

*Increasing Interracial
Relationships*

Montessori Magnet School

Hartford, CT



Research Question

- ◆ Do interracial relationships change with the arrangement of time throughout a day at a Montessori Magnet School?



Montessori Magnet School

- ◆ Hartford, CT at The Learning Corridor
- ◆ State public magnet school
- ◆ Ages 3-12
- ◆ Primary, Lower elementary, Upper Elementary at a 3 year cycle
- ◆ Maria Montessori



Research Literature

- ◆ Choice Programs. CREC. 29 November 2002. <<http://www.crec.org/qd/index.shtml>>.
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- ◆ Hilsdon, Mark F. *The Second Plane of Development*. Kay Baker: 24 June 2002.
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- ◆ Montessori, Maria. *The Montessori Method*. Cambridge: Frederick A. Stokes Company, 1912.
- ◆ Nathan, Joe. *Charter Schools*. San Francisco: Jossey-Bass Publishers, 1996.
- ◆ Orfield, Gary and Susan Eaton. *Dismantling Desegregation*. New York: The New Press, 1996.
- ◆ Patchen, Martin. *Black-White Contact in Schools*. West Lafayette: Purdue University Press, 1982.
- ◆ Rossel, Christine. *The Carrot or the Stick*. Philadelphia: Temple University Press, 1990.
- ◆ Schofield, Janet Ward. *Black and White in School Trust, Tension, or Tolerance*. New York: Teacher's College Press, 1989.
- ◆ Stave, Sondra Astor. *Achieving Racial Balance*. London: Greenwood Press, 1995.
- ◆ Weis, Lois. *Class, Race and Gender in American Education*. Albany: State University of New York Press, 1988.



Capital Region Education Council

“CREC is to assist school districts in their efforts to **reduce racial ...isolation** of Greater Hartford...”



Montessori Magnet School

- ◆ “Supported by **teachers trained to enhance social interaction**, children are encouraged to build strong relationships” (Choice Programs).



Montessori

“The way we [teachers] do things is always aimed to **help the child get along with peers**”(Hilsdon, 2).

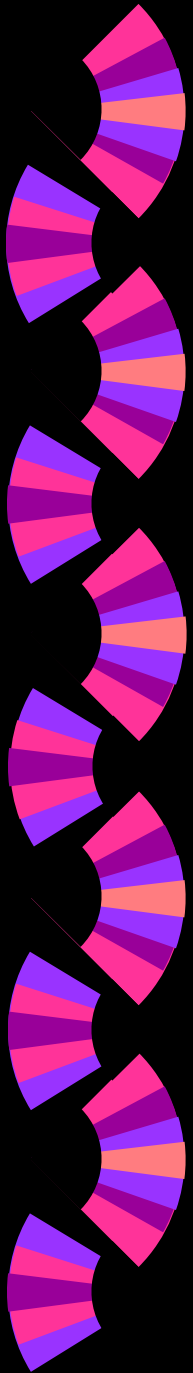
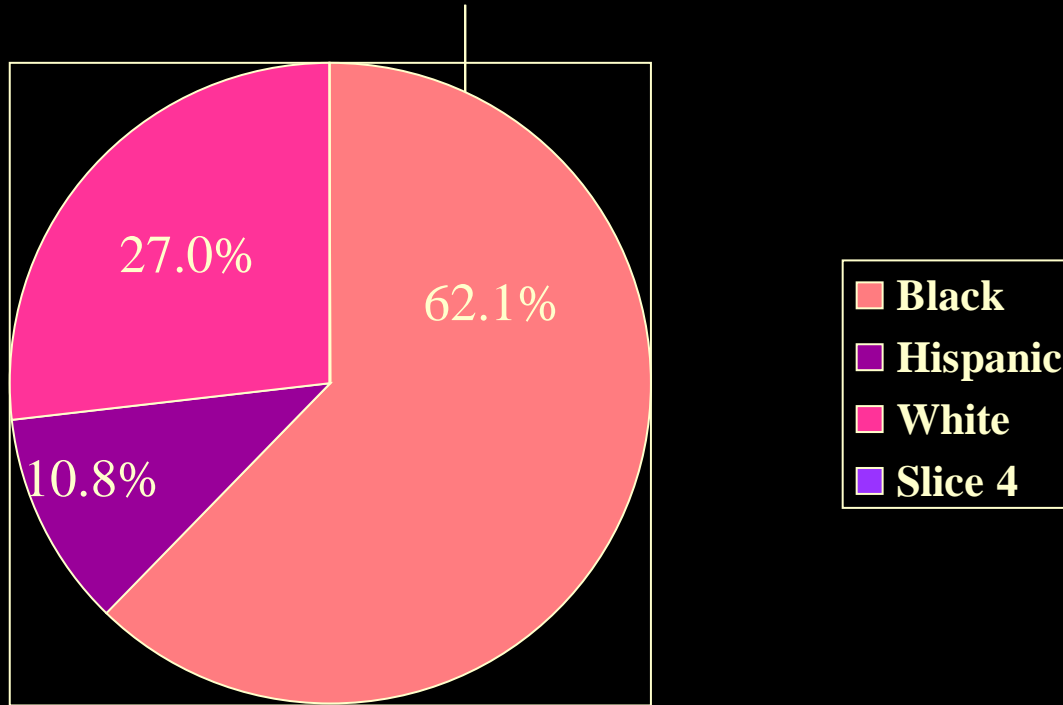




Research Methods

- ◆ Observation in a lower elementary classroom
- ◆ Chart recording for each block of time
- ◆ Compilation of four days in data set

Class Composition





Structure of Time

- ◆ A. Class activities
- ◆ B. Assigned formations
- ◆ C. Teacher-directed time
- ◆ D. Video watching
- ◆ E. Chosen formations
- ◆ F. Lunch
- ◆ G. Snack



Thesis

- ◆ As the time arrangements at a Montessori-theme magnet school become more teacher structured, interracial interactions decrease.



Student Interracial Interactions

	Black	Hispanic	White
◆ A.	35.9%	81.6%	54.5%
◆ B.	53.3%	100%	100%
◆ C.	41.6%	80.0%	77.0%
◆ D.	47.6%	66.6%	75.0%
◆ E.	54.1%	100%	85.0%
◆ F.	62.0%	100%	100%



Black Student Interracial Interactions

- ◆ A. Class activities 35.9%
- ◆ B. Teacher-directed time 41.6%
- ◆ C. Video watching 47.6%
- ◆ D. Chosen formations 54.1%
- ◆ E. Lunch and Snack 62.0%



White Student Interracial Interactions

- ◆ A. Class activities 54.5%
- ◆ B. Teacher-directed time 77.0%
- ◆ C. Video watching 75.0%
- ◆ D. Chosen formations 85.0%
- ◆ E. Lunch and Snack 100%



Questions