ??? a nurse who comes in and takes care of the child and has to have some medical services provided for this student in another location an aide might have to come in or a nurse might have to come in or someone to feed a child, to take him to the bathroom so you can have that variety in enrollment, you have a lot of people coming and going. If you are lucky to have support services in the school, ?? support service? If you don't you may not have much support. So you may have ??? I can't believe I have to find instruction ??? diverse group. So main streaming is a very important matter that has to be ??? that is why earlier I kept referring to diverse ??? And some of those children, some schools and that is another thing that is very demanding, schools handle them differently. So if you were to teach in ?Fairfax? Virginia for example they have centers where emotional disturbed children go and the child does not get out of the center until they can prove that they are ready to be in that regular classroom. They have ??? so to speak, ??? or some controls have been established, some teachers have ?? center program have ?? county but here we don't have any such centers here, but other places do so becoming a teacher ?? is that many districts are not at the same point, there are all of these diverse delivery system at a

patience out there for main streaming. And so some places will, they do have main streaming but they only do it up to a certain point. Some schools at their level are aggressive about main streaming, some people say it is because it is cheaper some say it is because its a ??? for the handicap child it helps other children. Other people say it helps all children and others are saying no it doesn't and so in Fairfax for example such a center, Fairfax counties ??? obtain larger districts in the United States has over 23,000 employees they have chosen not to do the main streaming ?? emotional for the students at least until they are not so ?? the emotional of the child, so that child can sit in the classroom with other children with a very small amount of back up help and can work in that setting. Others say no we have to go in there with aides and stay in there with them and ??? the range of continual services and arrangements across the United States is at this particular time pretty diverse. What you see here in the local area being practiced is not necessarily the way it is elsewhere. Does that answer your question?

INT: MMHM