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By-Webster, Staten W.; Pugh, Nathaniel

The Team Approach to Solving Problems of Desegregation and the Disadvantaged Student in the Oakland Public Schools. A Fall and Spring Institute for Selected Teachers and Administrators of the Oakland Public Schools.

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This final report discusses two training institutes on problems of school desegregation and disadvantaged students; held in 1965-1966 for secondary school personnel in Oakland, California. The institute used a team approach which involved 30 participants in discussion, work, and study groups. The document presents the final reports of the teams which were concerned with social science and English, student activities, physical education and athletics, administration, and counseling as they relate to the support of integration. Summaries of various evaluative efforts are also included. (NH)

ED030701

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A Fall and Spring Institute for Selected Teachers and Administrators of the Oakland Public Schools

AUTHORS OF REPORT: Staten W. Webster
Nathaniel Pugh

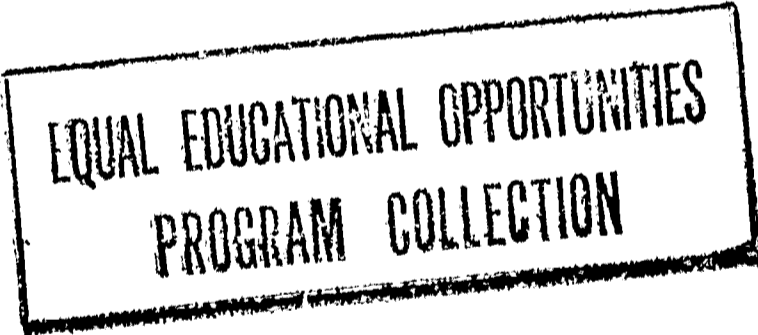
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Public Law 88-352, Title IV, Section 404
The Civil Rights Act of 1964

PROGRAM DIRECTOR: J. Cecil Parker, Ed.D.
Professor of Education
School of Education
University of California (Berkeley)
(Director until February 15, 1967)

Staten W. Webster, Ph.D.
Supervisor of Teacher Education
School of Education
University of California (Berkeley)
(Director after February 15, 1967)

PROGRAM COORDINATOR: Nathaniel Pugh, M.S.
University of California Extension (Berkeley)

IMPRINT (Seal):



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Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

UD 007 933

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. INTRODUCTION

This final report deals with two separate training institutes which were conducted jointly by the Extension Division of the University of California, Berkeley and the Oakland Public Schools' Special Urban Educational Services Division. These training programs were conducted during the fall and spring school semesters of 1965 and 1966 under Title IV of the 1964 Civil Rights Act.

Until his illness in February, 1967, Dr. J. Cecil Parker, Professor of Education, University of California, Berkeley, and Consultant in Curriculum to the Oakland Unified School District, served as director of the institutes. In February, Dr. Staten W. Webster, Supervisor of Teacher Education, University of California, Berkeley, took over the directorship of the program for its final stages.

In the following, each institute's program and participants are presented separately. Also included is a report of a final evaluation session which took place in February, 1967, and which involved a large number of the participants of both these two institutes and one held during the summer of 1965. Evaluation reports of these programs are combined and presented in Section V of this report. Appendices contain selected materials which were produced by participants in the various institutes, along with certain basic statistical data.

II. FINAL REPORT OF THE FALL, SECONDARY INSTITUTE, 1965

Introduction: The Fall Institute, 1965, was under the directorship of Dr. J. Cecil Parker and was restricted to participants from the secondary schools of the Oakland Unified School District. One criterion for participation was that a person had to come from a school which was experiencing a sizeable shift in its ethnic population from all-white to one containing minority group members.

The institute consisted of 15 meetings held between October 7, 1965 and January 27, 1966, at 3:45 p.m. to 9:30 p.m.

Plans for the meetings of the institute were developed by a planning group headed by Dr. Parker, and by Mr. Aaron Shotten, University of California Extension, Mr. John Carusone, Oakland Unified School District, Dr. Staten Webster, University of California, Mr. Robert Wheeler, then Director of the Special Urban Educational Services Division of the Oakland Schools, Mrs. Mary Frances Everhart, Special Urban Educational Services, Oakland, and Mr. Andrew Viscovich, Coordinator, Special Urban Educational Services, Oakland.

The above planning group was assisted by an Advisory Committee which was comprised of representatives from the Oakland Public Schools and the University of California. The members of this body gave advice, suggested policy and personnel, and provided information to others interested in problems of school desegregation. Dr. Parker served as chairman of this committee whose members included:

Don Anderson, Director of Elementary School Curriculum

Reuben Burton, Teacher, Durant Elementary School

James Carey, Assistant Research Criminologist, School of Criminology

Ed Cochrum, Assistant Superintendent, Elementary School Education

John Denton, Liaison Officer, Oakland Project, University of California Extension

Edward Hakkarainen, Teacher, Fremont High School

James L. Jarrett, Associate Dean and Professor of Education, School of Education

Eugene McCreary, Supervisor of Secondary Education, School of Education

Jack Miller, Principal, Sobrante Park Elementary School

Forrest Michell, Assistant Superintendent, Special Services

Sue Schwenke, Teacher, Woodland Elementary School

Elmer Stolte, Assistant Superintendent, Secondary School Education

Alneta Tabaoda, Teacher, King Junior High School

Robert Todd, Director of Secondary School Curriculum

Kathryn Watson, Vice-principal, Westlake Junior High School

Goals of the Institute: This institute made use of the "team approach", which involved the organization of the participants into five discussion, work and study teams. The overall objectives of the institute was to provide the "educational teams" and other participants with the understanding, knowledge and skill to develop programs for disseminating throughout the school district and the community needed information regarding problems incident to desegregation. Solution to these needs were attempted by trying:

- (1) To provide participants opportunity to develop formal programs for presentation to school and community groups inclusive of teachers, counselors, principals, P. T. A.'s , minority group organizations, service clubs, neighborhood councils, and other interested citizens' groups ,
- (2) To provide participants the knowledge and skills to develop "program packages" from a wide range of Training Institute topics, which include compensatory education, approaches to defacto segregation, reading instruction, intergroup relations,
- (3) To provide participants with an "understanding" of the disadvantaged student and his social milieu which includes urban social life, racial and ethnic group backgrounds, delinquency, expectations of parents,
- (4) To provide participants with a knowledge of changing roles and activities of school personnel as they respond to the challenges of integration and the disadvantaged student,
- (5) To provide participants with information and evaluations of current and planned programs of the federal and state governments, other school districts, and Oakland Public Schools' special programs, e.g., Economic Opportunity Act, MDTA, NDEA, McAteer Act, Pre-School, Student Tutor, ungraded classes in primary grades, etc.
- (6) To provide participants with presentations of interest, developed by the teachers and administrators during the Summer Training Institute
- (7) To provide participants the opportunity to help plan future education programs and Training Institutes.

Institute Program: Thirty participants were involved in this institute. The group contained 14 classroom teachers, eight principals and vice-principals, and eight specialists who were divided into five teams:

1. Social Science - English
2. Physical Education and Athletics
3. Administration
4. Student Activities
5. Counseling

Much of the work of this particular institute was conducted in these planning groups. Major program activities included:

1. Lectures and panel presentations plus large group discussions
2. Sensitivity training sessions which were conducted by three specialists in this area
3. Planning team meetings and discussions (see above)

The specific content of the Fall Institute is presented chronologically in the following:

CONTENT SCHEDULE OF THE INSTITUTE PROGRAM

October 7, 1965

3:45 - 5:00 p.m. Introduction of Staff

"Bay Area Urban Extension Program and the Civil Rights Act Training Institute"
Mr. John Denton, University of California Extension, Berkeley

"The Purpose of Civil Rights Act Training Institutes"
Dr. Stuart Phillips, Superintendent, Oakland Schools

"The Results of the Summer Institute and Plans for the Fall Institute"
Dr. J. Cecil Parker, Director of Institute

5:00 - 6:00 p.m. "Follow-up to Summer Training Institute Programs"

A Panel Presentation

Moderator: John Carusone, School Coordinator
Panelists: Edna Brewer, Guadalupe Castillo,
B. Jo Kinnick, Barbara Nelson, Opaline
Shelton (Summer Institute participants)

6:00 - 7:00 p.m. Dinner

7:00 - 8:00 p.m. Group discussions of speakers and panel presentation and reports on individual follow-up to Summer Institute

Group I : Mr. Andrew Viscovich, Oakland Schools
Group II: Mr. Robert Wheeler, Oakland Schools

Perceptions test for new participants, Mrs. Martha Fisher, Research-Evaluator of Institute

8:00 - 9:15 p.m. Report from two discussion groups

9:15 p.m. Conclusion

October 14, 1965

3:45 - 5:00 p.m. "The Sausalito Story--An Attempt To Go From Desegregation to Integration"
Mr. Charles Lavaroni, Superintendent of Schools, Sausalito

5:00 - 6:00 p.m. Group discussions of keynote speaker

6:00 - 7:00 p.m. Dinner

7:00 - 9:15 p.m. Discussion of plans for programs to be developed by teams of Institute participants
Mr. Eugene McCreary, University of California, School of Education
Dr. Staten Webster, University of California, School of Education
Mr. Robert Williams, Oakland Schools

9:15 p.m. Conclusion

October 21, 1965

3:45 - 4:00 p.m. Introduction to Group Interaction sessions

4:00 - 6:00 p.m. Group Interaction sessions
Dr. Jane Zahn, University of California, Education Extension
Miss Isadora Ding, University of California, Department of Sociology
Dr. Hubert Coffey, University of California, Department of Psychology

6:00 - 7:00 p.m. Dinner

7:00 - 8:00 p.m. "Intergroup Relations in High School Programs of Schools in Transition".

A Panel Presentation

Moderator: Mr. J. W. Reid, School of Criminology,
University of California

Panelists: Four high school students in Oakland

8:00 - 9:15 p.m. Group discussion of panel and plans for programs
Administration & Discipline - Dr. J. Cecil Parker
Counseling - Marilyn Patterson, Oakland Schools
P. E. & Athletics - Aldo Nelson, Oakland Schools
Social Sciences - Margaret Branson, Oakland Schools

9:15 p.m. Conclusion

October 28, 1965

3:45 - 6:00 p.m. Group Interaction sessions
Dr. Jane Zahn
Miss Isadora Ding
Dr. Hubert Coffey

6:00 - 7:00 p.m. Dinner

7:00 - 8:00 p.m. "Areas of Planning for Programs in Schools in
Transition"
A Panel Presentation
Moderator: Dr. Eugene McCreary
Panelists: Representatives from high schools
of Oakland Unified School District

8:00 - 9:15 p.m. Group discussions of panel and plans for program

9:15 p.m. Conclusion

November 4, 1965

3:45 - 6:00 p.m. Institute Assembly: Announcements

Group Interaction Session III
Dr. Hubert Coffey
Miss Isadora Ding
Dr. Jane Zahn

6:00 - 7:00 p.m. Dinner

7:00 - 9:15 p.m. "Interim Report on Follow-up from Summer Training
Institute and Use of Planning Teams"
Dr. J. Cecil Parker

Group discussions of plans for programs to be
developed by teams of Institute participants
Planning Team Recorders present
Consultant: Dr. Staten Webster

9:15 p.m. Conclusion

November 9, 1965

3:45 - 6:00 p.m. Group discussion of plans for programs to be developed by teams of Institute participants.

6:00 p.m. Conclusion

November 18, 1965

3:45 - 6:00 p.m. Group Interaction Session IV

Dr. Hubert Coffey
Miss Isadora Ding
Dr. Jane Zahn

6:00 - 7:00 p.m. Dinner

7:00 - 9:15 p.m. Report from Planning Team Recorders

Planning Team discussion groups
Planning Team Recorders present
Consultant: Dr. Eugene McCreary

November 23, 1965

3:45 - 6:00 p.m. Institute Assembly

Group Interaction Session V

Dr. Hubert Coffey
Miss Isadora Ding
Dr. Jane Zahn

6:00 - 7:00 p.m. Dinner

7:00 - 8:00 p.m. Research-Evaluation Questionnaire

Report from Planning Team Recorders

8:00 - 9:45 p.m. Planning Team Discussion groups

December 2, 1965

3:45 - 6:00 p.m. Institute Assembly

Group Interaction Session VI

Dr. Hubert Coffey
Miss Isadora Ding
Dr. Jane Zahn

6:00 - 7:00 p.m. Dinner

7:00 - 8:00 p.m. Report from Planning Team Recorders
"Planning For Integration In Depth: Principles
and Avenues of Exploration"
Dr. Staten Webster, School of Education,
University of California

8:00 - 9:45 p.m. Participant Colloquium

December 9, 1965

3:45 - 5:00 p.m. "Behavioral Aspects of School Integration: Recent
Research"
Dr. Alan B. Wilson, School of Education
University of California

5:00 - 6:00 p.m. Question period and group discussion

6:00 - 7:00 p.m. Dinner

7:00 - 9:30 p.m. Planning Team Discussion Groups

December 16, 1965

3:45 - 5:00 p.m. Interim reports from planning teams

"Appraisal and Reaction"
Mr. Eugene McCreary, School of Education,
University of California

5:00 - 6:00 p.m. Group discussion

6:00 - 7:00 p.m. Dinner

7:00 - 9:30 p.m. Planning team discussion groups

January 6, 1966

3:45 - 4:15 p.m. Interim research evaluation report
Mrs. Myrtha Fisher
Dr. Richard Laliberte, Oakland Schools

4:15 - 6:00 p.m. "Planning Teams: Appraisal, Criticism, Evaluation"
Mr. Eugene McCreary

Large group discussion

6:00 - 7:00 p.m. Dinner

7:00 - 9:30 p.m. Planning team discussion groups

January 13, 1966

- 3:45 - 6:00 p.m. Report from planning team recorders
Planning team discussion groups
- 6:00 - 7:00 p.m. Dinner
- 7:00 - 9:30 p.m. Planning team discussion groups

January 20, 1966

- 3:45 - 5:00 p.m. Group report from Social Science Planning Team
Mrs. Margaret Branson, Team Leader
- 5:00 - 6:00 p.m. Reaction and discussion
- 6:00 - 7:00 p.m. Dinner
- 7:00 - 8:00 p.m. Group report from Administration and Discipline
Planning Team
Dr. J. C. Parker & Mr. A. Viscovich, Team
Leaders
- 8:00 - 9:30 p.m. Group report from Counseling Planning Team
Miss Marilyn Patterson, Team Leader
- Reaction and discussion

January 27, 1966

- 3:45 - 5:00 p.m. Group report from Student Activities Planning Team
Mr. Robert Wheeler, Team Leader
- Reaction and Discussion
- 5:00 - 6:00 p.m. Group report from Physical Ed. and Athletics Plann-
ing Team
Mr. Aldo Nelson, Team Leader
- Reaction and discussion
- 6:00 - 7:00 p.m. Dinner
- 7:00 - 8:00 p.m. Group self-evaluation
- "Send Off" Talk and Colloquy
- 8:00 - 9:30 p.m. Conclusion

PARTICIPANTS AND PLANNING GROUPS FOR THE
FALL SECONDARY INSTITUTE, 1965

GROUP 1: COUNSELING

CORDEN, MRS. LORRAINE
(Guidance Consultant)

JONES, MR. DAN
(Westlake)

LOPEZ, MR. BLAS
(Ad Building)

THOMAS, MRS. JUANITA
(Castlemont)

WILLIAMS, MRS. LAURA
(Havenscourt)

GROUP 3: SOCIAL SCIENCES

BESSE, MR. MAURICE
(Skyline)

BOWMAN, MR. GARY
(Castlemont)

OLSON, MRS. CONSTANCE
(Castlemont)

WASHINGTON, MISS EDNA
(Oakland High)

GROUP 2: P.E. ATHLETICS

CHIN, MR. ROLPH
(Havenscourt)

COVARRUBIAS, MRS. BARBARA
(Westlake)

FERRIS, MR. BARRY
(Technical)

MACGREGOR, MRS. BARBARA
(Frick)

NEWTON, MR. JOHN
(Fremont)

GROUP 4: STUDENT ACTIVITIES

BURTON, MR. REUBEN
(Community Education Consultant)

CASTILLO, MISS GUADALUPE
(Lowell)

HANSON, MR. HARVEY
(Elmhurst)

HARDIN, MR. SAM
(Hamilton)

SERGEANT, MRS. BARBARA
(McChesney)

WASHINGTON, MRS. LEOLA
(Claremont)

PARTICIPANTS AND PLANNING GROUPS FOR THE
FALL SECONDARY INSTITUTE, 1965 - cont.

GROUP 5: ADMINISTRATIVE & DISCIPLINE

BIGNAMI, MR. ROBERT
(Skyline)

BREWER, MRS. EDNA
(Oakland High)

CHERRY, MR. GOERGE
(Castlemont)

CRASE, MR. JAMES
(Technical)

LEE, MR. JOSEPH
(Elm Hurst)

PRINCE, MISS LURINDA
(Roosevelt)

SHAPIRO, MR. NORMAN
(McChesney)

WATSON, MRS. KATHERINE
(Westlake)

WHITE, MR. JAMES
(Community Education Consultant)

III. FINAL REPORT OF THE SPRING, ELEMENTARY INSTITUTE, 1966

Introduction: During the 1966 spring semester, thirty Oakland Public Schools teachers and administrators participated in the third of a series of Institutes supported under Title IV of the 1964 Civil Rights Act. The Summer Institute, 1965, has been reported in a separate report. The fifteen weekly Institute meetings were held from 4:00 p.m. to 10:00 p.m. Participants were certificated personnel from the Administration Building and from twenty-five elementary schools with, in most instances 25% to 75% minority student population. Of the total, eighteen participants had previously attended the first Institutes, the major racial and ethnic groups--Caucasian, Negro, Oriental and Spanish-speaking - were represented and again there was joint planning and coordination of the Institute meetings by the staff of the Oakland Unified School District and the University of California, Berkeley, Urban Extension.

Dr. J. Cecil Parker continued as Director at this time. Other Institute staff members continuing to assist Dr. Parker as consultants were Aaron Shotten and Gus Guichard also of the University, and John J. Carusone, Oakland Unified School District, Dr. Staten Webster, Supervisor of Teacher Education, University of California, and Robert R. Wheeler, then Director of Oakland Public Schools' Special Urban Educational Services.

Goals of the Institute: The specific goals of this spring institute were:

- A. To provide teachers and administrators with a background of understanding of the disadvantaged children in the Oakland Public Schools.

- B. To help teachers and administrators develop methods and techniques which may be employed in teaching the disadvantaged child.
 - C. To find some effective methods and techniques for developing "integration in depth" in racially and ethnically mixed schools.
 - D. To provide an educational program for teachers and administrators upon which future in-service education programs might be developed.
- These goals were translated into behavioral objectives, hypothesized as outcomes of the interacting program features. The specific objectives of the Institute were:

1. The participants will be more knowledgeable about:
 - a. The pupils to be taught. For example, their
 - Culture
 - Learning styles
 - Interests
 - Self perceptions
 - Myths
 - b. The community from which the pupils come
 - c. Alternative teaching methods and materials
 - d. One's self, that is one's intellectual and emotional blindspots to be dealt with in the Institute
 - e. Others - that is, one's co-workers and colleagues - their interests, values in the context of the Institute.
2. The participants will develop instructional materials and procedures that are based on the knowledge of the pupils to be taught as listed above.
3. The participants will develop materials and strategies for furthering the concept of "integration in depth" in racially and ethnically mixed schools.

Institute Program:

- A. The Spring Institute program had the following specific features:
 1. Lectures and panel presentations and large group discussions for conveying information about the pupils to be taught.

2. Eight sensitivity training sessions, conducted under the guidance of three specialists. The purpose of these sessions was to provide a setting within which an increase in one's own perceptions and feelings, and perceptions of feelings of others, could occur.
 3. Smaller group discussions providing participants with a forum which ideas and plans for furthering the goals of the Institute could be developed.
- B. The scheduled Institute activities were programmed to give an early emphasis to cognitive areas drawn from the fields of psychology, education, sociology and anthropology with the later emphasis being placed increasingly on small group discussion sessions. The complete content of the fifteen sessions of the Institute now follow in chronological order.

CONTENT SCHEDULE OF THE INSTITUTE PROGRAM

February 9, 1966

- | | |
|------------------|--|
| 4:00 - 5:00 p.m. | Orientation, introduction of staff, welcome by Superintendent, Stuart Phillips. |
| 5:00 - 6:00 p.m. | Introductory remarks - Dr. J. C. Parker |
| 6:00 - 7:00 p.m. | Dinner |
| 7:00 - 8:15 p.m. | Mr. Eugene McGreary, University of California, Berkeley: "Working for Integration" |
| 8:15 - 8:30 p.m. | Break |
| 8:30 - 9:30 p.m. | Discussion |

February 16, 1966

- | | |
|------------------|---|
| 4:00 - 5:00 p.m. | "Aspects of Research into School Integration: Limitations and Implications" |
| | Dr. Alan Wilson and Dr. Herman Blake |
| 5:00 - 6:00 p.m. | Question Period |
| | Discussion |
| 6:00 - 7:00 p.m. | Dinner |

7:00 - 8:15 p.m. Test Period
(Definition of problems and proposals of areas
to be dealt with: use of small group discussion)

Group leaders:
Dr. David Elliott
Mr. Aldo Nelson
Mr. James Wilson
Mr. Lawrence Solari

8:15 - 8:30 p.m. Break

8:30 - 9:30 p.m. Small group discussion

February 23, 1966

4:00 - 5:00 p.m. Panel of Concerned Parents
Topic: Opening of School Community Dialogue
Moderator: Mr. James White, Community Educational
Consultant
Panelists: Mrs. Electra Price, Mrs. Lillian
Love

5:00 - 6:00 p.m. Large group discussion

6:00 - 7:00 p.m. Dinner

7:00 - 8:15 p.m. Test period

Dr. Herman Blake, University of California, Santa
Cruz, "Educational Implications of the Negro Sub-
Culture: Perceptions and Practices"

8:15 - 8:30 p.m. Break

8:30 - 9:30 p.m. Small group discussion

March 2, 1966

4:00 - 5:00 p.m. Introduction to concept
Group Interaction

Group Interaction I
Groups: A. Miss Isadora Ding
B. Dr. Peter Lenrow
C. Mr. John Switzer

6:00 - 7:00 p.m. Dinner

7:00 - 8:15 p.m. Test Period

Exploration of the Educational Needs of the Mexican-
American Sub-Culture
Speaker: Mr. Herman Gallegos

8:15 - 8:30 p.m. Break

8:30 - 9:30 p.m. Question period
Small group discussion

March 9, 1966

4:00 - 5:00 p.m. Group Interaction II
5:00 - 6:00 p.m. Group Interaction II
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Small group discussion
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Small group discussion

March 16, 1966

6:00 - 8:00 p.m. Group Interaction III
8:15 - 8:30 p.m. Break
8:30 - 10:30 p.m. Question Period
Guest Speaker

March 23, 1966

4:00 - 6:00 p.m. Group Interaction IV
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Language and Cognitive Thinking
Dr. Robert D. Hess, University of Chicago
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Small group discussion

March 30, 1966

4:00 - 6:00 p.m. Group Interaction V
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. "Audio-visual aids in integration - Avenues and
Developments"
Mr. George D. Noone, Audio-Visual Department,
Oakland Public Schools
Mr. Dean Taylor, Media Center, University Extension
8:15 - 8:30 p.m. Break

8:30 - 9:30 p.m. (Prior to this time, the audio-visual men will meet with the group leaders for utilization discussion)
Discussion and participation

April 13, 1966

4:00 - 6:00 p.m. Group Interaction VI
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Citizen Panel
(Representative from each of the four area councils of OEDC plus a moderator around idea of community perception of schools)
Moderator: Dr. Norvel Smith
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Question period
(Panelists remain to participate in small group discussions)

April 20, 1966

4:00 - 6:00 p.m. Group Interaction VII
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Panel discussion around Special Education Programs of OPS
Moderator: Mr. Robert Wheeler
Panelists: 2 EOA teachers, 1 principal
Question period
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. (Panelists remain to participate in small group discussions)

April 27, 1966

4:00 - 6:00 p.m. Group Interaction VIII
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Dr. Staten Webster
"What Integration Really Involves"
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Continued discussion

May 4, 1966

4:00 - 6:00 p.m. Mid-institute evaluation
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Concentration on the Curriculum
Dr. Hilda Taba, San Francisco State College
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Discussion

May 11, 1966

4:00 - 6:00 p.m. Curriculum discussion
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Final reports
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Final reports

May 18, 1966

4:00 - 6:00 p.m. Final reports
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Final reports
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Final reports

May 25, 1966

4:00 - 6:00 p.m. Final reports
6:00 - 7:00 p.m. Dinner
7:00 - 8:15 p.m. Summary of Institute
Discussion of future steps
8:15 - 8:30 p.m. Break
8:30 - 9:30 p.m. Summary and discussion continued

LIST OF OAKLAND PUBLIC SCHOOL STAFF WHO PARTICIPATED IN THE
 SPRING 1966 CIVIL RIGHTS INSTITUTE

<u>NAME</u>	<u>SCHOOL</u>
Anderson, Mrs. Margaret	Hawthorne
Barnes, Miss Eleanor	Markham
Bovyer, Dr. Geo. (Prin.)	Jefferson
Burton, Reuben (Adv. Spec.)	Ad. Bldg.
Calbert, James (Prin.)	Grant
Chew, Mrs. Alice	Lincoln
Corning, E. Eugene	Lockwood
Coto, Joseph	Lafayette
Fong, Leslie	Manzanita
Jones, Mrs. Irma	Lakeview
LaBerge, Mrs. Mary Ann	Peralta
Leatherman, Mrs. Edithe (Ed. Han.)	Fruitvale
Lopez, Blas (Prog. Dev.)	Ad. Bldg.
Marshall, C. Edward	Jefferson
Muckelroy, Charles	Bella Vista
Nakashima, Jack (Guid. Cons.)	Ad. Bldg.
Pichotto, John R. (Prin.)	Lazear
Rabinowitz, Mrs. Lillian	Emerson
Sakellar, Mrs. Nancy	Grass Valley
Sandlin, Mrs. Barbara	Parker
Shelton, Mrs. Opaline	Crocker H.
Smith, Miss Lillian	Burckhalter
Spann, Mrs. Ardelia	Highland
Staples, Mrs. Beatrice	Garfield

PARTICIPANTS (cont.)

<u>NAME</u>	<u>SCHOOL</u>
Stevens, Mrs. Mae	Manzanita
Ushiro, Miss Aprile	Cleveland
Waxman, Jonas (Prin.)	Melrose
Weiner, Merveyn (Prin.)	Edison, Pied. Ave.
Wentworth, Mrs. Julia	Horace Mann
White, James A. (Hum. Rel.)	Ad. Bldg.

ANALYSIS OF INSTITUTE MEMBERSHIP CHARACTERISTICS

<u>CHARACTERISTIC</u>	<u>NUMBER</u>
Total number participants	30
Total number who were classroom teachers	21
Total number who were principals	5
Total number who were central office staff	3
Total number other (Individual Guidance)	1
Total number who participated in Summer 1965 Institute	
<hr/>	
Grade level representation	
1 - 3	11
4 - 6	9

IV. FINAL INSTITUTE CONFERENCE, 1967

The final Oakland C. R. A. T. I. Conference was held February 3-5, 1967, in Sonoma, California. In general, the purpose of the conference was to attempt to tie together past, present, and possible future steps taken toward promoting integration-in-depth in the Oakland Public Schools. It was hoped to give participants a feeling of continuity as well as to encourage them to continue their efforts after participation in the institute was ended.

Specifically, the purposes of this follow-up conference were three-fold. The first aim was to discuss what participants felt had been accomplished by the previous one or two (out of three) institutes in which they had participated. These discussions were to concern both the changes which individual participants saw in themselves, and changes they felt they had been able to bring about in their schools.

The second purpose was the exploration by participants of what they believe they are able to do, and an attempt to bring about increased awareness of self and awareness of what others are doing and can do. It also involved the exploration of problems (i.e., problem identification) and consideration of possible solutions to these problems.

The third purpose of the conference was the discussion of not only those strategies already employed in promoting change, but, more important perhaps, the consideration of what strategies may be employed in the future to bring about solutions to the problems identified at the conference. Also in terms of the future, participants were asked to consider possible ways of improving the institute were it refunded for another year.

In order to actualize these stated purposes, the conference included three major parts. First, during the conference several speakers gave talks on recent steps being taken on statewide as well as local levels to promote "integration-in-depth". This was done in order to give participants some feeling for what is being done outside their own particular area of knowledge, and thus to give them a broader overall picture.

The second part of the conference utilized role-playing situations designed to help participants in problem identification and intended for stimulating discussion of problem areas and possible solutions to the problems identified. It was hoped that via these role-playing situations, participants might reach new insights into their own reactions to real life situations which they might face. It was also hoped that by taking a role and/or by observing role-playing, participants might gain better understanding of the problems individuals in different positions might be facing. To this end, insofar as was possible, administrators were given the roles of teachers, and vice versa. Three role-playing situations were utilized.

The first involved three roles, a principal and two teachers. This role-playing situation centered around the efforts of one teacher (a C.R.A.T.I. participant) to persuade her principal and another teacher that a disciplinary problem existed in the school about which something should be done. The principal's role was that of an individual who refuses to admit the existence of any problem at all. The second

teacher was to adopt the position that any problem in the school was due to the influx of minority group students who were trouble makers and bad for the image of the school.

The second role-playing situation used concerned an enthusiastic principal (Also a C. R. A. T. I. participant) trying to convince three apathetic and strongly resistant faculty members that the faculty should be encouraged to make home calls and thus become acquainted with the students and their problems from a different standpoint than that of the classroom.

The third situation again involved a principal (a C. R. A. T. I. participant) and two other individuals. This time two members of the community (parents) were to be convinced by the principal that a Human Relations Committee should be formed to better school-community relationships. One parent is hostile because she believes the school to be discriminating against her children. The other parent adopts a "let's maintain the status quo" position.

At the end of each of these role playing situations, participants were invited to briefly discuss the situation presented with the role-players.

Finally, the third, and perhaps the most crucial part of the conference, was small group discussions of problems, solutions, and strategies for actualizing the suggested solutions. It was hoped that participants would be stimulated by the role-playing situations to view problems as well as solutions from a variety of angles.

CONTENT SCHEDULE - SONOMA CONFERENCE

February 3, 1967

- 6:30 - 7:45 p.m. Dinner
- 7:45 - 8:45 p.m. General Session
Speaker: Mr. Ted Neff, Consultant in Intergroup
Relations, Bureau of Intergroup Relations,
State Department of Education
- 8:45 p.m. Brief meeting of role players and panelists for
Saturday session

February 4, 1967

- 7:00 - 8:30 a.m. Breakfast
- 8:30 - 9:30 a.m. Role-playing session
Theme: Getting Started With Programs and Actions
in Human Relations
- 9:30 - 11:45 a.m. Small discussion groups
- 11:45 a.m. - 1:00 p.m. Lunch
- 1:00 - 3:45 p.m. Panel and small discussion groups
Theme: Profiting From Experience
- 3:45 - 6:00 p.m. Free time
- 6:00 - 7:30 p.m. Dinner
- 7:30 - 8:30 p.m. General Session
Speaker: Dr. Tom McCalla, Director, Special
Urban Educational Services
- 8:30 - 9:30 p.m. General Session
Speaker: Mr. Gus Guichard, Former Associate
Director of the Institute

February 5, 1967

- 7:00 - 8:30 a.m. Breakfast
- 8:30 - 12:00 p.m. Small discussion groups
Theme: Planning for Prospective Institutes
- 12:00 p.m. Adjourn

V. INSTITUTE EVALUATION

This section of the report contains summaries of the various evaluative efforts undertaken during these institutes. The individual reports are presented chronologically as they were conducted. Actual data and computations are to be found in Section C of the Appendix.

The total evaluation of these institutes falls short of that which is desirable. Multiple staff changes, including four different researchers are to blame, in part.

Fall Institute

Sensitivity Training Groups Evaluation. The assessment of the possible effectiveness of the sensitivity training groups produced inconsistent findings. For this assessment, subjects were shown a 30-minute video tape of a hypothetical teachers' group meeting discussing human relations problems in their schools. The video tape was viewed again after the end of the sensitivity training sessions with the variables to be studied including: a) the subjects' awareness of eight interpersonal relations problems which were in evidence in the tape and b) their awareness of verbal statements of a hostile and alienating nature.

Findings indicate no significant increase in the subjects' ability to identify the interpersonal relations problems of the hypothetical group ($P = .13$) viewed in video tape. The group, however was able to identify significantly more of the verbal statements of the type described above ($P = .05$). Use was made of the non-parametric sign test.

Spring Institute

Disadvantaged Knowledge Test (DKT). The DKT was given to 30 participants on February 16, March 30 and May 25, 1966. This test contains items dealing with information about socially disadvantaged and ethnic minority groups. The rationale behind such a measure is the assumption that an increased knowledge of the background of the disadvantaged child will hopefully enable better communication with him through greater understanding. Such improved communication may then lead to greater effectiveness of the educational process, given that interpersonal variables do play a role, and possibly a large one, in this process.

Data obtained from these tests revealed a significant increase in the participants' scores at the time of the second test ($t = 4.98$, $p .005$). When the scores of institute participants on the second testing are compared with the scores of a comparable sample of individuals not participating in the institute, the mean score of the participants is significantly higher than that of the comparison group ($t = 4.82$, $p .005$).

During the Spring Institute, then, participants not only improved significantly with respect to their initial scores on the DKT, but they also attained a knowledge level significantly higher than that of a comparable group who received no institute training.

Final Evaluation

In January, 1967, participants were given a questionnaire containing two separate tests: Attitudes Toward Disadvantaged Schools (ATDS) and Attitude Toward Students (ATS).

The ATDS is a measure of the respondent's optimism or pessimism regarding the possibility of improving disadvantaged schools. It seems likely that individuals who are more optimistic in their outlook may be more willing to work toward integration-in-depth than those individuals whose outlook is pessimistic. With regard to the effect of the institute on such attitudes, one may suggest several things. First, it was hoped that participation in the institute would increase the optimism of the respondents by putting them in contact with individuals sharing similar problems, goals, and values. It also seemed possible that discussing problems and hearing different solutions might add to such optimism. Also considered was that individuals might respond in a pessimistic way as a rationalization for their unwillingness to spend time and effort in improving the situation in their schools and that if, via social support, participants' commitment could be increased, it seems likely that their optimism would also increase.

While there are no pre- and post measures for the participants on this measure, scores were compared with those of a comparable sample of individuals who had not participated in the institute. It was found that participants were significantly more optimistic than were individuals in the control group ($t = 4.08$, $p .001$).

In considering these data, it is important to realize that the participants comprised a selected sample, and in this sense may have originally been higher in optimism than the control group. Unfortunately, there are no prior data available to shed light on this possibility.

The ATS is a measure of the respondent's orientation on a subject-student dimension. That is, the test indicates whether the respondent's attitude is subject or student oriented, and to what degree it is one or the other. Rationale behind this measure is that the more student-oriented teacher will, obviously, be more concerned with his students, than with just the subject, per se and as a consequence, he may be more effective in working with students who are disadvantaged, and possibly slower or less willing to grasp subject matter than non-disadvantaged students.

It was predicted here that participation in the institute would increase participants' sensitivity (Whether in an administrative or teaching capacity) to the problems of their students and consequently would help them to view the student (specifically, of course, those who are disadvantaged or minority students), rather than the subject itself as the focal point of their teaching efforts.

When compared with the same sample as were the ATDS scores, the participants ATS scores were significantly more student oriented than the non-participant sample ($t = 1.77, p .05$).

Also included in the January, 1967, questionnaire was a question asking participants what steps were taken in the past year by their school system or district in the areas of:

1. Improving relationships between students of different racial and ethnic groups;
2. Improving relationships between minority group students and faculty;
3. Increasing communication between faculty and administrative personnel about issues related to problems of integration;
4. Increasing communication between faculty and parents of minority group members.

By this question it was hoped to obtain some idea of the actual effectiveness of efforts to bring about integration-in-depth via improving inter-group communications and relationships. Of the 54 participants responding, the following individuals cited at least one action in the above areas: 1) N=34, 2) N=30, 3) N=33, and 4) N=40. Thus, in each area, over half of the respondents indicated that at least one step toward the above improvements had been taken in the past year. A list of the programs cited by the respondents is included in the appendix.

While this question inventory can obviously not be used as a behavioral measure, it does seem to indicate that programs are being put into effect, that actions are being taken, and in many cases that these steps are being taken by the participants themselves.

On two further questions from this same questionnaire, participants indicated that 1) their understanding of the problems of integration, and 2) their involvement with integration efforts had increased significantly over the past year. Using a t-ratio for single means, the values are: 1) $X = 1.90$, $t = 5.1$, $p = .001$; and 2) $X = 3.60$, $t = 4.00$, $p = .001$. The response to these questions would seem to substantiate both the results and rationale for the ATDS.

In February, 1967, participants were given a final questionnaire consisting of 26 scaled items asking for their subjective evaluations of various aspects of the institute. Because no repeated measures were possible, no measure of attitude change throughout the past year was taken. Consequently, rather than objective measures for the final evaluation, these subjective ones must be utilized.

While a copy of the questionnaire is included in the appendix along with the means and standard deviations for all questions, certain aspects of it may be mentioned here. According to the mean ratings, for example, respondents felt that personal insights gained from group (not T-group) discussions and encouragement gained from talking to others about mutual problems and solutions were the two most important aspects of the institute. The mean ratings for these two were 1.90 and 1.81 respectively on a 5-point scale (1 = very important, 5 = not at all important). The two items which received the lowest ratings were factual information gained from resource materials ($X = 2.57$), and personal insights gained from participation in a T-group ($X = 2.53$). The ratings for both of these items were significantly lower than the ratings for the highest item. The t-ratio for the T-group item was 6.00, $p = .001$; the t-ratio for the item concerning factual information was not run, but can be assumed significant as it has a higher mean and lower standard deviation than the T-group item.

Also, according to mean scores, participants rated the institute as moderately beneficial, moderately worthwhile, and moderately challenging. On a 5-point scale where 1 = very positive and 5 = not at all positive, the means and standard deviations for the above three items respectively were: $X = 1.58$, $s.d. = .74$; $X = 1.32$, $s.d. = .88$; $X = 1.95$, $s.d. = 1.03$.

Participants also felt very strongly that others in their schools should be encouraged to participate in future institutes (on this scale, 1 = agree completely, 5 = not at all), $X = 1.32$, $s.d. = .48$.

Although the final evaluation was far from complete, a few (tentative) conclusions may still be drawn. In general, according to their

subjective evaluations, participants seem to have found participation in the institute a beneficial experience. They improved according to objective criteria in their knowledge about disadvantaged students and groups, and at this point are more pupil-oriented than comparable sample. Also the participants are more optimistic about what can be done in their schools than are the individuals in this comparison sample and also feel that they have improved both in their understanding of the problems of integration and in their involvement with the goal of integration-in-depth through institute participation.

While the behavioral measures which we might desire are missing, the data that is available seems to indicate that participants are certainly no worse for the experience of these Institutes, and according to their own evaluations, they are in many respects better for it.

APPENDIX SECTION A

FINAL SUMMARY REPORTS OF THE TEAM PLANNING GROUPS OF THE FALL, 1965
TRAINING INSTITUTE

Social Sciences and English Planning Group

Student Activities Planning Group

Physical Education and Athletics Planning Group

Administration Planning Group

Counseling Planning Group

SOCIAL SCIENCES AND ENGLISH PLANNING TEAM
Fall, 1965

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* * * * *

Respectfully submitted:

Maurice Besse, Skyline High School

Gary Bowman, Castlemont High School

Constance Olson, Castlemont High School

Edna Washington, Oakland High School

John McDonald, Fremont High School (Recorder)

Richard Laliberte, Research Department

Margaret Branson, Chairman of Planning Group

Appreciation is expressed to:

Harvey Osborn, Oakland Technical High School

Eugene McCreary, University of California, who joined the group for several sessions and made valuable contributions.



REPORT FROM THE SOCIAL SCIENCES-ENGLISH PLANNING SECTION OF THE CIVIL RIGHTS INSTITUTE

It was Plato who first observed that "The direction in which education starts a man will determine his future life." Though his words were written about 300 B.C., they are still pertinent in an America confronted with the crucial question of which way an education should start man. If Americans are to exist in harmony, in mutual respect and appreciation, then it is imperative that education start men in an integrated setting and provide them with the knowledge, the experiences which will prepare them to live in the 20th Century.

Segregated schools presage serious problems for both minority and majority children. For minority youngsters they often lead to a distortion of reality, and a sense of inferiority, unrealistic and self-deprecating confusion about one's own worth or the amount one might claim for himself in life. Avoidance and/or aggression patterns, protective covering and distrust are apt to mar later relationships with majority children. But it is not minority children alone who are hurt by segregated school experiences. Majority youngsters who lack contact with minorities may develop inflated and equally unrealistic assessments of their own worth. Too frequently majority children denied contact with minorities submissively accept discriminatory behavior or embrace ideas without searching examination and conscious choice. Certainly they are not prepared to live in a world in which most people are not white.

Both majority and minority children need to be educated in integrated schools, to be prepared for life as it is. To deny this is to deny reality. However, integrated schools do not automatically result from the mere mixing of populations. In fact, simply bringing together culturally different children may only reinforce the stereotypes each held previously. To integrate schools, in the true sense of the word, calls for skillful planning and rededication to the democratic ideal of respecting each man as a unique individual. Integrated schools must provide quality education for all children in a harmonious environment in which all people feel secure.

There are urgent considerations in the quest for schools integrated in depth because:

- . . . There are broad national and international aspects involved. The treatment and the degree of acceptance of minorities, especially Negroes, in America has resounding influence on the two-thirds of the world population which is non-white.
- . . . America cannot afford to waste valuable human resources. Our history is full of examples of leaders and of artists who rose from most "unlikely" beginnings. We must seek and nurture the best in all children.

... The economic costs of failure to integrate are staggering. The behavioral scientist, Elmo Roper, estimates waste in manpower, morale and productivity created by interpersonal tensions at thirty billion dollars per year. He estimates tax losses per year at three and three-tenths billion dollars because of failure to develop the earning capacities of all citizens. Corrective and welfare costs are proving to be onerous burdens.¹

... We cannot continue to commit millions of American boys and girls to grow up in ghettos. As the historian John Hope Franklin, avers, either the simon-pure white ghetto or the black ghetto constitute a rejection of democratic principles. The huddling together for self-protection, the insulation from the world, the exposure to only one style of living, one mode of thought, smacks of a provincialism that is as inconsistent as the man of today trying to return to a castle protected by a moat or trying to create for himself a splendid, isolated space station and ignore lesser planets.

Yet we are not naive enough to continue to struggle in a vacuum for integrated schools. Dr. Staten Webster has predicted that by 1970 the school population of Oakland will be 75% Negro unless conditions change.² At the same time, it was reported that only one-half of one per cent of the population of Southern Alameda County was Negro.³ Oakland is not unique in this situation. No less a person than Theodore Zizer, dean of Harvard's Graduate School of Education, has said "the only solution to de facto school segregation in the North is to bus some city school children into suburbs."⁴ Whether one endorses or rejects bussing as a specific technique, the point is that to continue to approach unilaterally the problems of integration, even on only the physical level of bringing children together in one building, is to perpetuate a provincial, parochial consideration of a problem which is anything but provincial or parochial in its dimensions. The task of desegregation - and ultimately of integration - is larger than one school, one district, one city. America's cities have reached crisis stage. In fact, "the word is out in Washington. Saving our cities has top priority."⁵ However, the saving of our cities is intimately tied to the issue of integration.

-
1. The High Cost of Discrimination - The National Council of Christians and Jews
 2. In a speech for Civil Rights Institute - Oakland Technical High School, December 2, 1965
 3. Oakland Tribune, January 13, 1966
 4. Education, U. S. A. A special Weekly Report on Educational Affairs, October 14, 1965
 5. The Chase Manhattan Bank, Economic Research Division. Business in Brief, # 64. September-October 1965

We cannot afford to accept fatalistically the demographic shifts in population and the flight to the suburbs. City spending has doubled in the past decade and is higher per capita than suburban spending (except for roads and education). The reasons cities have been forced to spend are closely related to the fact that suburbs have grown two and one-half times faster than the nation at large. Money in cities has had to go for police and fire protection, health and welfare services, urban renewal - almost every item dramatic proof that many Americans would "solve" their problem by running away and pretending they don't exist. Imaginative political leadership in tackling the urban and integration crises is called for rather than band-aid techniques applied unilaterally by schools.

Admittedly then, many of the recommendations which will follow must perforce be of the "until the doctor comes" variety. The task of facilitating integration is larger than good will, pious pronouncements, or compensatory strategies. This is not to say, however, that there are not and cannot be creative and worthwhile attempts to promote integration in the individual classroom or school. Integration is really as simple as recognizing the dignity and worth of all individuals, as implementing the democratic ideals this nation has professed since its inception. Integration is complicated by the problems that are attendant upon combining problems of class with problems of ethnic origin, problems of ministering to the educational needs of children separated by widely varying reading levels and experiential backgrounds. Further, integration is as complicated as human beings themselves. The history of mankind is fraught with examples of struggles for integration among classes and castes. From the Pharises to the untouchable, the story of man's inhumanity to man makes sorry reading. One could be lulled by a misreading of history to take a contemplative view that belies the urgency surrounding the need for integration today. The need for genuine contact, real communication, and understanding by each group of the other will not wait. America's children must be educated in integrated schools characterized by climates of warm acceptance and by competent teachers enthusiastic about their subjects who believe in the worth, dignity and the educability of every child.

6. Op. Cit.

WAYS IN WHICH TEACHING STRATEGIES, GROUPING AND RELATED MATTERS CAN SUPPORT INTEGRATION

SPECIFIC SUGGESTIONS

1. Allow each school to select the grouping policy which best fits the needs of the students in that school. Encourage each school to consider the effects of its grouping policy on integration and academic achievement. Explore techniques for grouping to accomplish various tasks rather than just once a year and for a total course.
2. Consider the environment in which learning takes place. Improve and modernize school facilities.
3. Reevaluate and study the methods of determining school-learning abilities.
4. Insist that children be taught...that failure for some children not be projected. Break the cycle of "self-fulfilling prophecy". Low expectation levels, patronising demeanors produce children who do not learn very much.

COMMENTS AND/OR RATIONALE

Many feel that ability grouping segregates within schools. Nevertheless, teachers feel some grouping is necessary for optimum education. A staff dedicated to the idea of the educability of all students is probably the most essential factor, in the long run.

1. It is essential that the physical plant, arrangement of the rooms, and teaching facilities reflect order, space, and beauty. Overcrowded and ugly portables scarcely convey the notion that education is of prime importance in America.

A growing body of research is beginning to show that the traditional I. Q. test may not be all that has been claimed for it. Not all the research can be cited here, but it is significant to note that Dr. Henry Dyer, Vice President of Educational Testing Service has said recently, "There are no tests of native intelligence. Thomas Pettigrew has reaffirmed his point and added that the learning is what counts. Research is also showing that academic performance is highly correlated with family income."

The HARYOU Studies, for one example, indicate a low-performance expectancy on the part of teachers acts as a self-fulfilling prophecy. Frequently teachers use psychological tools and tests to reinforce and justify their own low predictions and their own desires re: grouping.

Teaching Strategies, continued

SPECIFIC SUGGESTIONS

5. Include in the inservice training of English and Social Science teachers an organized look at the various methods, and the newer methods of approaching subject matter. Help teachers to know and to use methods which capture and hold attention.
6. Employ more mechanical aids in teaching filmstrips, movies, tapes, records, use of microfilm, programmed tests, etc. should be utilized to present basic facts for drill, thus freeing the teacher to use his time to deepen the personal relationship to the children and to individualize instruction. Let the teacher handle the parts of teaching that only a live, prepared, non-exhausted teacher can do.
7. Consciously and continually teach listening skills, auditory discrimination, and encourage powers of analysis.
8. Consider providing extra help at junior high level for children who have difficulty in regular classes.

COMMENTS AND/OR RATIONALE

Few teachers now are aware of the variety of teaching strategies which they could employ. The values of role playing, of gaming or simulation experiences (i.e. legislature games, empire games, parent-child games, etc.).

Pictures rather than words remain for the vast majority, the preferred form of thought and fantasy. Not only is that true, but studies have shown that viewing still and motion pictures may actually stimulate reading. Since the advent of TV, public libraries have reported steady increase rather than decreases in book circulation per capita. In a visual age, classroom should employ this crucial stimulant.

Studies show that people generally hear only 60-80% of any sustained communication. Add to this the fact that failure to recognize the emotional concomitant of words may mean that we "hear" even less, the need to teach listening as a crucial skill to facilitate communication should be obvious.

In Israel where problems of integrating Oriental Jews with Western Jews have been a crucial problem, children have been provided with up to eleven hours per week of instructional help to help them adjust to more complex curriculum. Israeli educators see the child as an "open system" rather than emphasizing I. Q. and measuring what a child is before you can decide what to teach him and how.

WAYS IN WHICH ADMINISTRATIVE ACTION AND PHILOSOPHY CAN SUPPORT INTEGRATION

SPECIFIC SUGGESTIONS

1. There should be Board and Administrative positions taken regarding commitment to integration in depth.
2. Establish effective human relations committees in all schools.
3. Consider ways and means of reducing high school dropouts, particularly because the inclination to drop out has been characteristic of Negro youth.
4. Reduce Class size.

COMMENTS AND/OR RATIONALE

At the present time there are no specific guidelines for staff to follow. District policy statements would encourage staff to work toward integration without fear of parental criticisms.

Open discussion of problems resulting from integration can assist us in identifying problems and beginning to search for satisfactory solutions. Teachers, principals, classified personnel and students should participate in order to properly affect solutions.

Dexter Tilroe in a doctoral dissertation done at N. Y. U. identified some highly significant practices which characterized low dropout high schools. Among them: programs of family education, integrated activity programs, differentiated courses of study, wide selection of electives, more frequent group conferences for teachers, exit interviews, frequent parent-student conferences, and remedial reading programs.

Teachers must communicate better with students. Such communication can be facilitated by smaller classes. Basic skills can best be taught in smaller classes. As Charles Silberman has put it in Crisis in Black and White, the ultimate vocational skill is literacy. Retardation in most subjects can be traced to failure to make children literate and teach the basic skills.

Administrative Action, continued

SPECIFIC SUGGESTIONS

5. Remodel school libraries to make them more service-able to teachers and to students. Libraries should become the center for the distribution and the learning via all means of instructional media and the time of their operation should be drastically expanded to include weekends, vacations, evenings.

COMMENTS AND/OR RATIONALE

Libraries should serve better by cataloging and making available all media through which one learns; tapes, records, filmstrips, etc. should be available for viewing by students in the library. Libraries should offer recreational reading rooms with comfortable chairs, listening posts, viewing posts for individual observation of filmstrips, movies - especially the new 8mm single concept films. Additional provisions should be made for music appreciation listening rooms. The library should and could serve as a center for informal meetings of parents and teachers and community groups. In short, the concept of the library's function should be expanded to encompass the broadest base of service to school and to community possible.

WAYS IN WHICH THE ORGANIZATION OF THE ORGANIZATION OF THE SCHOOL DAY AND YEAR CAN SUPPORT
INTEGRATION

SPECIFIC SUGGESTIONS

1. Consider flexible scheduling to permit time for electives such as sociology, cultural anthropology, psychology, economics, and family life education.
2. Consider offering summer schools, Saturday, evening classes to extend opportunities for students who need additional opportunities.
3. Extend school library hours to include early mornings, evening, Saturday, Sundays and vacation periods.
4. Consider the establishment of an "Advancement school on the pattern of the Winston-Salem School.

COMMENTS AND/OR RATIONALE

Ignorance supports prejudices. Knowledge can dispel misinformation and half-truths. Students in senior high schools today need the opportunity to study the crucial problems of our society under the tutelage of people competent in the behavioral and social sciences. Within the framework of our present school program and the many requirements, it is hardly possible to offer these vitally needed disciplines.

Recognizing that some student in an integrated school might have little or no help at home, a special project of this kind would afford them the kind of educational support they need to succeed in competition with more advantaged pupils. In some parts of the country this kind of thing is already being done. For example, in one southern city, schools operate from 7:30 a.m.-4:15 p.m. (Labs are open on voluntary basis until 9:15 p.m.) Some teachers come on duty at 1:15 p.m. and remain until 9:15 p.m. During this "lab time" students study; play games - scrabble, probe, chess, etc.; hear people from the community who come to show travel slides, etc.; listen to music, etc.

It makes little sense to close libraries and make only part-time use of desperately needed facilities.

Speaking to the National Council for English Teachers in Boston in November, 1965, Dr. Gordon McAndrew, Director, described his school, established in 1964 by the state of North Carolina, with assistance from the Carnegie Corporation and the USOE. Operating four quarters a year, it take 300 "underachieving"

SPECIFIC SUGGESTIONS

COMMENTS AND/OR RATIONALE - Continued

4. (continued)

eighth-grade boys for a three months "repair" operation. With a pupil-teacher ratio of 10 to 1, the total cost for three years will be three million dollars. After the school's first year, McAndrew had 10 "impressions" of teaching the disadvantage: (1) in a controlled, structured environment, and advance in skills and attitudes could be made in a short time; (2) he did not know to what extent these gains "struck"; (3) Negro and white students had no trouble getting along if the school program was good; (4) Negro and white students did not differ in ability, but at the Advancement School, Negro students tried harder; (5) the mood and tone of the school were important to its success; (6) students performed at the level of expectation held by the teacher; (7) motivation, more than I. Q. was important in school success; (8) conventional teacher-training programs were too theoretical; practical human relations were more important; (9) student underachievement was caused in part by poor organization of the curriculum; (10) while technology had much to offer education, so far the machines were much better than the programs put into the machines.

WAYS IN WHICH THE CERTIFICATED STAFF CAN SUPPORT INTEGRATION

SPECIFIC SUGGESTIONS

1. Develop an inservice, as well as a preservice, training program to effect better understanding of culturally diverse pupils and problems of integration. Extend and repeat the present Institute for other teachers and administrators.

The goals of such preservice and inservice Institute should be to:

- a. Teach the positive aspects of minority cultures
- b. Help the reluctant face the needs and differences among pupils
- c. Further communication among faculty, staff, and students
- d. Insure that all students are treated with respect, dignity and courtesy by all groups in a school - faculty, staff and other students.

2. Encourage teachers to know the community in which they work. Visits to social institutions, churches, etc. within the school community are a good way to demonstrate concern. An organized "tour" emphasizing the sociological aspects of a neighborhood served by a particular school would be helpful. Teachers need to know the external as well as the internal forces shaping the children they teach.

Many teachers are unaware of the sociological aspects of the school community they serve. Other often older, experienced teachers yearn for return "to the good old days" when students in a given school were all college-bound, homogeneous, tractable. All teachers, new and old, need to be brought "up to date" re: the actual community in which they teach and the needs of that community.

3. In planning for staff utilization, schools should capitalize on the talents of outstanding minority teachers by planning that will increase the number of students such teachers contact during the school year. Consider the use of teams of teachers in cooperative teaching or team-teaching arrangements.

The use of teams who have agreed to cooperate can enable more students to see learned, capable minority teachers in action and do much to counteract stereotypes as well as to provide models.

Certificated Staff, continued

SPECIFIC SUGGESTIONS

4. Create a climate of acceptance, inclusion, warmth and respect for all students in their classrooms and in their schools. Teachers should help all children to succeed and to see that their classrooms and school reflect an atmosphere in which success is usual, expected, possible for all students.
5. Teachers should select those methods and materials which will teach the basic skills, help students establish positive self-images, and provide immediate success.

COMMENTS AND/OR RATIONALE

Many underprivileged and minority children feel as though they are adrift in a vast sea of undifferentiated humanity. They need to feel included, important, unique, respected and wanted. Teachers hold real power in seeing that their own classrooms reflect that kind of climate.

Status in school is always linked to successful achievement in the classroom. If the satisfactions that can come only through achievement, success, and approval of adults (i.e., teachers through report cards, smiling approval, verbal praise and encouragement) are withheld or unattainable, then youngsters must drop out or resort to other, often anti-social, means of achieving success.

WAYS IN WHICH THE NON-CERTIFICATED STAFF CAN SUPPORT INTEGRATION

SPECIFIC SUGGESTIONS

1. Encourage and extend the beginnings made in providing inservice training for non-certificated personnel to effect better understanding of the culturally diverse.

COMMENTS AND/OR RATIONALE

Students learn from all the personnel in a school. This important point must not be overlooked. Actions speak louder than words. At times a lack of sensitivity and inability to communicate between non-certificated personnel and lower class, culturally diverse parents and students destroys the climate of acceptance and inclusion that the majority in a school try to build.

WAYS IN WHICH THE CURRICULUM CAN SUPPORT INTEGRATION

SPECIFIC SUGGESTIONS

1. Content in English and the Social Sciences should deal with values, conflicts, issues that involve human interaction groups. Conscious use of bibliotherapy should be made.

2. The story of America's minorities be taught as an integral part of the history of America.

3. Textbooks, library books and audio-visual material should continue to be scrutinized for both positive and negative reasons:

Positive - to see that the contributions of minorities are given proper emphasis, that the misinformation and lack of information about racial, national, and religious minorities is corrected. That through pictures as well as in words, students learn that America is a multi-ethnic, diverse nation.

Negative - Reexamine curricular materials to see that no race is held up to ridicule, intentionally or unintentionally. Overt disparagement is unlikely but omission can constitute humiliation and has tremendous repercussions. Tacit assumptions in books that "All children who matter" come from homes in which only a primary or immediate family dwells should be reexamined, too.

COMMENTS AND/OR RATIONALE

Use materials that have themes of courage, rebellion, hostility to change, human integrity, the value of each individual. Some specific examples might be:

"Black Like Me"

"We Came to America"

"Walk in My Shoes" (film)

"Lord of the Flies"

"The Cool World"

The role of America's minorities should be part of the teaching of the mainstream of American history, not taught as "ghetto history" or tacked on as an afterthought.

Not only should curriculum materials provide appropriate "models" and materials to improve self-concepts of all children, but they should be a force in contradicting stereotypes (i.e., "the greatness of America is attributable solely to Anglo-Saxons" etc.) We recognize that the self-image of all youngsters is of critical concern in the educative process.

This role and the positive aspects of the extended family, recognition of the existence of single-parent families, etc., should be reflected in curricular materials. Tacit assumptions that only one style of life is acceptable or "good" should be questioned.

Ethnic groups when portrayed in books should reflect the whole range of abilities and achievements. We need to escalate self-image, pride, aspiration level for all students.

Curriculum, continued

SPECIFIC SUGGESTIONS

4. We need to shift from fact-content to power-content. We need to move from teaching only the "what" to the "hows" and "whys". We need to teach all students skills in critical thinking, analysis, and skills in independent study and methods of continuous learning.
5. Recognizing that literacy is still the most important vocational skill of all, we must continue to expand and improve our teaching of reading to all students.
6. Compile an annotated list of books which would capture the interest of the disadvantaged and which would have relevance in furthering understanding of human values.
7. Consider developing "American Studies" courses for 11th grade to replace American History as an isolated class. Such courses would seek to combine history, geography, sociology, economics and anthropology with a study of literature. Teams of English and Social Science teachers might do this as a joint effort.
8. Expand the opportunities for all children to broaden their cultural horizons and for high school students to have the opportunity for graduated series of real-life experiences in problem-solving and decision making.

COMMENTS AND/OR RATIONALE

A specific case in point here might be to teach functional government rather than to teach government as though it were anatomy.

Such courses might produce greater attention to the kinds of learning students need rather than what is too often the case of "facts being taught for fact's sake".

Students need to have field trip experiences which help them appreciate culture, treasure beauty, develop broader leisure-time tastes. At the same time they need to observe under competent guidance and tutelage, the various aspects of democratic institutions. Too much of what we teach children is in atrophied form without vitality. Adolescents need to have an opportunity to see, to reflect, to analyze and to act. They need to learn that learning is applicable to life - to their lives.

Curriculum, continued

SPECIFIC SUGGESTIONS

9. Provide opportunities for students within the curriculum to talk out some of the real problems they face. Replace some of the "neutral, petty" busy work with the opportunity to learn how to tackle real-life problems.

COMMENTS AND/OR RATIONALE

Students need to be taught how to analyze controversial issues, to be competent in gathering data, defining problems, considering alternatives and helping implement change. Students need opportunity to confront problems and issues involving race relations, alcoholism, materialism, religion, politics, collectivism, marriage and family life, etc.

STUDENT ACTIVITIES PLANNING GROUP
Fall, 1965

STUDENT ACTIVITY PLANNING GROUP

This group was charged with making specific proposals for the district in the area of improving student activities in the schools in transition. After much discussion and consideration of many ideas, the group would like to recommend that student human relations committees should exist in all Oakland secondary schools.

The main objective of these groups would be to work toward improving human relations, which may be defined as those ways of ~~mutual~~ human behavior which by common consent are recognized as essential to promoting and safeguarding the desired quality of human living.

It is felt that such committees if dedicated and run dynamically are the best ways to meet the problems in the various student activities. These problems arise from student attitudes and voluntary behavior patterns. To deal with these sorts of things only in an external way can only insure external changes. It is desirable also to give students responsibility for their own behavior and thus for changes in it. Hopefully these groups will provide a wealth of practical and concrete suggestions for dealing with the specific problems which exist at their own school sites as well. For these reasons then the group sees such committees as the first step in solving many of the problems which do exist.

Once organized, these committees would be charged with accomplishing these things:

1. To identify problem areas and make suggestions for improvement.

Student Activities Planning Group

2. To suggest programs which are specifically designed to improve human relations.
3. To insure student participation in the planning and conduct of student affairs.

To aid in the establishment of effective committees able to carry out their obligations, the group makes several general recommendations.

1. Where student activities committees are already established, a representative from the student human relations committee will act as liaison between the human relations committee and each committee concerned with student activities. The purpose of this provision is to widen the channels of communication within the student body, to expand the representation of the student government, and to serve as a means of assuring that the question of human relations is being considered by the students directly concerned with the planning of specific activities.
2. There should be faculty sponsorship of the student human relations committee. Where a faculty human relations committee exists, the sponsor shall be a member of this committee and be selected by it. If a faculty human relations committee does not exist, such a committee should be established. The group makes this recommendation because it feels that for the student group to function and for the sponsor to be supported and to have a source of ideas a faculty group is necessary. There is no reason why the faculty human relations committee must limit itself to problems of student activities, but this concern, dealt with from the faculty end, would be a larger part of its responsibility.

Student Activities Planning Group

3. The composition of the committee is of utmost importance since this factor will more than any other one thing determine the results of the committee's work. The planning group feels that these committees should not duplicate the work of the student government in a school, but should draw on other groups of students that are not usually tapped by student government. It also feels that these committees should represent the various worlds of experience within a particular school, that it should reach not only the privileged, the affluent, but the poor and the socially depressed. The planning group recommends that membership be given to the following groups: the economically poor (and other economic levels), racial groups, social groups, the academic levels, ethnic groups, the residential areas within a school's attendance areas, and last, the fringe element in a school.

The faculty human relations committee within each school would be given the responsibility of setting up this committee and for determining its membership.

4. The group feels that the student committee should meet with the faculty sponsor during the school day. A student human relations committee is important enough to warrant school time and in this way it is made available to all those who might otherwise not be able to attend. This would produce the side effect of making the committee desirable to belong to and would make enthusiastic participation more quickly forthcoming for both students and faculty sponsor.

Student Activities Planning Group

5. Once a semester for an entire school day, a city-wide committee composed of representatives from all of the secondary schools' human relations committees should meet. This meeting should also have faculty sponsorship. The purpose of such a meeting would be to facilitate an interchange of ideas, a discussion of area problems, and an expansion of communication between school communities on the subject of human relations. The initiation and organization of this meeting will be the responsibility of the district administration.

These statements conclude the recommendations of the Student Activities Planning Group.

PHYSICAL EDUCATION AND ATHLETICS PLANNING TEAM
Fall, 1965

PHYSICAL EDUCATION AND ATHLETICS PLANNING TEAM

It is our view that integration in depth will succeed in Oakland only to the extent that we are able to offer an educational experience that is comfortable and secure, and that is superior to any program offered elsewhere.

It is our belief that security cannot be achieved without firm guidelines concerning student, parent, and teacher-administrative expectations in terms of the curriculum, school procedures, and behavior.

We must provide all children with an educational program that is excellent in every way. The problems inherent in schools in transition are many and difficult. If parents, particularly Caucasian, feel that an equal or similar education (free of the problems of integration) can be obtained in an area outside of Oakland, they will continue to circumvent the issue of integration by leaving Oakland. If the parents of the minority children feel that the educational program offered does not meet the requirements of a quality education, they will not support the schools.

In effect, we must make the educational program offered in Oakland one which parents, students, and teachers cannot afford to miss.

Introduction

The problem areas under consideration have been determined as being in either physical education or athletics. The physical education area is concerned primarily with the problems in the required daily physical education program in the junior and senior high schools. The athletic area is concerned primarily with the voluntary after-school and inter-scholastic sports program in the junior and senior high schools.

Most of the obvious methods which might be employed to achieve an educational program of excellence rely on great financial expenditures. It is recognized that many of the recommendations made in this report require additional financial support. However, some of the problems cited can be resolved in part under the existing financial structure.

It must be stated that many of the problems recognized are not peculiar to athletics alone or to the physical education program alone, but are present in both areas.

Physical Education

Problem - Physical Education Class Program

Activities and teams within the physical education classes are quite often segregated. Students tend to pick their friends to form teams or working groups, which often results in teams being all Negro or all white. The ability of our students to appreciate a wide variety of activities is hampered by the limited program which we offer. Some schools have a program which is recreational rather than instructional in nature resulting in a quality of education less than the student deserves.

1. Teachers should make an effort to integrate teams by using a variety of methods for the selection of teams.
 - a. Direct voicing of the teacher's desire to integrate teams.
 - b. Selection on the basis of ability (homogeneous and heterogeneous).
2. Every school should make a concerted effort to provide the student as many and as varied activities as possible.
3. Instruction in the individual sports, such as badminton, tennis golf, gymnastics, archery, bowling, wrestling, and table tennis, should be a part of the program in every school

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4. Teachers should make every effort to use all of the available resources to sell or promote the various activities. Outside sources such as professional athletes could be used to stimulate interest in sports.
5. Teachers and administrators must make every effort to provide an instructional program in all schools, particularly schools in transition.
6. In order to provide a greater variety of experience, greater emphasis should be placed upon co-educational activities such as:
- | | |
|-----------------|----------------------|
| a. Volley Ball | d. Softball |
| b. Badminton | e. Social dance |
| c. Square dance | f. Traditional dance |
7. An effort should be made to obtain additional Negro physical education teachers. An effort should be made to racially integrate physical education staffs.
8. There is a need for the physical education instructors to have a school-wide uniform dress to provide the best possible image of leadership to the students and the public.

Physical Education

Problem - Sportsmanship

Good sportsmanship is a basic requirement for developing proper behavior in athletic contests. Activities must be played with respect toward fellow players, opposing players and officials. In schools in transition a dual standard of behavior often exists. Students of minority groups are often allowed, for a variety of reasons, to participate with standard that are less than acceptable. This inevitably results in the further segregation of students within the class and the school. Poor sportsmanship is often the result of the lack of knowledge concerning rules.

Recommendations

1. It is the physical education teachers' responsibility to teach the rules of all games played. It is also the teachers' responsibility to require all students to play by the rules.
2. Sportsmanship should be stressed with each new unit of play. Poor sportsmanship in any manner should not be tolerated. A teacher who overlooks acts of poor sportsmanship is condoning poor behavior.
3. Inter-school activities should stress good sportsmanship on the part of participants, spectators and coaches.
4. It is the teacher's responsibility to field teams which display good sportsmanship. Players who display poor sportsmanship should not be included on teams representing the schools until they can be taught to behave in an acceptable manner.
5. Teachers and coaches have a responsibility to prevent and stop heckling by teams, spectators, and classmates.
6. It is the responsibility of the physical education teachers to educate students in an appreciation of the other player's performance, whether it be inferior or superior to his own.
7. Poor sportsmanship should not be the basis for cancelling inter-scholastic activities. Activities which are deemed worthwhile to the majority of students, should not be curtailed by the actions of a few. We must all accept the challenge to change that behavior which we find unacceptable.
8. In order to promote proper attitude, it is necessary to emphasize acceptable behavior and attitudes at every opportunity. This must be a
Daily procedure.

Physical Education

Problem - Staff Relationships

Physical education programs, requirements and procedures in some secondary schools are not clearly defined. In schools in transition this results in misconceptions and a resulting mistrust in the schools. Frequent changes in personnel result in instability in the schools. In schools in transition this is a particular problem.

Recommendations

1. It is the responsibility of the physical education department to establish communication with the administration, and to explain programs, requirements and procedures, in order to obtain the support of the administration in carry out the physical education program. The results of this type of communication should be made known to all concerned including students, parents, counselors and nurses.
2. There should be consensus on the following procedures in each school:
 - a. Showering
 - b. Dress
 - c. Tardiness
 - d. Grading
3. Stability is a desirable attribute in the operation of any school. In schools in transition stability is a requirement. Students, teachers and parents must have firm guidelines concerning their requirements and expectations. The physical education department of each school has a responsibility to communicate with parents, students and administrators to establish and to maintain these guidelines as they pertain to the physical education program.
4. We need to encourage good teachers to remain in schools in transition.

Athletics

Problem - O.A.L.

The O.A.L. has for many years been responsible for the inter-school athletic contests. It has expanded from the original four major sports to include eleven different activities.

Although much time and energy has been expended in an effort to maintain the O.A.L. in a city in transition, there are numerous continuing problems associated with the athletic contests.

Many of the teams representing integrated schools are in effect segregated teams. Many of the rooting sections representing integrated schools are in effect segregated rooting sections. Player and spectator behavior has been less than acceptable on a number of occasions. Coaches have on occasion not displayed proper behavior toward their players and the officials.

In addition to these problems, many students do not have the opportunity to participate in the inter-school sports program. Not more than 1,300 of the 6,000 boys' high school enrollment participate in the O.A.L.

Recommendation

1. An all-city athletic council should be formed. The functions of this council would be as follows:
 - a. Promote integration on athletic teams.
 - b. Promote sportsmanship on the field and among the spectators.
 - c. Make suggestions and recommendations to the O.A.L.
 - d. Act as a channel of communication for school to the O.A.L.
 - e. Organize special activities for the O.A.L.
 - f. Perform special community services.
 - g. Investigate opportunities for scholarships.
 - h. Promote social activities in conjunction with games.

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- i. Promote better communication between schools and the community.
 - j. Promote better human relations between individuals, teams, schools and the community.
2. The all-city athletic council should consist of athletes selected by the players and should be representative of the various sports played in the O.A.L. The athletic council should be under the direction of the Director of Physical Education.
 3. There should be active and aggressive recruiting, on the part of coaches, to improve the racial balance on athletic teams.
 4. There should be a planned program to inform parents and students of the benefits of being a participant or a spectator in the inter-school athletic program.
 - a. A parent-student handbook of athletic opportunities should be developed.
 - b. Parent and student meetings should be conducted to inform and assure parents that their children are welcome and will be properly supervised.
 - c. Parents should be actively encouraged to attend athletic contest.
 5. Close supervision of all athletic contests must be provided. The following sources should be utilized:
 - a. Administration
 - b. Teaching staff
 - c. Student control
 - d. Parents
 - e. Police
 6. A coaches' council should be formed. Specific functions are as follows:
 - a. Advise the Director of Physical Education as to procedures and plans for the continual improvement of the O.A.L.

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- b. Set standards of behavior regarding sportsmanship on the part of the coaches.
 - c. Influence the attitudes of participants and spectators.
 - d. Contribute to the integration of the school by their efforts at integrating athletic teams.
 - e. Encourage white students to participate in the "major" sports and encourage Negro students to participate in the "minor" sports.
 - f. Devise and create opportunities for exchange among athletes to reduce tension.
7. Activities related to athletics should be sponsored by the O.A.L. These activities might include:
- a. Dinners
 - b. Meetings with speakers
 - c. Clinics
 - d. College scholarship opportunity meetings
8. An effort should be made to obtain additional Negro coaches. An effort should be made to integrate coaching staffs.
9. The O.A.L. should be expanded to provide opportunity for a greater number of students to participate in inter-school athletics. Expansion in the following areas might be considered:
- a. Soccer
 - b. Volleyball
 - c. Badminton
 - d. Weight football
 - e. Weight basketball
 - f. Water sports - sailing canoeing, water polo
 - g. Bowling

Athletics

Problems - G.A.A.

In some schools in transition, the G.A.A. has become Negro oriented. The formation and function of the G.A.A. has been determined by the individual schools. In some schools there is no G. A. A.

Recommendations

1. An active G.A.A. should be established in all junior and senior high schools because:
 - a. Through G.A.A. our students can have added opportunities to learn and appreciation of their own skills as well as those of their teammates and competitors.
 - b. Through G.A.A. our students can have an opportunity to experience the emotional stresses of winning and losing, and the opportunity of learning the proper way to respond to these stresses.
 - c. Through competition with other schools from all areas, youngsters can have the opportunity to meet, know and appreciate each other as competitors and as people. They can have an opportunity to see that not only are they all quite unique, but also in many ways quite similar.
2. P.E. teachers should engage in direct vocal recruiting of students to maintain and integrated G.A.A
3. A city-wide G.A.A. council should be formed. The functions of this council would be as follows:
 - a. Promote integration on athletic teams.
 - b. Promote sportsmanship on the field and among the spectators.
 - c. Make suggestions and recommendations to the G.A.A.
 - d. Act as a channel of communication for schools to the G.A.A.

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- e. Organize special activities for the G.A.A.
 - f. Perform special community services.
 - g. Investigate opportunities for scholarships.
 - h. Promote social activities in conjunction with games.
 - i. Promote better communication between schools and the community.
 - j. Promote better human relations between individuals, teams, schools and the community.
4. Compensation or compensatory time should be considered for supervision of the after-school program at the high school level.
 5. Funds should be provided for transportation and teacher compensation in order to conduct the G.A.A. program. The Oakland Recreation Department and the Oakland Public Schools are possible sources for these funds.

Athletics

Problem - Junior High Boys' After-School Program

The participants in the after-school program in many schools do not reflect the actual school population. Many teams and programs are predominately Negro. The number of supervisors and type of supervision for inter-school activities continue to be a problem for the playground leaders. Some schools do not have all of the supplies and equipment required for their programs.

Recommendations

1. Funds should be provided for student transportation.
2. Additional playground supervision should be provided particularly for schools in transition.
3. There should be a more formalized interscholastic program in the junior high schools.
4. All schools should have scoreboards and uniforms for their competing teams.

ADMINISTRATION PLANNING TEAM
Fall, 1965

Administration Planning Team

INTRODUCTION

The areas of consideration for the Administrator's Planning Team cut across all segments of the school organization.

The operating devices for our discussions revolved around two important questions. The first being what administrators might suggest as helpful in their own schools without the aid of additional funds. The second being what administrators might suggest as helpful in their own school with the aid of unlimited resources. This leads to a listing of seventy-four statements of action which were judged to be desirable in their schools.

During the period of review, twenty-two statements were deleted as not being truly relevant to the issues at hand. An effort was made to group the statements of our discussion into appropriate categories. Sorting of items into categories was difficult and judgmental at best. However, there was unanimous opinion here for the planning team for the final inclusion of each item. For these reasons the deliberations at times concentrated upon problems which served these far afield from the problems of integration. It is our feeling, however, that the administration of schools in transition present complex problems for which there must be a continual appraisal of each problem and a variety of solutions presented. Therefore, we have recapitulated our discussions in an attempt to record the avenues which we hope will offer opportunities for a measure of greater success in the integration of schools in transition.

A. General

1. Reduction of class size is necessary to allow for the close pupil-teacher relationship and strengthen instructional program needed in schools in transition.
2. Projects such as ESEA would offer assistance to schools in transition program.
3. There is a need for a special study of student absenteeism and tardiness in schools in transition.
4. It would be desirable to schedule some district wide meetings, curriculum, textbooks, library, etc., on Saturdays. This would allow staff members to be in schools during the time when they are needed and reduce the pressures of limited number of substitutes available.
5. The district should study the methods business organizations have employed to effect changes in behavior for their applicability to whole district school personnel.
6. There is a great need for more math and reading workshops.
7. Present suspension policies should be reconsidered for the possibility of seeking other means of control.

B. Administrative

Though it is generally recognized that the principal sets the tone and develops the atmosphere for the organization and operation of school, a common statement has been developed which indicates the expression of this planning team, regarding our perceptions of needs. The inherent problems associated with schools in transition require a realistic staffing ratio of both certificated and non-certificated personnel. Consideration should be given to future needs and adequate

staffing should be provided prior to the onset of problems peculiar to schools in transition. A realistic staffing ratio would then provide the following kinds of services which would tend to reduce problems and promote greater "integration in depth."

1. Attendance Supervision - to reduce the high incidence of absences and tardinesses.
2. Additional Administrative Positions - to provide opportunity for administrative staff -
 - a. To visit classes; work with teachers on student problems; work in group relations among teachers; take part in community work with teachers in special programs where needed; to work with individual students and student leaders.
 - b. To spend more time working on curriculum and with teachers and students to prevent crises from developing.
 - c. To institute preventative measures rather than spending all their time "putting out fires."

C. Human Relations

1. Human relations committees of faculties and of students seem to develop a centralness of purpose for issues about which we are concerned.
2. Intervisitation of staff between schools in transition would allow for exchange of ideas and techniques found to be effective in such schools.
3. All personnel, in general, need to be reoriented in terms of human relations programs which create understanding of the problems of the students and the desire for involvements

with students.

4. All personnel should be made aware of their part in the counseling function as it relates to involvement with student. All classroom situations and school activities should be utilized for their human relations program possibilities.

D. Integration

1. Assemblies can assist integration in terms of program and participants.
2. Leadership can be utilized to involve students in social integration via clubs, student government, etc.
3. Programming and classification of students can reflect attempts at integration.
4. Plans for integrated activities should be permitted and encouraged.
5. Learning experiences in the classroom are basic for social integration.
6. The principal should assume the leadership toward and set the tone for efforts in the direction of integration in his school and involve the community and the student social structure. In so doing, he should encourage leadership from among his staff.
7. It is desirable to have a statement of the philosophy of the Oakland Unified School District as to integration.
8. Programs to promote integration should be initiated as early as possible and should be a continuing program throughout all grade levels.
9. Grouping practices affect integration. Whenever possible we should insure maximum promotion of interaction among the various

groups within the school. Every effort should be made to acquire teachers skillful in working with multiple groups in the classroom. Inservice programs should be established to develop teachers with facility in individualized teaching techniques.

E. Community Involvement

1. Efforts should be made toward schools going into the community rather than the community into the schools.
2. Community involvement should start in the elementary schools and be continued in a sequential development through the grades.
3. Efforts must be made to provide a positive image of a school in transition.

F. Recruitment and Training

1. Personnel new to Oakland need to be oriented as to the type of students they will be teaching. A four-period day is suggested for these teachers using the added period for inservice training.
2. Recruitment practices should give priority to persons who have had teacher training or previous teaching experience in schools with mixed ethnic groups.
3. Inservice team assistance should be provided for new personnel.
4. We should continue to seek more personnel with the highest capabilities.

G. Development of Assistance for Schools in Transition

1. Efforts should be directed toward continuing worthwhile projects and programs once they have been initiated. Funds should be so allocated for the continuance of such worthwhile projects.

2. A person should be employed by the district to work on obtaining special funds for schools in transition.
3. Minimum days should be authorized for inservice training. Inservice training should be accomplished during school hours.
4. There is need for dissemination of information regarding effective programs that tend to promote integration.

OAKLAND PUBLIC SCHOOLS
Special Urban Educational Services

TEAM APPROACH TO SOLVING EDUCATIONAL PROBLEMS OF SCHOOLS IN TRANSITION

A Recapitulation of Suggestions Made by the Administrator's Planning Team Regarding
"A list and/or analyses of actions judged desirable in schools generally in the area
in which the group worked."

	Yes	No	Not Voting
1. Staff ratios should reflect the characteristics of the school population (a) EOA help (b) VP's with diversified time demands.			
2. Referrals are presently overloading time commitments and students are out of class 4-5 days at a time.			
3. Special programs should also include staff of supportive nature at school site - secretaries, etc.			
4. N.Y.C. students need identifying badge (?) when in junior highs.			
5. Counselors need to be relieved of clerical tasks.			
6. Salaries are a morale and motivating factor.			
7. Human relations committees for faculties and for students seem to develop a centralness of purpose for issues with which we are concerned.			
8. Concern was expressed over the workload generated by the central administrative staff.			
9. The ESSEA projects offer some indication for help.			
10. Absenteeism needs to be reduced.			
11. Substitutes need to be in supply even on rainy days.			
12. Curriculum meetings on Saturdays may reduce demands on the total substitute pool.			
13. Principals need all the extra aid available in order to "put out fires" and to relieve the build up of tensions.			
14. Resource teachers with small class size are needed for a low pressure class for students; and for additional counseling to students.			
15. Resource teacher may work in the community part day; and may relate to parents of problem students.			
16. Resource teacher may be assigned to parts of both 14 and 15.			
17. A training program for OPS should be inaugurated for the principalship.			

Administrative Planning Section

	Yes	No	Not Voting
18. Assemblies can assist integration in terms of the programs and participants.			
19. Leadership can be utilized to involve students in social integration via clubs, student government, etc.			
20. Programming and classification of students can reflect attempts at integration.			
21. Staff can be encouraged to utilize common conference periods to have open and frank discussions about race myths.			
22. Plans for integrated activities should be permitted and encouraged.			
23. Intervisitations, acceptance, communication, concern comparison, and respect for others should be encouraged.			
24. We need to breakdown our stereotypes.			
25. Learning experiences in the classroom are the basic unit for social integration.			
26. The principal should assume the leadership toward and set the tone for efforts in the direction of integration in his school and involve the community, the school staff, and the student social structure.			
27. Schools could utilize the methods business organizations have employed to effect changes in attitudes - (a) or does principal set tone with leadership from teachers.			
28. Schools need additional clerical staff to take immediate actions on absentees.			
29. We should pay regular teachers when they act as substitutes at schools.			
30. Reduce number and length of meetings held away from the school site.			
31. Principal's attendance now required at Curriculum Assistant meetings should be reconsidered.			
32. Efforts should be directed toward continuing worthwhile projects and programs once they have been initiated and funds should be so allocated.			
33. There should be more time and resources at the school site to evaluate projects.			
34. A person should be employed by the district to work on obtaining funds for schools in transition.			

Administrative Planning Section

	Yes	No	Not Voting
35. Considering that many teachers have moonlight jobs, we should employ teachers on educational projects (i.e., tutoring) and pay them for these services.			
36. The vice principal should have more time to work on curriculum and with teachers to prevent crises from developing.			
37. The principal needs assistance so that he may visit classrooms, work with teachers on student problems, work with intergroup relations among teachers, help teachers with special materials, take an active part in the community, work with teachers in developing special programs where needed, and to work with individual students and with student leaders. He needs more time for problem prevention.			
38. Principals should be informed as to what special programs and projects are in operation.			
39. Minimum days should be authorized for inservice training, or as a second choice inservice training should be accomplished during regular school hours.			
40. Communications within our present administrative structure need improvement.			
41. Teachers new to Oakland need to be oriented as to the type of student they will be serving. Suggest a four-period day for these teachers using the added period for inservice training.			
42. Recent graduate teachers have more of a commitment to integration and every effort should be made for their retention.			
43. Inservice team assistance should be provided for new teachers.			
44. Effort should be made to train faculty members to do human relations work in schools.			
45. The principal sets the tone, develops the atmosphere, and establishes communications in the school for an on-going human relations program.			
46. Teachers in general need to be re-oriented in terms of human relations to create understanding and the desire for self-involvement.			
47. Human relations problems occur within majority and minority groups as well as between them.			
48. More minority group teachers of high quality are needed.			

Administrative Planning Section

	Yes	No	Not Voting
49. It is necessary to have a statement of the philosophy of the central administration as to integration.			
50. More time is needed at the junior high level to develop student attitudes which they will carry on to high school.			
51. It is necessary to have additional staff members with authority to handle discipline in schools.			
52. Need more Neighborhood Youth Corps assistants in schools.			
53. Testing adds to the discipline problem load of the vice principal and reduces counseling time of the counselors.			
54. Deterioration of teacher morale is reflected by their many complaints, objections to extra work, aggressive behavior and reluctance to join professional organizations.			
55. Projection of future needs should be among the criteria for assigning administrators to schools.			
56. Most schools are now doing all they can without extra help.			
57. The loss of school clerical assistants has resulted in thievery in the gym and counselors being occupied in clerical duties.			
58. Experimental projects at schools are hampered by the lack of administrator, counselor and clerical time.			
59. Should we have -			
a. heterogeneous grouping			
b. homogeneous grouping			
c. multiple grouping for multiple purposes			
60. We have a responsibility to end self-segregation at school events.			
61. All junior high schools should have two vice principals and senior high schools three.			
62. Each school-in-transition should have a school-community worker.			
63. We need teachers who are skillful in grouping students within their classes and working with them in that manner.			
64. We need more math and reading workshops and qualified teachers for them.			
65. Suspension policies in schools-in-transition should be reconsidered.			
66. Perhaps efforts should be made toward schools going into community rather than the community to the school during Public Schools Week.			

Administrative Planning Section

	Yes	Not	Not Voting
67. The counselor function should be reexamined in light of providing for more teacher involvement with students.			
68. Homerooms should be utilized for human relations programs and involvement efforts.			
69. Community involvement should start in the elementary school.			
70. Schools should make efforts to involve opposition groups as well as groups favorable to idea.			
71. Community feels a school is better because it has better boys and girls as reflected by fewer fights, fewer suspensions.			
72. Attitudes appear to be the bottleneck to which one always comes when considering what could be done.			
73. A community involvement experiment should be attempted.			
74. Committees of lay people in schools should be called something other than advisory committees.			

COUNSELING PLANNING TEAM
Fall, 1965

COUNSELING PLANNING TEAM

In determining what the role of the counselor - and counseling would be in facilitating integrating in depth, the counseling planning team spent some time in attempting to isolate some of those characteristics mutually held by the minority groups involved.

The problems which result from living in a low socio-economic and culturally disadvantaged environment were most certainly indicated. In addition, there are the experiences of discrimination and the resulting problems to and characteristics of children who are treated differently because of the group to which they belong.

The following represent the four areas in which the impact of the counselor can be most effectively felt and list some of the specific activities in which the counselor can facilitate or participate in integration in depth, with emphasis on the school in transition as the locals.

COUNSELING/FACE TO FACE RELATIONSHIPS WITH STUDENTS

SUGGESTIONS

1. It is most necessary that the counselor start from a strong base of understanding of the student's problems in order to most effectively deal with the cause, impact and effect of such problems.

2. The counselor should take an active part in counteracting the effects of discrimination.

3. A concerted effort must be made to overcome distrust felt by many minority youths.

4. Social factors and reactions must be taken into account, particularly when they differ from the counselors in such a way that they might adversely affect the counseling relationship.

ELABORATIONS

A special program of in-service training on a continuing basis has been suggested for the counselors in the Oakland Schools. This program should deal specifically with some of the unique characteristics of the minority community which cause differences in attitude and reaction.

Insofar as discrimination on a continuing basis can result in feelings of inadequacy, lack of impetus and ambition in general, the counselor has the specific responsibility of re-enforcing positive characteristics and raising the aspiration level of the minority student.

The counselor, being for the most part different in race as well as an authority figure, must work at dissolving feelings of suspicion embraced by minority youth. This cannot be taken for granted but must be re-enforced by attitude, action and work whenever the occasion presents itself. This is one of the most pressing demands of a successful counseling relationship.

Because of the unfamiliarity with the social and cultural life of the minority youth, it is strongly recommended that the counselor provide himself with the opportunity of participating in activities that are unique to the minority culture.

Counseling/Face to Face Relationships with Students - Continued

SUGGESTIONS

5. The counselor should be aware, responsive and sensitive to the characteristics of minority group family life. Those of a positive nature should be commended and those of a negative nature should be understood and counteracted if at all possible.

6. Group counseling should be utilized as a necessary and effective technique in reaching numbers of children and providing them with the opportunity of discussing attitudes and behavioral change.

7. Counselor bulletin boards are recommended as an effective way of communicating with the students.

8. The counselor must have complete knowledge of various types of aids and be able to refer the student with effectiveness.

ELABORATIONS

A more direct relationship with the family of the minority youth is encouraged, either by bringing the family into the school or establishing a program of home visits.

This technique has been found to be most successful in creating the environment for dynamic thinking and effective interaction. With the counselor helping to establish the general direction of the group, group counseling can result in the development of positive behavior and elevation of values and goals.

The counselor can use not only pictures of minority youth but also put them in a positive and leadership role. Using this technique as a means of raising occupational aspiration can be most suitable when adults of minority origin are represented in positions of authority and the professions. College and scholarship information as well as vocational training opportunities should also be indicated. A positive identity can also be enhanced by establishing a section with newspaper clippings, magazine articles and book references that represent the minority.

Many of these aids should be covered in the recommended in-service training. However, it does not eliminate the responsibility of the counselor to keep current both the sources and relationships necessary for communication of this type.

ELABORATIONS

Because of the counselor's special knowledge of the background of the student, he is the most suitable person to act as liaison. In addition, the established relationship between the counselor and student should facilitate the ease of the adjustment and understanding.

This technique is especially effective when a student is first indicating a type of adverse behavior. If the counselor can catch such behavior in time and suggest association (via committee, etc.) with a "model" student, the results can be of a beneficial nature to the student and school.

There is tremendous need of the counselor giving each student individual attention in reviewing scheduling when data processing is used. Particular attention should be paid to the scheduling of troublesome groups together, scheduling of students below their ability or with teachers which might not enhance individual learning situation. In addition, the counselor should be constantly alert to the changing of grouping to better prepare a student for a future commensurate with his ability. With the establishment of the many new programs in the Oakland Schools, the counselor must be particularly aware of individual needs and eligibilities in order to make suitable recommendations.

The attention and encouragement given to these students is most important, for they must be encouraged to apply for the many opportunities and programs available provided just for them.

SUGGESTIONS

9. When there is a particular problem in adjustment, the counselor should establish a definite plan of working with student, teachers and administration.

10. The counselor can establish a corps of students who can provide good models for those students indicating troublesome behavior.

11. The counselor is responsible for careful scheduling of students to meet individual needs manifested in various ways.

12. An increased amount of attention must be given to minority students with ability.

Counseling/Face to Face Relationships with students - Continued

SUGGESTIONS

ELABORATIONS

(Continued)

Also, the students with ability must be identified (possibly on a list) so that names are easily accessible and accurate for the counselors when recommendations are requested.

13. Students should be enlightened as to some of the techniques used to communicate successfully with adults.

One of the greatest problems minority students have is the ability to communicate, effectively, their feelings and opinions with adults within the school community. It should be the counselor's responsibility to aid the students in techniques for making their position understood. In addition, there might well be times when the counselor is a resource person for the enlightenment of parents in this same capacity.

COUNSELING/REGULATIONS WITH ADMINISTRATORS AND TEACHERS

SUGGESTIONS

1. The counselor should be acutely aware of the social background and training of the teachers on the staff.
2. "The lower class child must show greater ability to be recognized than does the higher class child" -- Warner, Havinghurst and Loeb.
3. It is imperative that the counselor support the administration in the continuation of breaking down de facto groups.
4. The counselor should both encourage and be a part of Human Relations Committees in schools.

ELABORATIONS

This awareness can aid the counselor in not only determining teacher reaction to given problems that the students present but also in the determination of attitudes held by the teacher. There are times when the counselor will play an important role in interpreting this interrelationship to the teacher and/or to students themselves.

This well-known quotation applies as strongly in the counseling office as it does in the classroom. The counselor must be aware of even more subtle indications of attitudinal and educational growth in the lower class child and not wait until a gross action of a positive nature creates an awareness of the student's positive desires, attitudes, and direction.

The counselor's role in this capacity is manifold, extending from awareness of class composition to students in various clubs in the school. In addition, his position is one that is strong and often vocal in terms of supporting the administration in continuing this process.

Because of his background and knowledge of the interaction of human beings, he is a valuable participant on such a committee; and because of what is generally regarded as a leadership role, he can take a stand in developing such a committee.

SUGGESTIONS

5. The counselor should be requesting and participating in some form of in-service training that has to do with integration problems in the Oakland Schools.

6. The counselor should have a direct effect in developing a successful and worthwhile case conference.

7. The counselor should continue with and enlarge upon the relationship with curriculum committees.

8. The counselor should explore the establishment of transitional courses.

9. The counselors feel it is quite important they be contacted before students are suspended.

ELABORATIONS

There are many able leaders who can be utilized to direct and teach a program of this sort. This is a request that should come from the corps of counselors and not be a directive from the Administration Building.

The insight the counselor should hold and his ability to express student reactions in clear and effective terms can aid not only in the clarification of the individual case in question, but can do a great deal to familiarize the teachers and the administrators involved with some of the social characteristics of the student which are representative of others in his group.

In this capacity, the counselor is of value in re-examining text books and determining whether it is necessary to do supplementary work in order to make the material more applicable to the student's ability.

The adjustment between elementary and junior high school, and junior high school and senior high school, is often great enough that the students need additional help in some of the fundamental courses. During the first of the year, courses might be offered after school where some of this work is pursued almost on a cramming basis, thus better preparing the students for their new level of work.

This contact would be important only on the condition that additional and relevant circumstances might be revealed which would clarify

SUGGESTIONS

10. The counselor could work with the development of a student handbook.

11. It is suggested the counselor support the establishment of blanket heterogeneous grouping in the field of social studies.

12. The Bridge Project.

ELABORATIONS

(continued)

the case in the mind of the administrator, opening new facets of which heretofore, he had not been aware.

The student handbook in this case would be more than just the traditional student handbook.

Rather, it would be a means of expanding knowledge of the students in terms of social behavior and appearance. Because these two factors have presented themselves as particular problems, it would not be uncalled for to have such a guide established and develop related courses which would meet after school on a voluntary basis. This is based on the assumption that many students act and react in a way they do because they simply are not fully aware of the acceptable way to react.

Social studies lends itself most successfully to the interchange of ideas, values, interpretations and goals. Exposure of students from many levels in a class one to the other would be beneficial to the top groups as well as those with less ability. It must be noted, however, that blanket heterogeneous grouping itself would be insufficient and possibly disastrous.

Along with this type of program there would necessarily be increased training to teachers strong administrative support, and provision of techniques and resources that heretofore have not been used.

The Bridge Project is attached and is suggested as valuable and applicable reading in terms of the Oakland Public Schools.

COUNSELING/RELATIONSHIPS WITH PARENTS

SUGGESTIONS

1. It is imperative that the counselor make a special effort in interpreting educational and guidance activities to the parents of minority youth.

2. The counselor can be one of the main channels by which parents of minority groups children can become familiar with the enlarged scope of opportunities for their children.

3. The counselor must be fully aware of variety of scholarship programs offered to students on both a secondary and college level.

ELABORATIONS

There has been a tendency for the communication between school and minority parent to be on the rather limited plans. Because of the complexity of the opportunities and programs offered in the secondary schools, the counselor should bear the responsibility of relating to the parent those choices suitable to the individual child.

Many parents have been confronted with disappointments and discouragements because of discrimination and consequently do not envision the opportunities of their own children to be as vast as they are today. A successful program utilizing the services of the Urban League, etc., can be presented to parents to indicate the employment opportunities in our area. The opportunity for college attendance could also be included in a program of this sort, indicating the myriad of approaches to pursuing such a pattern if this is desired.

Oakland, at this time, is involved in participating in the Independent Schools Talent Search Program for eligible secondary school students. In addition, the number of college scholarships available on a racial basis is tremendous and is increasing yearly. It must be emphasized, however, that this communication cannot be between just the counselor and student, rather it must be a triangular-communication between counselor, student, and parent.

SUGGESTIONS

4. The counselor must make a special effort to meet in small groups with parents in order to maintain direct communication between the school community and the school itself.
5. Group counseling on a continuing basis, if possible, with parents of poor students can be an effective means of bettering school performance.
6. Home visits should be an integral part of the counseling process.
7. The counselor can actively generate parent-sponsored extra-curricular activities.

ELABORATIONS

Heretofore, counseling/parent relationships have generally been on a one to one basis and have not provided themselves with the dynamics and reflections that a group situation can offer.

Often, parents of poor students are not aware of the "value" of school and of some of the demands that schools make as well as how to react to these demands. In addition, there are home problems which can be a deterring factor to the performance of their children. Providing parents with the opportunity of meeting, discussing and being enlightened can do a great deal to enhance the attitude of both child and parent toward school performance.

Because many parents feel reticent about coming to school, especially if they associate this only with disciplinary action, the counselor can make the first move, contact the parent and suggest a home visit. There is then the potential of being developed an extraordinary level of communication which can be most beneficial to the child.

Many of the students from minority groups do poorly because they have not had the opportunities to expand their horizons. Suggested programs and tours can be drawn up by the counselor; the parents can be briefed and they can be the means by which these students participate in various enriching activities. The value of this, beyond the enrichment of the child, can be centered upon the parent in two rather distinct ways: 1. The parent has the feeling of actively participating

SUGGESTIONS

8. St. Louis Program

9. The counselor must have an acute awareness of communication problems with parents.

ELABORATIONS

(continued)

in the educational program of his child;
2. The gap between the "educated" child and "uneducated" parent can be lessened by such common experiences.

Attached is a copy of the St. Louis Program which relates in detail a parent participation program that achieved real success.

The parent might well embrace vocabulary and speech patterns that are quite foreign to the counselor. Only the counselor's perspicacity and sensitivity will dissolve the barrier that might result. It is his responsibility to maintain an atmosphere of understanding that will allow free communication between the parent and himself.

SUGGESTIONS

1. The counselor should be, if necessary, the catalytic agent in establishing youth groups in his school.

ELABORATIONS

Participation in Girl Scouts, Boy Scouts and related organizations provides youngsters with common experiences and thereby is an important part of the extra-curricular consideration of integration in depth. Surveys have indicated that very few such organizations exist in the schools predominantly made up of culturally disadvantaged students. Parents should again have the opportunity of helping lead these groups but if the strength of their own background knowledge of such organizations is weak, the counselor can contact potential leaders through voluntary organizations or through the youth groups themselves.

2. The counselor can act as a catalytic agent for developing volunteer programs with various agencies.

There are human resources in Oakland to be utilized on a voluntary basis to help in remedial programs, cultural horizon programs, immediate aid programs and other such activities. These can be used on an emergency basis or can be a long term program depending on the needs of the school itself. The element of reciprocity can be introduced wherein students from the school can act as a volunteer and therefore directory capacity. This enhances their own development and creates the feeling of responsible community action.

3. Oakland counselors should participate in the establishment of a speakers bureau.

Because so many agencies and groups within the community are unaware of the potential and scope of the counseling functions particularly in the realm of disadvantaged youngsters, it is strongly felt that there should be some counselors who are exceptional speakers available for appearances whenever needed.

SUGGESTIONS

4. The counselor should continue with the development of study centers.
5. The counselor should develop some imagination in locating tutorial help.
6. The counselor should actively utilize community resources.
7. The counselor should maintain as excellent a level of communication with local industry as possible.

ELABORATIONS

Because of the home conditions of many of the youngsters, there is a definite need to provide a place to study as well as materials with which to study. Many of these study centers already exist and should be supported by the counselors in the areas wherein they do exist and cited as a good plan within the areas where they do not exist.

Again, the resources within the city the size of Oakland and adjacent to a university such as the University of California are vast and limitless. The counselor can think in terms of contacting senior citizens groups, dormitory groups, sororities and fraternities, volunteer organizations, church groups, and lodges to name a few. Of course, it would be necessary that some screening be done, but one might presume that a volunteer for this type of activity from a group of reasonable standing would be qualified.

In addition to the activities mentioned above, it should not be overlooked that many community organizations will provide classes, programs, and other enriching activities in which the counselor need not take part other than making the initial contact.

This type of communication can be of tremendous value to the counseling program in that it best familiarizes the student with the community in which he is a part and from which he will most likely some day be selecting his job station. Industry can provide speakers. It can provide speakers from any one of the ethnic groups. Industry can provide tours of their plants giving the students an opportunity to see some of the positions they might select.

Counseling/Relationships with the Community - Continued

SUGGESTIONS

8. The Bridge Project.

ELABORATIONS

The Bridge Project is attached and is suggested as valuable and applicable reading in terms of the Oakland Public Schools.

The counselor acts as an agent of change within the educational experience of students. His awareness of the full range of differences of his counselees and necessarily their varied needs, is an important contribution to the equalization of education and counseling opportunity. But he does not do it alone. Following are some suggestions for school-wide cooperation that were cited in Counseling Minority Group Youth: Developing the Experience of Equality through Education by William Briggs and Dean Hummel.

1. That conditions in any phase of the school program affect all pupils and especially those who may be considered as different;
2. that all school staff members have a moral responsibility for sharing the resources they possess;
3. that common needs of pupils are the foundation for cooperation in the guidance program;
4. that the values, goals, and hopes of pupils are to be respected and honored as desirable;
5. that school cooperation must be carried out within a philosophy that respects the dignity and worth of each individual regardless of race, creed, color or national origin; and
6. that all phases of the school program are interdependent.

With special emphasis on the last statement and its relationship to number five, can we help but view the future with excitement and response to the challenge of what can be.

APPENDIX SECTION B

SUMMARY OF THE FINAL REPORTS OF THE SPRING ELEMENTARY INSTITUTE
1966

SUMMARY OF THE FINAL REPORTS OF THE SPRING ELEMENTARY INSTITUTE
1966

The following is a summary of the ideas and future plans of selected members of the Spring Institute, 1966.

- A. Nearly two thirds (15 out of 25) of the participants mentioned plans to initiate some kind of school-site activity for promoting better human relations among the staff members.

Among the strategies which these fifteen participants plan to use to initiate and promote improved human relations among their school colleagues are the following:

1. About half of the participants plan to develop bibliographies and/or obtain books, etc. on human relations.
2. About a fourth of them plan to use a bulletin board for promoting this idea.
3. Nearly half of these fifteen hope to arrange to exchange classroom groups as a technique for promoting a better understanding of intergroup relations.

- B. About a third of all twenty-five of the participants indicate that they plan to develop more ways of interacting with the parents as a means of furthering the ideas gained from the Institute.

- C. A little over half of all of the participants hope to do their part in helping to establish and/or promote the idea of a parent participant human relations council as a way of enhancing the growth of improved school-community relations.

- D. Among other ways of promoting the development of more school-community interactions, the following were mentioned by participants as activities they hope to establish:

1. Some kind of adult education program
2. Culture Fair
3. Some kind of program for increasing the involvement in the school of Mexican-American parents
4. An exchange of PTA meetings among nearby schools
5. Help arrange block meetings to help parents get better acquainted
6. Set up schedules for visiting homes of children taught.

VII. A. Representative of descriptions of areas of study techniques participants plan to employ are the following:

I need to find out as much as possible about the backgrounds and learning styles of my pupils. The disadvantaged, poor student is likely to have a different learning style from the average, middle-class child. He is more interested in doing than talking, responds to explicit rules set down by authority, and is less subject to self-direction. The disadvantaged should be known for his positives, his strengths.

What are some of the positives in the culture, behavior, and style of the disadvantaged? Among other things are these: cooperativeness and mutual aid in the family, lack of strain accompanying competitiveness; the ability to express anger; informality and humor; freedom from parental over-protection; and enjoyment of games and sports. To know my students is highly essential in working effectively with them.

Another teacher plans to do the following things in his classroom to help promote integration in depth:

1. Continue classroom arrangement in "living groups." The desks are arranged in clusters of six, without regard to academic performance. Each child becomes the leader of the group through rotation. The group is responsible for its own neatness and orderliness. The cooperation in household chores extends also to school work and relations. They develop a sense of belonging and pride in their group.
2. Do more work with socio-drama and drama. Socio-drama can offer creative solutions to the misunderstanding that occur among the children. It is a technique that can be developed throughout the year, beginning with simple problems such as self-concept, accepting color, etc.
3. Drama offers another way to learn through physical movement, and it provides an opportunity to experience other language patterns.

- B. A participant, against the background of the Institute "T" group or sensitivity sessions, analyzes the task of teaching values:

The problem of providing experiences in which children can discover and develop has proven easier to talk about than accomplish. In my own class I have had the problem of children "ganging up" on one or another member of the class. This has ranged from rather small, innocuous incidents to fairly serious and certainly frightening situation when viewed from the victim's vantage point.

My attempts at setting "standards" seemed to work fine as long as everyone else was following the "rules." These "standards" are reinforced by the "group," but when the group is absorbed by a larger group, the individuals capitulate to the standards of that group even when they are almost totally opposed to its original standards.

It seems our teaching is all aimed at the cerebrum, and the children learn to play the game intellectually. On the school yard, however, the issues like those of the street are often at the emotional, visceral, or "gut" level.

To get at this level, we tried role playing first. I tried with varying success to create situations in which the children could see the "other side" or point of view. The aggressor became the victim and the victim, somewhat timorously, the aggressor. The children seemed to enjoy this and showed interest in the discussions of it. However, there appeared to be little or no carry-over to "real life."

Then we tried another tack and brought in current events to present to the class. Each child has firstly to know his article thoroughly and to have made a value judgment based on whether the event was good or bad, positive or negative, whether it decreased world tensions or increased world tension.

The reporting child described the event and then told his value judgment or opinion about it. The reporter then could be challenged on his "reasons" for his opinion from the class. The reporter could either stick staunchly by his opinion, defending it, or he could be swayed by arguments from his peers. The teacher's role was kept as neutral as possible, expressing no opinions himself. At the conclusion of the presentation, the child put his article on the bulletin board under the heading of his choice.

Again, the children took to the activity with alacrity but the discussion remained on the intellectual, thinking level, and while perhaps helpful in thinking about the questions facing us today, it did not seem to "get at" the problems of real value judgments at the personal level.

C. This teacher, reflecting on experiences in the Institute, continues:

.... From my own observation, it seems possible that an adaptation of a method similar to a T group might be a profitable course under proper guidance and carefully controlled situations.

I have not been able to come up with an objective proposal of just how such a group as this should function or be chosen. In my own class, however, I have seen therapeutic effects from simple situations like the one where the class sings "Come along Sam with your funny face on" chorus and the "Come along Sandra with your holey socks on" and so forth. I was at first apprehensive that this activity which was initiated by another teacher would lead to more problems and fights, but it actually seemed to clear the air. It seemed to give the children a safe way to get things off their chests.

This approach to letting off tension is somewhat removed from the original problem of values but if a system were to offer both an opportunity to find and test out certain "values" and let off steam at the same time, it seems to me that this would be truly beneficial.

D. Still another participant, expanding on the Institute theme, "Integration in Depth," writes:

Dr. Webster stated that one of the goals of integration in depth is to establish "mutual respect and understanding." To me, mutual respect means appreciation of ethnic achievements and history and an acceptance of the differences among people. For an example, a kindergarten boy of Japanese origin began the school year as a bossy and demanding pupil, seldom chosen by the others as their playmate. However, as his special uniqueness in this class--his Japaneseness--was exposed through stories, a class visit and demonstration by his mother and discussion of Boy's Day, he acquired greater self esteem and playmates who both liked this special quality about him and his extensive imagination for pay ideas.

In addition there must be self-understanding and understanding of others' feelings about such things as their language, skin color, home, height, etc. One day as I was involved in rearranging the students' desks, I happen to move the desk of a short boy next to the desk of a tall girl. Some of the children, sensitive to the boy's feelings, commented: "That would kill him." I moved the desk to another spot before he reentered the room.

The following is an incident where understanding was not present. Some children after seeing an advertisement on national television showing a Chinese launderer babbling over a shirt he had ironed, talked about him

in the presence of a girl recently from Hong Kong. She was tearful and hurt; they responded with surprise. While the girl was out of the room washing her face, we discussed her reaction and the feelings this kind of stereotyping may have aroused in her. This led to discussion of other instance of this kind of advertising on television.

E. About a third of the participants mention plans to inaugurate and/or help promote on-going school activities designed to increase the understanding among children for better human relations. Among the activities mentioned were the following:

1. Reciprocal school visitations by classroom groups
2. Field trips, play days, sports activities, musical programs, assemblies, student councils - planned between schools
3. After school hobby and sports activities.

F. A variety of in-classroom activities were cited by participants as strategies they hoped to employ for developing improved human relations. Among the activities listed were the following:

1. Buddy system
2. Role playing, socio-drama, sensitivity training sessions, perception skits
3. Human relations oriented current events reports
4. Cultural holidays
5. Human relations oriented text and picture material
6. Visits and talks by minority group leaders.

G. An increased awareness of the sensitivity to the educational, social, cultural and emotional requirements of the students they teach was mentioned by nearly half of the Spring Institute participants. The following are representative participant comments:

How can I achieve mutual respect and understanding in my classroom and school? Personal development, of course, comes first. There will be the continuing necessity to be more sensitive and aware of the needs, desires, frustrations, and learning problems of the children. I shall try to avail myself of books, speakers, courses, etc. in the field of inter-group and human relations, and to keep abreast of minority affairs, progress and points of view. I must be aware of my feelings and attitudes toward all of my pupils as persons and as learners. I must become sensitive to their feelings and to the world as they see it.

APPENDIX SECTION C

RESEARCH DATA FROM
FINAL EVALUATION MEETING, 1967

RESPONSES TO QUESTION 10 (JANUARY, 1967 QUESTIONNAIRE)

Question: To your knowledge, what steps have been taken in the past year by your school system or district in the following areas:

- A. Improving relationships between students of different racial and ethnic groups.
- B. Improving relationships between minority group students and faculty.
- C. Increasing communication between faculty and administrative personnel about issues related to problems of integration.
- D. Increasing communication between faculty and parents of minority group members.

MAIN CATEGORIES OF RESPONSES TO A (above):

Student Human Relations Committee
Busing
Open enrollment
Interschool visits, assemblies; physical activities
Intergroup clubs, discussions, after school activities
Brotherhood week
Student cultural exchange forums
Assemblies
In-service meetings
Minority-related curricula

MAIN CATEGORIES OF RESPONSES TO B:

Human relations committees
Visual aids, e.g. bulletin boards, movies
Workshops
In-service training
Discussions, workshops, group meetings of students and faculty
Faculty meetings related to the problem of improving relationships
Courses

MAIN CATEGORIES OF RESPONSES TO C:

Committee meetings, e.g. Faculty Communications Committee, Higher Horizons, Faculty Advisory Committee
Human relations programs
Faculty meetings
Informal conferences, formal conferences
In-service training meetings
Use of bulletins
Small group discussions

MAIN CATEGORIES OF RESPONSES TO D:

Open meetings
School-community or school-parent meetings
Parent-faculty communications groups
Parent-school councils; parent advisory councils
Home visits
School workshops
Increased effort to include minority members in PTA
PTA programs
School-community resource groups
Meetings at neighborhood homes
Meeting and discussion groups
Human relations council
Brotherhood Week sponsored by PTA

Data from Final Questionnaire

The statistics in the following tables refer to the Final Evaluation Questionnaire in Appendix D. In order to facilitate interpretation of the values given, the appropriate categories and their values are given above each table.

Means and Standard Deviations of Responses to Final Questionnaire (February 1967) N = 52

Part I

<u>Question</u>	<u>\bar{X}</u>	<u>s.d.</u>	<u>Description of Answer Categories</u>
1	1.58	.74	1 = very beneficial; 5 = not at all beneficial
2	1.95	1.03	1 = very challenging; 5 = not at all challenging
3	3.98	1.03	1 = very discouraging; 5 = not at all discouraging
4	4.35	.81	1 = not at all informative; 5 = very informative
5	4.29	.73	1 = not at all enjoyable; 5 = very enjoyable
6	1.60	.88	1 = very worthwhile; 5 = not at all worthwhile

Part II

<u>Question</u>	<u>\bar{X}</u>	<u>s.d.</u>	<u>Description of Answer Categories</u>
1	3.12	.96	1 = completely
2	2.27	.72	2 = quite a bit
3	2.86	1.13	3 = somewhat
4	2.56	1.08	4 = not very much
5	4.70	.82	5 = not at all
6	1.32	.48	
7	2.53	.92	
8	2.19	.85	
9	4.28	.96	
10	2.53	1.08	
11	4.17	1.12	

Part III

<u>Question</u>	<u>\bar{X}</u>	<u>s.d.</u>	<u>Description of Answer Categories</u>
1	2.04	.97	1 = very important
2	2.25	.96	2 = important
3	1.90	.82	3 = somewhat important
4	2.57	.90	4 = not very important
5	1.81	.81	5 = not at all important
6	2.00	.89	
7	2.00	.76	
8	2.53	1.15	
9	2.17	.80	

APPENDIX SECTION D

EVALUATION INSTRUMENTS USED IN THE INSTITUTES

ATA (Attitudes Towards Students)

ATDS (Attitudes Towards Disadvantaged Schools)

DKT (Disadvantaged Knowledge Text)

Sensitivity Training Group Evaluation Form (POG
Perceptions of Group)

Final Evaluation Questionnaire

ATS (Attitudes Towards Students)

Below are a number of statements which deal with various aspects of education. You are asked to be as candid as possible in responding to each item. Select your answer from the categories below and fill the appropriate number in the blank to the left of each statement.

- | | |
|----------------------|-------------------|
| 1. Strongly disagree | 4. Slightly agree |
| 2. Disagree | 5. Agree |
| 3. Slightly disagree | 6. Strongly agree |

- ___ (1) A teacher should direct most of his attention to his subject.
- ___ (2) A teacher is justified in giving more attention to those students interested in the subject.
- ___ (3) The interest of the students should not influence the content the teacher selects for instruction.
- ___ (4) The students in a class are always more important than any subject matter that the teacher seeks to teach.
- ___ (5) If a teacher becomes involved too much with his students, he will tend to neglect his subject.
- ___ (6) The concept of child-centered education has created much of the confusion in education today.
- ___ (7) The most essential characteristic desired of the really good teacher is that he be a master of his subject.
- ___ (8) It is not a major function of the teacher to become concerned with the personality development of his students.
- ___ (9) A teacher should not allow student reactions to influence how he teaches his subject.
- ___ (10) It is possible for a teacher who relates well to students to be just as effective as an agent of learning as is one who does not have this quality but who is a master of his subject.
- ___ (11) A teacher must be prepared to adjust his course of study to individuals.
- ___ (12) Lecturing is justified if the teacher feels this to be his most effective approach to teaching.

ATDS (Attitudes Towards Disadvantaged Schools)

Select your answers from the categories below and write the number of your answer in the blank to the left of each statement.

1. Never	4. Frequently
2. Rarely	5. Almost always
3. Sometimes	6. Always

As a teacher, I feel that it is possible for schools in disadvantaged areas to....

- ___ (1) Significantly raise the levels of aspiration of their students.
- ___ (2) Produce high levels of academic achievement in their students.
- ___ (3) Help students to develop more favorable self-concepts.
- ___ (4) Help students overcome the effects of an impoverished environment.
- ___ (5) Reduce the feelings of alienation that disadvantaged children often feel.
- ___ (6) Help disadvantaged learners develop more acceptable patterns of social behavior.
- ___ (7) Reduce the retardation in basic subjects and skills displayed by their students.
- ___ (8) Help disadvantaged students to enjoy the mastery of knowledge for its own sake.
- ___ (9) Help students develop the proper attitudes toward authority.
- ___ (10) Raise the levels of motivation of their students.
- ___ (11) Greatly help their students to overcome the negative effects of membership in deprived families.
- ___ (12) Help their students develop socially acceptable moral values.

DKT (Disadvantaged Knowledge Test)

The following items deal with ethnic minority and social-class groups in American Society. Please place your answers in the spaces provided. Enter a T if you think the statement tends to be true, and an F if you think this statement tends to be false.

- ___ (1) Lower-class individuals tend, if they suffer from mental illness, to display more neurosis, while middle-class person will more often display psychosis.
- ___ (2) Poor whites have as great a proportion of their families headed by females (no males present) as do poor Negroes.
- ___ (3) Middle-class children tend to be more self-reliant than do lower-class children.
- ___ (4) Lower-class individuals tend to belong to a large number of groups.
- ___ (5) Lower-class people place little value on education.
- ___ (6) A larger proportion of the total Negro population of this country lives in cities of 50,000+ than is true in the case of the white population.
- ___ (7) Children from disadvantaged families tend to use verbs more proficiently than they do adjectives in their speech.
- ___ (8) A Negro infant has at least 50% greater chance of being born prematurely than does a white infant.
- ___ (9) When they know that they are competing intellectually with whites Negro students will tend to improve their performances and levels of achievement.
- ___ (10) Lower-class groups tend to reject the idea of the importance of education.
- ___ (11) The academic performance of lower-class students can be improved if they are offered concrete rewards (e.g., money).
- ___ (12) The largest share of welfare payments go to the aged and not to illegitimate or needy children families.
- ___ (13) The IQ scores of lower-class students can be improved if they are given practice on items similar to those on the test.
- ___ (14) The earliest age at which children become aware of racial differences is about age 5.
- ___ (15) Even though they are occupied in the same type of work as whites, Negro males as a group in the Bay Area are paid less money.
- ___ (16) Greater numbers of lower-class Negro mothers express the desire that their sons attend college than do lower-class white mothers.

- ____(17) White parents tend to seek to toilet train their children earlier than do Negro parents.
- ____(18) The non-white population of a city tends to be younger on the average than is the white population.
- ____(19) The Mexican-American home is most commonly a mother-dominated family unit.
- ____(20) Lower-class children display a greater ability to delay receiving gratification or rewards for what they do than do middle-class children.
- ____(21) There is usually less sibling rivalry between middle-class siblings than there is between lower-class siblings.
- ____(22) The presence of Negroes in a testing situation appears to have little effect upon the performances of whites.
- ____(23) Whereas 12% of white male workers are professional or technical workers, only about 2% of non-white males are engaged in these pursuits.
- ____(24) Middle-class children make greater use of informal language than do lower-class children.
- ____(25) Lower-class persons tend to be more prejudiced against races or groups different from themselves than are middle-class individuals.
- ____(26) More than 50% of Negro women in the Bay Area who worked were found in 1960 to be employed in domestic service.
- ____(27) Lower-class children tend to do better in arithmetic than they do in reading.
- ____(28) Approximately 75% of American Negroes have some Caucasoid and Mongoloid (Indian) genes.
- ____(29) Socially disadvantaged children require a less structured learning situation than do middle-class children.
- ____(30) Lower-class families tend to hold more puritanical views regarding nudity than do middle-class families.
- ____(31) Negro children do better in school under teachers who are strict and fair.
- ____(32) Middle-class parents tend to use withdrawal of love as a form of punishment more than do lower-class parents.
- ____(33) Lower-class children attending middle-class schools have higher aspirations than do lower-class children in lower-class schools.
- ____(34) Lower-class families produce more gifted children than do upper-class families.

- ____ (35) Negroes tend to wean their children earlier than do whites.
- ____ (36) The average age for Negroes in most large American cities is younger than that of whites.
- ____ (37) Lower-class mothers tend to use more physical punishment than do middle-class mothers.
- ____ (38) A greater proportion of American Indians can be described as being impoverished than is true of Negroes.
- ____ (39) The life expectancy of Negroes is less than that of whites in this country.
- ____ (40) Over 6000 Negroes have been lynched in this country since 1865.

Fill in the missing word or words in the following statements. Write the word or words in the space to the left of each statement.

- _____ (41) The practice of talking about each other's mother in a derogatory fashion by two or more persons is known as...
- _____ (42) Families which contain persons other than the parents and their children are known as....families.
- _____ (43)class persons as a group tend to be more authoritarian.
- _____ (44) The term.... is used when a person of one ethnic group secretly becomes a member of another group.
- _____ (45) Whereas over 83 per cent of white children under 18 years of age live in homes with two parents, only approximately ... per cent of non-white children of the same age group enjoy this advantage.
- _____ (46) A house is classified as being crowded when there are more than ... persons per room living therein.
- _____ (47) A common name given to whites by Negroes which means foe is ...
- _____ (48) The word ... is particularly offensive to Negro males.
- _____ (49) Mexican-Americans use the term ... in describing white Americans different from themselves.

Which of the following figures best represents the actual numbers of these ethnic minority groups in the country's population as of 1960? Place a check in the space to the left of the figure you select.

(50) Negroes

10,000,000

30,000,000

19,000,000

11,000,000

(51) American Indians

340,000

6,000,000

1,000,000

550,000

(52) Japanese Americans

8,000,000

400,000

250,000

1,800,000

(53) Chinese Americans

250,000

1,600,000

50,000

780,000

Below are examples of the slang and language used by large numbers of the lower class. Select a word or phrase from the right which best defines the term on the left. Place the letter in the blank next to it.

(54) BREAD

a. Leave or go out.

(55) PAD

b. A very appealing female.

(56) SIDE

c. Talk about, put down.

(57) LOOT

d. Useless talk.

(58) BEAR

e. Work, something to do, party, job.

(59) SPLIT

f. Car.

(60) SQUARE

g. The best, outstanding, number one.

(61) FOX

h. Record.

(62) BOSS

i. House or apartment.

(63) GIG

j. Tall, beautiful female.

(64) STALLION

k. Unknowing, unaware.

l. Money.

m. Ugly girl.

n. Create.

o. Hair

Match the correct authors with the books listed below on the left.

- | | | |
|------------|------------------------------|-----------------------|
| (65) _____ | Education and Income | a. James Baldwin |
| (66) _____ | Black Like Me | b. Oscar Lewis |
| (67) _____ | The Other America | c. Harry Passaw |
| (68) _____ | Culturally Deprived Child | d. Allison Davis |
| (69) _____ | Five Families | e. Gunnar Myrdal |
| (70) _____ | The Fire Next Time | f. Ralph Ellison |
| (71) _____ | Education in Depressed Areas | g. John H. Griffin |
| (72) _____ | Invisible Man | h. Michael Harrington |
| (73) _____ | Children of Sanchez | i. Patricia Sexton |
| (74) _____ | American Dilemma | j. Frank Riessman |
| | | k. Malcolm X |

PCG

CRATI

Name _____

School _____

Group Leader _____

Dear Participant:

You have just witnessed a hypothetical meeting of a group comprised of teachers faced with a problem of proposing human relations program for a high school. To refresh your memory, the participants sat in the positions diagrammed below.

We would like to review in your mind what you have just seen, and, working on your own, to answer the following questions.

1. Please describe the role that you saw each of the participants play in the life of the group.

a) Myrtha:

b) Sam:

c) Leonard:

d) Staten:

e) Richard:

f) Linda:

2. What factors or problems prevented the group from making progress toward its goal? (Continue on the other side of this page if you need more room.)

3. Which of the above factors or problems (named in #2) was most important in inhibiting the progress of the group? Why did you select this particular one?

4. Were there comments made among the participants which could have caused tension among them and blocked communication? List, if any, these terms, phrases, statements. (Write on the back of this sheet if you need more room.)

5. With which of these characters did you most strongly identify? Briefly state why.

6. One theory of interpersonal relations behavior holds that all such behaviors are of three types. These are:

Inclusion: The involving or including of others in an activity by either an individual or a group.

Control: Attempts to control the behaviors of others, to lead, command, manage.

Affection: Behaviors of warmth, friendship, liking, etc.

How would you rate the behaviors of the members of this group on each of the above interpersonal relations behavior dimensions? Using the following answer categories, place the number of your answer in the blanks of the left of the statements below.

Answer categories:

5. Extremely strong
4. Very strong
3. Strong
2. Moderate
1. Weak

____ 6A. I feel that the members of the group expressed (...) inclusion behaviors.

____ 6B. I feel that the members of the group expressed (...) control behaviors.

____ 6C. I feel that the members of the group expressed (...) affection behaviors

FINAL EVALUATION QUESTIONNAIRE

1. In your opinion, what are the areas in which you think it is most important for change to occur in order to make integration in depth a reality?
 - a.
 - b.
 - c.
 - d.

2. What solutions would you suggest in order to promote change in these areas?
 - a.
 - b.
 - c.
 - d.

3. What are the major problems that you think are facing the following groups of individuals in trying to introduce change in your school?
 - a. students:

 - b. faculty;

 - c. administration;

 - d. other (please specify):

4. If you are a teacher, please list below the classes you teach and the approximate percentage composition of each class for the following groups: (use numbered percentages)*

*See page 2 for answer space

4. (Cont.)

PERCENTAGE COMPOSITION

<u>CLASS</u>	Negro	Oriental	Spanish Surname	Other Minority	Other White
--------------	-------	----------	--------------------	-------------------	----------------

a.

b.

c.

d.

e.

f.

What is the approximate total percentage of all minority group members for all classes? 0%- 25%- 26%- 50%- 51%- 75%- 76%- 100%
Circle appropriate interval above.

The following 4 questions are to be answered by teachers only.

5. How often do you think it would be desirable to work on your own with minority group students as opposed to other white students outside of regular class hours? (This is not asking for how often you actually do so, but how often you think it would be desirable to do so.)

much more often somewhat more often about the same somewhat less often much less often

6. If the answer to 5 (above) is either more or less often, can you explain the reason for the difference?

7. How often are you able to work with any students on your own apart from regular class hours?

very often often sometimes seldom almost never

8. What is your general procedure for working with students after class time?

- a. by request of student
b. by your own request (e.g., for remedial work)
c. by request of parent
d. other (please specify)

9. Have you attended any organized meetings or belonged to any clubs or organizations whose objectives were related to the problem of integration in your school system or district (please specify what they were/are)?
10. To your knowledge, what steps have been taken in the past year by you school system or district (please specify which) in the following areas:
- a. Improving relationships between students of different racial and ethnic groups.
 - b. Improving relationships between minority group students and faculty.
 - c. Increasing communication between faculty and administrative personnel about issues related to problems of integration.
 - d. Increasing communication between faculty and parents of minority group members.
11. What programs are there available in your school system, whether you have participated in them or not, for bringing about improved inter-group relations.
- 1.
 - 2.
 - 3.
 - a. What suggestions do you have for programs which might be started but which are not now in existence?
 - b. What criticisms, suggestions, positive comments do you have regarding those programs which are not in existence?
12. Are there planned informal social functions for parents and faculty?
- quite a few some not many none

13. Is the P.T.A. or any other organization doing anything toward bringing about integration in depth? If so, what?
14. Are human relations committees between schools being formed?
15. Is heterogenous grouping being encouraged in at least one or two academic classes such as English and social science?

Please reconsider questions 10 through 15 above in terms of the questions asked below. Using the numbered responses given, please place the number of the response you feel is correct on each line.

1. completely 2. quite a bit 3. somewhat 4. not very much 5. not at all

QUESTIONS

To what extent is the plan, procedure in operation in your school?

To what extent are you involved in it?

To what extent do you feel the plan, procedure gets at the problem?

Do you feel the plan, procedure should be in operation in your school?

10. a.
b.
c.
d.

11.

12.
13.
14.
15.

16. How often do you see parents of students, as a rule, during the semester?

very seldom seldom sometimes often very often

17. How often do you see parents of minority group students as opposed to those of other students?

much less often somewhat less often about the same for both somewhat more often much more often

18. What is the general procedure you follow for meeting with parents?
- by your own request
 - by request of parent (s)
 - other (please specify)

19. What activity (activities) in solving problems in schools in transition do you believe should be undertaken personally by you in the future (it may be done in cooperation with school associate) in your school and/or community?

Activity (Activities) personally undertaken:
Problem:

Method:

Outcome:

Comments:

Problem:

Method:

Outcome:

Comments:

b. Activities undertaken in cooperation with faculty associates
Problem:

Method:

Outcome:

Comments:

20. To what extent and in what ways do you think the following are helping to facilitate integration-in-depth in your school?
(Note: on this and the following question (#22) please use the numbered responses to answer the part of the question concerning "extent" and write in your response to "in what ways".)

- | | |
|---------------------------|----------------------|
| 5. To a very great extent | 2. To a small extent |
| 4. To a great extent | 1. Not at all |
| 3. To some extent | |

a. Administrative personnel:
Extent: _____

In what ways:

20. (cont.)

b. minority group students:

Extent: _____

In what ways:

c. other white students:

Extent: _____

In what ways:

d. faculty members:

Extent: _____

In what ways:

e. other (please specify):

Extent: _____

In what ways:

21. To what extent and in what ways do you think the following may be hindering the occurrence of integration-in-depth in your school?

a. administrative personnel:

Extent: _____

In what ways:

b. minority group students:

Extent: _____

In what ways:

c. other white students:

Extent:

In what ways:

21. (cont.)

d. faculty:
Extent: _____

In what ways:

e. other (please specify):
Extent: _____

In what ways:

22. We have asked before about problem areas that seem to be general of which you may be aware. Please list here the main problems which you experience as a teacher (administrator counselor) in a "school in transition."

a.

b.

c.

d.

23. What are you doing specifically in the school in order to solve these problems?

a.

b.

c.

d.

24. In general, I find that as compared to non-minority group members, minority group students as a whole seem to:

a. require disciplinary action by me
 much more often somewhat more often about the same somewhat less often much less often

b. ask for extra help
 much less often somewhat more often about the same somewhat less often much more often

c. work (academically) willingly
 much more willingly somewhat more willingly about the same somewhat less willingly much less willingly

d. try to cooperate
 much more somewhat more about the same somewhat less much less

e. be motivated to achieve strongly
 much more strongly somewhat more strongly about the same somewhat less strongly much less strongly

f. be easier to work with
 much easier somewhat easier about the same somewhat harder much harder

g. appreciate efforts to help them
 much less somewhat less about the same somewhat more much more

25. From your own observations in your school, how much tension do you feel exists between the following groups:

a. minority group and non-minority group students
 very much quite a bit some not much none at all

b. different racial and ethnic groups
 very much quite a bit some not much none at all

c. students and faculty in general
 none at all not much some quite a bit very much

d. minority group students and faculty
 none at all not much some quite a bit very much

25. (cont.)

	e. students in general and administration				
very	quite	some	not much	none	
much	a bit			at all	

	f. minority group students and administrative personnel				
very	quite	some	not much	none	
much	a bit			at all	

26. Between those groups where you feel there is tension, what do you feel is the major underlying cause of this tension?

Area as indicated above:

a.

b.

c.

d.

e.

f.

27. What efforts have you and/or others made to alleviate this tension?

28. What further efforts do you think might be made?

29. In general, aside from your own classroom experiences, do you feel that minority group students are treated differently than non-minority group students:

	a. by non-minority group students?				
yes, very	fairly	somewhat	not much	no, not	
much	much			at all	

	b. by other faculty members?				
yes, very	fairly	somewhat	not much	no, not	
much	much			at all	

29. (cont.)

c. by administrative personnel?
no, not at all not much somewhat fairly much yes, very much

30. If you feel that minority group students are treated differently, in what way (s) does this difference manifest itself?

a. by other students

b. by other faculty

c. by administrative personnel

31. How necessary do you think it really is to attempt to make changes at this time in the direction of integration in depth?

very necessary moderately necessary somewhat necessary moderately unnecessary not at all necessary

32. If you do think it is necessary, how desirable do you think it would be to attempt to make changes at this time?

not at all desirable moderately undesirable somewhat desirable moderately desirable very desirable

33. Looking back over the last year, how would you say your ideas have changed with regard to major problem areas in integration?

How do you feel your understanding of the problems of integration has changed?

Very much better somewhat better no change somewhat worse much worse

33. (cont.)

Do you feel more optimistic or pessimistic about your own efforts to promote change? Explain, below circled choice.

much more pessimistic	somewhat more pessimistic	no change	somewhat more optimistic	much more optimistic
--------------------------	------------------------------	-----------	-----------------------------	-------------------------

How much are you involved with the problem of integration-in-depth as compared to a year ago?

much less involved	somewhat less involved	about the same	somewhat more involved	much more involved
-----------------------	---------------------------	-------------------	---------------------------	-----------------------

How much do you feel your ideas have changed regarding possible solutions to integration problems? Explain.

34. How important do you consider the following as possible causes of problems in promoting integration-in-depth? Place the number of the response you choose in the space provided before each statement below.

RESPONSES:

- | | |
|-----------------------|-------------------------|
| 1. Very important | 4. Not too important |
| 2. Important | 5. Not at all important |
| 3. Slightly important | |

- _____ a. Discriminative acts and/or attitudes on the part of non-minority students.
- _____ b. Failure of minority group students to attempt to integrate so socially.
- _____ c. Lack of mutual understanding between faculty and minority group students.
- _____ d. Lack of academic motivation on the part of minority group students.
- _____ e. Discriminative attitudes an/or actions on the part of minority group students toward non-minority group students.
- _____ f. Lack of specific programs for facilitation of integration-in-depth.
- _____ g. Contentment with status quo on the part of faculty and administrative personnel; tendency to let things remain as they are.
- _____ h. Bad image minority group students create for themselves.
- _____ i. Basic lack of academic ability on the part of minority group students.

34. (cont.)

- ___j. Failure of faculty members to make individual efforts to bring about integration-in depth.
- ___k. Failure of minority group students to really try academically.
- ___l. Discriminative treatment of minority group members by faculty.
- ___m. Lack of mutual understanding and communication between minority group students and administrative personnel.
- ___n. Lack of appreciation for educational opportunity on the part of minority group students.
- ___o. Not enough concern on the part of faculty with aiding minority group members academically.
- ___p. Failure of minority group students to try and solve their own problems.
- ___q. Lack of respect for authority on the part of minority group students.

- r. Please list below any other causes which you think should be mentioned and the degree to which you consider them important: