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**1.Introduction**. The OGS graduate program is designed to provide students with skills that can be applied to practical and philosophical issues in his or her professional field as well as in situations where the graduate will be able to transfer much of the weight of his professional background into his Christian missionary work, enroute to helping bring about social change. As a retired New York City public high school teacher, I have found that a good many of the learning difficulties children have is the off-shoot of social and political attitudes they bring with them from home into the school environment. I believe that, at times, the wide and varied problems brought by school-age students often absorb precious time and effort from educational professionals who simply do not know what to do with a particular behavior of a particular child. Therefore, I think that the best prescription for addressing the social ills that abound in the midst of the educators’ attempt to deliver a wholistic, liberal arts education in a culturally diverse school environment demands that all teachers be equipped to practice social research on an ongoing basis. Since one of the main focuses of Omega Graduate School is to provide its graduates with a strong background in research methodology, not only for the dissertation, but also, in how it can be used to wrought social change through applied Christian principles, COM 968-32 Statistics for Social Change is invaluable. Further, this course, being taught as the second of three such courses in a sequence, is ideally situated. By the end, the student should feel as if he is emerging from this course with the conviction that COM 968-32 Statistics for Social Research need not be restricted to the slated role it has played as part of academic curricula which focuses on religion and society. It is a course that should fit just as tightly within almost any collection of the disciplines at OGS or elsewhere. Even so, this course is especially well-suited to its place in line, just before the next two research methodology courses and work toward the dissertation.

2. **Personal Growth**. As a person who taught mathematics, I felt I had some advantage, as far as my knowledge of theories, formulas and algorithms go but I had a bunch of problems for which my math background was not as helpful as I thought it would have been. From the onset, I realized that I had to begin to see COM 968-32 (42) Statistics for Social Research as a course I needed to learn, not as an academic discipline that delved into the nature of statistics as a branch of pure mathematics, but rather from the standpoint of its practical usefulness in research. With that, I was getting exactly what I needed. What I needed was to learn how to get calculations done without laborious algorithms, and how to use available software to “describe” patterns and trends, quantitatively and graphically in the way that they could be presented in scholarly research. In that light, I found I had no need to work through old, tedious algorithms to find standard deviations, correlation coefficients, and the likes. For a while, I even confused "confidence" with "significance". But, in the end, it was thanks chiefly to your notes from the week-long lectures, the readings, and the videos that brought out a lot of that stuff, and that helped prepare me for my introduction to the statistical software world of WINKS and Excel.

This course has brought me to the place where I am beginning to feel I need to dust off my old TI-85, so as to be able to check and verify, if need be. For all of that, I am beginning to see it as a critical jumping-off place for my dissertation.

From the start, it was clear that one of the chief goals of COM 968-32 (42) Statistic for Social Research, was to help give students the opportunity to learn applied statistic for use in the scholarly research immediately ahead, and further beyond. I believe that the most important part of the course-requirement was the requirement that student be specific (i.e., provide examples), as well as that they develop the expertise to make graphs, charts, and spreadsheets, etc. At the start, my sophomoric skills in putting to use the technology in this course proved to be something of a hurdle. It was especially challenging for me when it came to making graphs that needed to be properly integrated into Word. Although I found the lectures during the week to be helpful, not enough was done on the making of charts and graphs. And so, it was a rude awakening, when I came to the realization that the video tutorials being given, were being done only for use with Windows PC and base on Microsoft Excel 2016—an Excel edition that is not available.

1. First, the syllabus refers to this course as the Introduction to statistics at OGS, but it is actually the second course in statistics. Trying to load WINKS and perform the required functions on the MAC were challenging, and in some instances, impossible. So, I bought a Gateway PC and managed to get the WINKS software installed.

Unfortunately, the Gateway PC was defective and there was no technical

support because the company was out of business. I went back to an old

DELL I had stopped using. And, with the help of Susan Holmes, I was eventually able

to get the WINKS assignment done. It felt good to get WINKS out of the way but

what was most rewarding was how I managed to adapt the Excel 2016 tutorial

to my MAC. Of course, it was many thanks to good old “trial and error” that took time and work.

1. The video tutorials having to do with the transfer of information from Excel

worksheets to Word, were, new to me and quite difficult, especially in

the fact that the transferred work, including tables and charts were of very poor

quality. But, again, this was largely due to tutorials conducted on one “operating-

system” that were being executed on a different system. In the end, though, it was

satisfying that I was able to adapt what was being taught to my MAC and into

Microsoft 365. Upon figuring out how to transfer Excel data, graphing and chart-

making from the PC to the MAC became quite simple.

3. During this course, there were numerous incidences where something “clicked” for

me. Many of these instances occurred during the Excel spreadsheet tutorials.

Something “clicked” when the “autofill” function was activated in the Excel tutorial

only to find that there were situations in which it does not work, and thus, the

correctness of the first “auto filled” result has to be manually verified before the

others were accepted.

To activate the “autofill” function, an arithmetic operation was performed on

the first item. Once the formula was created and applied to the first item at the top

of the list, the answer would pop up, and it would seem that the logical next step

was to apply the formula individually to each of the other remaining items in queue.

But what the instructor did, instead, was to simply drag the cursor past the other five

items and the correct result for each of the five remaining items just magically

appeared. Still, there were cases in which the answers from the “autofill” were

incorrect because of some slight discord in the relationship between the first item,

containing the formula, and the second one in line. If the discrepancy is in on the

column (alpha-symbol), a $-sign indicating the use of “absolute reference” would be

paced in front of the alpha-symbol. If it was the row that had the discord, the $-sign

would be paced in front of the numeric-symbol. Or, at times, there needed to be

“absolute references”, together with “relative references” on both sides of the

“binomial operation” in the formula. These are called “mixed references”. By adding

these special references, autofill was being told to ignore the discrepancy and follow-

through with the initial operation indicated.

In another instance, the video tutorial on Excel 2016 was explaining how to

graph the monthly sales of six board games over a range of months from January to

June. The graph was created in two steps. The steps were, “Use the data to make a

worksheet then Hold down the ALT key and tap F1.” The only problem was that

because my MAC book keyboard had neither of those keys, it took me a while

to research it before I discovered that the “Option“ key on the MAC was the “ALT”

key on Windows PC. And, instead of an “F1” key, I had an “fn” key. I pressed “fn” and

saw that a whole line of function keys appeared running from F1 to F12, but

disappeared as soon as I took my finger off the “fn” key. Something clicked. If I were

to hold down “Option” and “fn” at the same time but tap “F1” when the functions

appeared—Voila! There it was!

4. My plan is to collect data on New York City public high school graduating seniors

from guidance counselor records, and, from survey of college freshmen and

sophomores regarding their career aspirations and the percentage of high school

Black teachers they had between ninth and twelfth grades. My major research

hypothesis is that "98% of Black New York City public high school students, for

whom 20% or less of their high school teachers was Black, did not aspire to

become educators."

In this hypothesis, the independent variable (x) is: “Black New York City

public high school students, for whom 20% or less of their high school teachers

was Black.” Meanwhile, the dependent variable (y) is “Black students do not

aspire to become educators.”

5. Among several considerations for research instruments, “Correlation (Pearson

r)” will definitely be used.

6. My preference would be to target New York City public high school seniors who are

able to identify their career aspirational goals. However, because of possible age-of-

consent restriction, the population may be guidance records and college freshmen

and sophomores.

**3.Reflective Entry**: If nothing else, COM 968-32 has triggered in me questions about the hiring pattern and practice of New York City Department of Education (NYC DOE) and the “aspirational” and disparate impact on children of color over the long haul. While New York City is one of the most ethnically diverse cities in the nation, its public school student-population has remained at proportional measures upwards of 80% Black and Hispanic. My main question is, what if a New York City business had decided to draft experience teachers of mathematics for a special project but wanted to obtain a wide enough selection of teachers to reflect the ethnic diversity of the student population? Would they be able to find a large enough pool of "experienced" Black and Hispanic teachers to pick from?

Mayor Giuliani had failed to accomplish, for the City of New York, what Ronald Reagan had also failed to accomplish for the nation. Giuliani had failed to privatize New York City public school system, but he had at least lit the fuse that would begin to turn public education into a powder keg from which fragmented embers would scatter around the city and across the country as charter and mini-schools. In addition, he had contrived what seemed, at first glance, to have been a novel way of using vouchers to subsidize religious schools with government funds. The idea was to bleed out the funds from public schools until they became almost useless.

But as I began to look at it through the more precise adjustment of the statistical lens, I began to realize that it was exactly like the voucher scheme used to avoid desegregation of schools in Prince Edward County, Virginia during the "Brown v Board of Education" scuffle. In the end, it was Bloomberg who would take the education baton from the Giuliani Administration and carry it to the finish line.

Michael Bloomberg, upon entering the mayor's office, soon made it crystal clear in the media that he had planned to continue education in the same direction as Giuliani. That was a big move which unfolded in stages. And, as the plan unfolded over the Bloomberg years, it became evermore evident that New York City public school system was gradually being transformed into one of the most segregated school systems in the nation. The Giuliani-Bloomberg policy was one which, in truth, was immensely successful at turning the clock back. For, the more he unwrapped his educational package for the city, and applauded himself for doing it, was the more apparent it became that there had begun a rapid backslide pass an even, less comfortable historical place in the way that the student-population in the city was being separated by race, as well as in the way that he had begun to seal up any old cracks in the wall of prior education policies that had allowed a few minority faculty and staff to slip in. There was a noticeable explosion of the White-teacher population as it counter-balanced itself against an inversely rapid dissipation of the Black and Hispanic teacher-population in city public schools.

Between 2011 and 2012, the New York City public school student population was 70% Black and Hispanic, and 14.3% White. In 2011, New York City Independent Budget Office (IBO) reported that the Black and Hispanic teacher-population had remained stable. But, in the midst of that report, NYC DOE had busied itself with a teacher-hiring blitz. Of the teachers hired, then, 67.6% was White, 10.9% was Black, and 14.4% Hispanic. The cascading effect from that declivity did not wane until mid-way into the DeBlasio Administration. By 2018, the disparity in NYC minority teacher-student ratio, by race, showed an even greater disparity from the already steady downward slide of minority-teacher presence in the city's public schools.

Meanwhile, New York City Black and Hispanic public school student-population had once again risen to the 1998 watermark. And, while the combined Black and Hispanic student percentage had risen back to the 80% mark of the over-all public school student population, across the city, the teacher diversity had begun to shrink to a level that in no way had the semblance of a just 21 first century Christian society. The student population, then, was served by a faculty population which comprised of 80% White teachers, 8% Black, 7% Hispanic, 3% Asian and 2 % other (IBO).

Over a decade ago, In 2011, I retired from the New York City DOE after thirty years as one of those public school teachers. In that time, I had gotten to see first-hand what Samuel Sumner meant by the permanent psychological scars that would be left on little black children as a result of racial segregation in schools when he made his closing argument in *Roberts v the City of Boston,* in 1850. It was my reflection upon such historical events that continued to inspire my efforts in Dissertation Foundations, Contextualization for Social Research, Design and Methodology I, and the introductory Statistics for Research course, together with the fact that it had spurred me on to broach the nagging question to which I feel I am bound to the search for an answer.

My question was, I have long needed to know why is it that, after three long decades of educating mostly black and brown children, I have only been able to count three or four students among the graduates I have taught who became members of "the profession". I know first-hand what it takes to become a certified teacher in the State of New York, and I have been in a position that has prompted me to make a mental note of the deliberate counteraction by some school administration to try to, at least, support the slow drip of teachers of color in NYC public school buildings so that the present shrinking puddle of colored teachers could become enough of a rising pool from which to draw. I have also made a mental note of the rapidly declining retention rate of minority teachers.

But nowhere have I seen teachers with the kind of anemic professional or intellectual abilities that people outside of the city’s education system seem to think are the reasons for the dearth of educators of color. At no time in my thirty years have I been able to pinpoint anything which suggests there be ample justification for denying educators of color the opportunity to educate children who look like them. So, obviously, qualification’ has little or nothing to do with it. But even if it did, those racial groups of color that are rarely hired would obviously be at a disadvantage when it comes to “experience”, since they are kept out of the door anyway.

In 1998, Ms. KF, an alumna of our school from five years earlier, paid the school a visit. On that occasion, she informed us that she had just graduated from college with a bachelor's degree in Mathematics. She met with her former assistant principal, of science and mathematics (Mr. GM), and informed him that she was looking for a job to teach mathematics in his department. He informed her that he had no opening at the time, but that she would be the first person he would contact when something became available.

The following day, Mr.GM interviewed another young lady named Ms. ES. She had taken a handful of math courses in college but had a bachelor's degree in music. Despite that, Ms. ES, a white young lady, was hired on the spot as a mathematics teacher and Ms. KF was never contacted as promised. It took a few months before those of us in the Math/Science Department who were privy to the story about the two young ladies soon discovered that Ms. Es neither had a teaching licence nor anything that closely resembled a degree in mathematics. The fact was that Ms.ES had been able to capitalize on a couple of advantages that Ms. KF lacked. Ms. ES was a White, blonde suburbanite young lady who had a degree in music and was neither a product of New York City public school system nor a JA High School alumna. Unfortunately, the first young lady, Ms. KF, had none of those attributes that Ms. ES had—she was Black, urbanite Bronx girl, and an alumna of our school with a math degree. Stories like this in the BOE (now DOE) are too numerous to tell.

**4.Future Expectations**: To me, the promise of the OGS doctoral program is that the student will succeed if he completes all the requirements in the prescribed time. The object is that the OGS graduate will emerge with preparation to go out and bring about social change. For me, the process is slower than it is for most. To do this program, one needs good health which I have not. Even so, I am determined to succeed. I have multiple myeloma (cancer of the bone marrow), and because of it, I do not have stamina, my immune system is shot, and I have a whole host of periodic issues with the eyes, ongoing issues with chronic kidney disease, SEA, etc. As a result, I have tons of doctor appointments, including Chemo.

On July 12, I had a prostatectomy and I am still struggling with issues from it. My hope is that the scheduled seven weeks of “electro-therapy”, coming up in January 2024, will bring some relief. This treatment will go on in addition to all the other medical treatments—doctor’s visits and the lot. But regardless, I believe that God wants me to complete this program and I will continue to put one foot in front of the other as long as He continues to pinch hit for me. What OGS has done to assist me is that it has approved my ADA status. And that is a good thing.

But right now, on the top of each page of my original copy of the syllabus for this course is written, “Com 968-32 Statistics for Social Research (Core 4).” Yet, on page one, of that same document, the title that is written in bold letters is, “**Com 968-42 Statistics for Social Research, Spring 2022**.” In DIAL, at present, the title is “Com 968-32 Statistics for Social Research II”. In the most recent assignment I submitted, I used the latter.

Apparently, OGS has recently made changes in its curricula but it did not apply the “grandfather” principles to students like me, who had already taken courses that have since been dropped or altered. Perhaps OGS needs to develop a proper catalogue of numbered Cores and courses that is published online or in DIAL, going forward.

In addition, I think OGS should consider developing a manual, viz., a dictionary of technical terms, tools, and techniques that students will be able to consult for help with technical issues. This OGS manual should be readily available to tutors like Dr. Ward who might, at times, need to check or verify information requested of them. Even though the contents of such a manual would be drawn mostly from students work, it should also be available to OGS students for purchase. A typical entry in the “OGS Statistics and Research Manual” could be:

# “Excel Quick and Simple Chart” on Windows PC.

1. Provide the statistical worksheet in Excel.
2. Hold down *ALT* key and tap *F1* (chart or graph appears).
3. Click on the chart (Design and Format tabs appear).
4. Click “Design” (Style tab appears).
5. Click “Style” (a large variety of different styled graphs appear).
6. Pick preferred graph.
7. Go to the top left and Click “Quick Layout” (a variety of completely labelled graphs appears)
8. At the top of the graph, double tap to write in a title.

Finally, that the 120 Day Assignment is meant to serve as a “journal” makes it a great

tool for assessing whether the student gained the intended knowledge and skills that the course is meant to impart. Unfortunately, the assignment appears to be so rigidly structured as to meet the conditions of a formal essay rather than what a real journal is supposed to do. By this fact, the intended “journal” function of the assignment is seriously marred by superfluity in its attempt to have the student sum up entries and reflections in a conclusion. Etymologically, the notion of a journal is more about the writing down of notes having to do with event(s) *du jour*—of the day. For all practical purposes, then, the journal is not very different from a diary and should not culminate in a conclusion.

**5. Conclusion**: Obviously, COM 968-32 Statistic for Social Research II is a very important course, coming right on the heel of the first COM 968-32 Statistic for Social Research, and Design and Methodology I. To that end, the points I made about my personal growth, my reflection on the New York City public school hiring practice, and the personal struggles I continue to face as I get closer to the finishing line (the rest of the work ahead) will be a contributing part of, and an inhibiting factor in my effort to write the dissertation.

The course stressed my learning of statistical applications involved through the use of statistical software such as WINKS and Excel. The course stretched me, especially in respect to my having to learn Excel for Windows PC but, then, needing to figure out how to apply what I learned on my MAC.

In my struggle with the new statistical software, I have had to envision how to use these software with “Pearson r” in the effort to analyze my independent (x) and dependent (y) variables for my research. The former has to do with, “The under representation of Black public school students by faculty” and the latter with “The disparate impact on Black student’s achievement and aspiration”. The sample will be NYC guidance counsellors’ record of twelfth graders in transition, together with college freshman and sophomore, or those who are just entering the workplace.

In my moment of reflection, I took the opportunity to do a “need assessment” of my research hypothesis. In it, I looked at some of the statistical bases for my “theoretical assumption” that the growth of NYC public school students of color is stunted a policy relapse back into the serious ailment of school-segregation and its failure at hiring educators of color.

I think OGS could benefit from establishing an official catalogue of Cores and courses together with its own reference manual for students. Finally, the fact that COM 968-42 (or 32) Statistic for Social Research (or II) is designed especially for use in the dissertation research, within the objective of OGS (“Center for Religion and Society”) it should definitely help me meet my professional, religious and educational goals.