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After a first experiment dealing with poverty in the Twin Cities (ED 028 781), a second was undertaken to examine race relations. As the problem was immediately important, materials would be plentiful. Four courses (speech, composition, social studies, literature) and three instructors dealt exclusively with this 2-quarter, 16-credit project. The Fall 1968 class of 25 had only four blacks in it; the next had 14. The students did field work in the community; their reports were their writing assignment. As previous pre- and post-tests of attitudes had shown a student gain in empathy with other ethnic groups, the tests were not used for these two quarters. The investigators will reinstate them next time, however, as this one revealed that the black students lost less anti-white prejudice than expected. It was also clear that, after initial hesitations, the different perspectives of team teaching contributed to the vitality of instruction. It was disappointing to discover that not all students responded to the responsibilities of freedom. A more topical approach will be used in the next project, e.g., black community life, sex and racism, under- and unemployment, integration in education, housing and civil rights, police relations, etc., and, of course, possible solutions to the problems. Prerequisites will be more rigid and the course numbers will be made specific to this project. The attitudinal tests and their results, some student reports, and descriptions of student groups are appended. (HH)

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REPORT ON OFFERINGS OF THE SIXTEEN-CREDIT COURSE, PROBLEMS IN CONTEMPORARY RACE RELATIONS Fall, 1968, and Winter, 1969

by

John H. O'Neill

Readers of this publication will recall that a past issue (Vol.V, No.1) was devoted to an interim report of an experimental, sixteen-credit combined course, offered in the General College during the Spring Quarter, 1968. That report dealt with a team-taught "package" course in which General College students, while enrolled for credit in a full range of academic subjects, centered their attention on a single community problem, poverty in the Twin Cities area. This issue of The General College Studies continues and concludes the account of that unique experiment in learning.

According to the design of the original project, three members of the General College faculty, each with a different specialty, combined their talents to form a team to lead a student group which concentrated on a single topic for a whole academic term. Since the program was a combination of courses totalling sixteen credits, students who enrolled in it devoted their complete attention to the central subject, without the distraction of other course work. Much of the students' participation in the program consisted of field work in the community; class work--in composition, speech, literature, and social studies--was centered on and was correlated with student work in the field.

Using basically the same structure and the same techniques which had proved so effective in the original poverty experiment, the teaching team in subsequent offerings changed the central subject. In Fall, 1968, and Winter, 1969, students enrolled in the program studied race relations in the Twin Cities area. Instructors during the two terms were John O'Neill, William Chartrand and Daniel Schafer. John O'Neill prepared the report that comprises this issue of The General College Studies.

JC 690 344

REPORT ON OFFERINGS OF THE SIXTEEN-CREDIT COURSE, PROBLEMS IN CONTEMPORARY RACE RELATIONS

Fall, 1968, and Winter, 1969

by

John H. O'Neill

The offerings of our sixteen-credit course during Fall quarter, 1968, and Winter quarter, 1969, were a continuation, with considerable modification, of an experiment begun with the offering of Spring quarter, 1968, and discussed in the interim report submitted by William Chartrand, Jack Kamerman, and me a year ago (see General College Studies, Volume V, Number 1, 1968-1969). The most important modifications were those predicted in that report:

1. The problem of primary focus was changed from poverty to problems of race relations. This was done partly because we believed that resources for studying such problems would be more numerous and more easily available than those for poverty, and partly because these problems have gained in current importance.

2. A conscious and determined effort was made to bring about a more complete integration of the four courses and disciplines involved. Except in a few special cases, all three instructors were present in the classroom at all times, and all three participated in discussions. Discussion of literature was merged almost completely with discussion of social problems, and writing and speech were studied exclusively as methods for furthering the communication of information for these studies.

   For example, all the writing assignments were made as a means of enabling all class members to receive the information gathered by each member. Each student was required to write periodic reports on his field investigations, whatever they were (e.g., interviews with community leaders, door-to-door opinion samples, attendance at meetings, or library research). These reports, after they were graded and revised, were duplicated and distributed to all class members. Not only did this procedure enable the students to gain from each others' experiences; it also eliminated the feeling, not infrequent in conventional writing classes, that they were doing writing assignments simply as exercises for their own sake.

3. There was a change in teaching personnel: Mr. Kamerman left the General College to teach at Adelphi University. Daniel Schafer replaced him as the member of the team for social studies.

   During registration for the Fall quarter, 1968, students were allowed to enter the course without prerequisites, and no control over the

students entering was exercised. In registration for Winter quarter, 1969, on the other hand, there was some control. Students were required to have had GC 31A (the first course in our writing sequence), or to see me in order to have the requirement waived. Furthermore, all of the instructors involved in teaching the course and many other General College advisors tried actively before Winter quarter to recruit black students for the course. We felt that such students had a great deal to contribute to the rest of the class and also that the course was a step toward the kind of "black studies" that many black students hope to incorporate into their college work.

The students who entered the class during the two quarters differed in ways which the selection process made somewhat predictable. A large proportion of the students in the class during the Fall offering were in their first quarter of college, whereas none of those who took the course during winter quarter (partly, no doubt, because of the 31A prerequisite) were first-quarter students. Four of the twenty-five students in the class during Fall quarter were nonwhite; fourteen of those in the Winter quarter section were. An unlooked-for but often very valuable aspect of the makeup of the student group was the fact that several members of the class (six during the Fall quarter, four in Winter quarter) were men and women in their late twenties or their thirties, some of them with extensive first-hand experience with the problems we studied. One man in the Winter quarter section, for example, worked as a community organizer in the Summit-University section of St. Paul. The presence of these students, and of younger students who were active in various political movements, helped to give greater immediacy and force to classroom discussions. (A complete breakdown of the makeup of the classes appears in Appendix III of this report.)

I. Attitudinal Changes in Students in this Course:

During Fall quarter, we administered to all students in the course the attitudinal inventory which Mr. Kamerman and I developed (partly from existing forms) for this course and which was first discussed in last year's report. The results of the Fall quarter administration (which are shown in full in Appendix I of this report) tended to confirm the conclusions we reached during Spring quarter, 1968. That is, they suggested that our students, as a result of their experiences in our course, gain a sense of identification with persons of other ethnic groups . They tend, on the post-test, to rate members of other ethnic groups higher than they have on the pre-test, and the result of this change is a greater agreement between the "self" and "other" ratings.

The test was not administered during the Winter quarter, 1969. The decision not to administer it was made partly because of the difficulty involved (it had to be given on two separate occasions, both to our class and to the class selected as a control section), and partly because we believed that the first two uses of the test had established that the change described above did take place. However, events during the Winter quarter led us later to regret our earlier decision. Class discussions seemed to suggest to us that among many of the younger black students there was a significant

degree of anti-white prejudice, and that this prejudice, unlike the anti-black prejudice latent in many white students, did not tend to decline as a result of its holders' experiences in our course. In discussions near the end of the quarter, several black students made remarks like these: "Some of my best friends are white, but there's two kinds of white people, good and bad." "Whites are apathetic--you can't get them to take an interest in the affairs of the community." "White men are interested in only one thing--black women." Such remarks, of course, were amusingly close replicas of similar statements made about blacks by many whites. But because we made no systematic test, we cannot say to what degree they reveal real prejudices, nor how widespread such prejudices are, if they exist. When the course is offered again during Spring quarter, 1970, the attitudinal test will be reinstated, although perhaps in a somewhat modified form.

II. Some New Knowledge Acquired This Year:

A. One of the comments made most frequently by students during and after the first presentation of the combined course in Spring quarter, 1968, was that they would have preferred increased student participation in the study of literature--that they would have liked to study literature by means of class discussion. In response to this request, we attempted during the Fall quarter offering to design a way of handling all the literature study by this method. The class was divided into five groups of five students each, and each group was assigned one of the five literature texts. During the week that its book was used, each group was expected to present a group discussion; following the discussion members of the class (and the teachers) could ask questions and make comments. To prepare for their discussions, the members of the groups met with me (to receive suggestions about topics for discussion and sources of information) and with Mr. Chartrand (for instruction in techniques of discussion.)

Toward the end of Fall quarter and during Winter quarter, our experience with this setup led us to modify our procedures slightly. Instead of having a complete small-group discussion and waiting until afterwards for questions, we encouraged the class as a whole to participate in the discussion from the beginning (and, of course, we instructed discussion group leaders to call on class members as well as those in their groups). The small group still formed the nucleus of the discussion; its members were expected to be especially well-informed about the book under discussion and to carry on the discussion when the class as a whole had nothing to contribute, but the whole class was now able to take part in the exchange of information and opinions. This made the discussions livelier and more interesting, as well as helping the groups to move away from the kind of artificial "non-discussions" which are really just a series of speeches.

A second modification took place during the Winter quarter. The experience of Fall quarter showed us that not all aspects of literature can ideally be handled by group discussion. Therefore,

I returned to the use of the lecture method for dealing with the kind of material that was unsuited to group discussion (but I should point out that by the term "lecture" in this context I mean to include the kind of teacher-directed question-and-answer procedures which can often add interest to a presentation as well as providing a teacher with a check on student comprehension).

Our experiences led us to conclude that free, undirected class discussion of literature is most valuable for enabling students to bring to literature the insights they have obtained in their own lives. For example, they can discuss character, applying to the characters in a novel the kind of opinions and judgments they have learned to apply to their own friends and relatives. Or they can find themes in literature--that is, they can abstract from the specific circumstances presented in a book a general lesson or rule which the author intends to have these circumstances illustrate. Here again, they are using a technique which experience in ordinary living may develop or refine. But even for this kind of analysis of literature, considerable advance preparation and guidance is necessary. Students must be shown, for example, that themes exist--that authors intend specific incidents to be illustrative of general truths--before they will know how to look for them. Similarly, the concept of literary characters, existing as a result of an artistic process, is foreign to them and must be explained.

Class discussion is ineffective for presenting purely literary matters or any new information which helps students understand a book. Naturally, students cannot bring out in class discussion information that they don't already have. And we discovered that briefing group members in advance so that they can present such information is an extremely inefficient method; not only does it take much more time than lecturing, but the information is often badly distorted in the process. For example, a knowledge of Ralph Ellison's symbolic method is essential for any intelligent discussion of The Invisible Man. But when we tried to have this information presented by the discussion group, we were astonished at how badly the group members presented it. It became plain that they were not certain of the meaning of symbols or the way they operate, and that often they were further at a loss because they had an insufficient understanding of the second term--the thing symbolized. And yet these were good students who had been thoroughly prepared in several planning sessions!

Among the kinds of information which I believe cannot be effectively presented through class discussion are historical and other background information, literary structure and point of view, concepts of symbolism (although after these concepts are carefully introduced by means of lectures, students can use them effectively in discussions of theme and character), and any relationships between the work under discussion and literary form or tradition--The Invisible Man as a bildungsroman, for example, or the Autobiography of Malcolm X in the tradition of spiritual autobiography. Many of these concepts are highly important and can be very useful to students as background for their discussions; therefore I found it most valuable to present lectures on the works before the classroom discussions of them.

B. A second discovery we made during the past year was that our team approach to instruction can be successful. The three instructors in this year's team worked together smoothly, with no conflicts. After an initial period of hesitation, we learned to feel natural about interrupting each other's presentations with comments or additions--and about being interrupted. We had to make adjustments, of course, to each other's "style" of teaching--varying levels of formality, for example, and pace. But these adjustments were made. Our periodic planning and evaluation meetings (held approximately once a week during the early Fall quarter, and every two weeks thereafter) were highly useful in enabling us to anticipate problems and to correct mistakes before they went too far. Because we worked closely together, we were able to keep track of all our students. Any student who failed to hand in his work on time or who made serious mistakes could immediately receive the attention of the member or members of the team most closely concerned. I believe, therefore, that the concept of team instruction can work smoothly and be of significant value--if the members of the team are able to work together as closely as we did, and if each member has a different perspective to contribute.

C. Perhaps the most important--and irresistible--discovery we made was that not all of our students were ready to accept the responsibility of doing independent field work. Many did not meet the deadlines for their reports, even though they knew that these deadlines were necessary if the reports were to be duplicated for distribution. Some failed to attend the meetings they were to observe, or to keep appointments for interviews. Three students even failed to turn in the take-home final examination.

In both Fall and Winter quarters, the students who failed to accept these responsibilities were a minority. But that minority gained in size from Fall to Winter--from less than twenty percent of the class to almost forty percent. And we were unable to isolate any factor--such as age, experience in college, high school record, and so on--which would enable us to predict which students could meet the challenge and which could not. This inability to accept the responsibilities of freedom, manifested in so many students, was a serious disappointment to all of us.

III. Recommendations for Next Year's Course:

Our plans for next year's course will incorporate, as much as possible, changes prompted by the lessons we've learned this year. We feel that the social studies portion of this year's course was too elementary and too chronologically based to satisfy some of our best students, many of whom had already had 41A or had done some reading in the subjects of the course on their own. Accordingly, in next year's course we hope to have a topical, rather than chronological organization. Here are some of the topics which we have tentatively planned on studying:

1. Black community life

2. Unemployment and underemployment and their effect on family life

3. Sex and racism

4. Education: is integration the answer?

5. Housing and the Minneapolis Civil Rights Commission

6. Police-community relations

7. The role of religion: Christianity and Islam

8. White resistance to integration

9. Solutions: the legalist, moderate approach; radical approaches; community organizations

The amount of time spent on each topic will vary with its size and importance. However, we expect to spend about a week on each, and at least two weeks (perhaps more) on the last. Instead of a single book in the literature course to coincide with each topic, there will be many readings of varying lengths in several books, some of which the students will be required to buy, others of which will be placed on reserve. Student projects will be undertaken not by fairly large groups, like those we had this year, but by individual students or groups of two or three. Some of these projects might be carried out entirely in the library. Others may involve field work like that which our students did this year--interviews, attendance at meetings, and so on. We hope we may be about to place one or two especially hard-working students in community agencies, like the Minneapolis Department of Human Rights, where they can participate fully in the work of the agencies and study them in depth. As we did this year, we will require the students to submit periodic and cumulative reports on their projects, and these reports will constitute the writing assignments in the course.

The field work in this new version of the course will require more, rather than less, initiative and independence on the part of the students than did this year's course. And we are convinced that not just any students selected at random can be expected to display these qualities. Accordingly, we have worked out a procedure which we hope will help us fill our enrollment with the kind of students we are looking for. The course will be listed in the catalog and class schedule with two prerequisites: 41A and the consent of the instructor. This means that each student in our course will have to have had a previous course in the Division of Social Studies, where some instructor will have a chance to observe his work. Instructors in that division will be asked to recommend for our course only those students who show a capacity for working independently and getting their work done promptly and well. Only students so recommended will be allowed to take our course. This procedure, of course, will necessarily exclude some students who might have benefitted from the course, but since our course will not be given until Spring, 1970, and the prerequisite will be announced before Fall quarter, most students who hope to take the course should be able to complete the prerequisite in time. And it will be an effective step toward excluding students who not only decrease the value of the experience for the entire class, but often seriously damage their own educational careers as well by doing poor work in a course for which they are not prepared.

Another change is largely technical, but it is not without its significance. The numbers of the courses that make up the package will be changed. Instead of assigning to the courses in the package the numbers of conventional courses (e.g., 31A, 41A, 32D), the college will give our courses their own numbers and titles. This will distinguish clearly between our courses and any others in the curriculum, so that students will not try to take them simply to fulfill requirements (or to get something in a given time period), and it will put an end to the implication, often erroneous, that we are teaching our students the specific content, rather than the skills, of other courses in the same area. This latter implication is one with which I have become increasingly uncomfortable as the course has progressed. For example, when the writing section of the course was numbered 31B, it carried the implication that I was teaching my students to construct formal outlines and to write in the rhetorical modes with which 31B deals. Neither of these things was true, and a student going from our course to 31C might have difficulties that he would not know how to overcome.

Finally, as I mentioned above, we will reinstate our attitudinal test battery in order to obtain more detailed information about our students' prejudices and whether or not the experience of the course affects them.

Although there are as yet no definite plans for our activities beyond the 1969-70 academic year, we have discussed the organization of a somewhat simpler course, incorporating the social studies and literature parts of our present package, which would be open to all students, with no prerequisites. This course would not require the students to do independent field work, and it would not give them writing or speech credit. It would allow us to give students without the exceptional maturity required for the larger course some of the benefits of studying problems of race relations from more than one discipline. Because of reorganizations in the Division of Social Studies, it will be impossible to offer this course in the 1969-70 academic year, but we may be able to give it in the 1970-71 year. It could be offered during the fall quarter, and, because it would have no prerequisites, first-quarter students could enroll in it. This might be a way of engaging the interest of many students in our courses as soon as they enter college--or of meeting an interest which, in many cases, already exists in entering students.

This year's experience with the course has taught us all a great deal. A course like this one, in which we must submit all our teaching methods and principles to the test of workability under unusual conditions, has a great potential for teaching the teacher, a potential which I think we are only beginning to utilize. I, for example, find myself much more comfortable with our relatively unstructured classroom organization than I ever thought I could be. I'm looking forward to what I can learn from our experiences next year, and I'm grateful that I will again have the opportunity to have them.

Appendix I: The Attitudinal Test and Its Results

The test which was administered to the Fall, 1968, section was identical to the one administered last year. The following pages contain samples of the two sections of the test and a breakdown of the results.

The first page of the test contains a series of statements with which students are asked to agree or disagree (see pp. 9-10). Broadly speaking, the more strongly a person tends to agree with the statements, the more he is inclined to hold attitudes which could be called prejudiced against minorities. The results of this page of the test show a decline in agreement on fourteen of the eighteen questions--a decline which is particularly noteworthy in the light of the fact that the general attitude of the class, even on the pre-test, was usually one of disagreement. The four questions on which there is no such decline (no change on question 7 and an increase on questions 9, 12, and 17) seem to us indicative of general (and not necessarily prejudiced) attitudes rather than of prejudice toward minorities in general or any specific groups. In the control group, on the other hand, there was a decline in agreement on only six questions, no change on two, and an increase in agreement on ten.

The second page of the test is a semantic differential scale (see p. 11). The students were handed this page and asked to rate themselves. After they finished the rating, they were asked to write on the bottom the name of the ethnic group to which they felt they belonged. Then the sheets were collected and another page, bearing the same differentials in a scrambled order, was distributed. Now the students were asked to try to imagine a typical or composite member of some ethnic group other than their own and to rate this person in the same way. At the bottom of the page they were to write the name of the ethnic group to which this person belonged.

Page 12 shows how the students responded. Ten students of white ethnic groups chose to rate typical or composite Negroes. Two black students rated typical or composite whites. Four white students rated members of groups other than the Negro. (The rest of the students were for one reason or another unable to take both the pre- and post-tests.) The general trend of the ratings was toward some improvement in the concepts both of the students' selves and of the other persons, but the greater increase is usually in the concept of the other. (There are, however, some exceptions. For example, three white students show a decline in their concepts both of themselves and of Negroes. In all three cases, the decline for the Negro has been greater than for themselves.) It may be said, therefore, that in general the test indicates that the students' experience in the course encouraged them to gain a greater understanding of other ethnic groups.

Page 13 explores in greater detail the change in responses as it took place among white students who chose Negroes as the second or "other"

ethnic group. (This group of students was chosen for further analysis because it was the largest.) It shows which questions elicited the greatest amount of change and which the least, and it also shows the difference in the degree of change.

While we believe that the test results show a movement in the direction of greater understanding on the part of students who take our course, we recognize that there are not enough data to permit the drawing of any final conclusions. We hope that as we continue to give the test to students in future sections of the course, we will be able to understand more completely the attitudinal changes it influences.

Figure 1. Eighteen-Item Attitude Inventory (Attitude Test, Part 1)

The following are statements with which some people agree and others disagree. Please mark each one in the left margin, according to the amount of your agreement or disagreement, by using the following scale:

+1:	slight support, agreement	-1:	slight opposition, disagreement
+2:	moderate support, agreement	-2:	moderate opposition, disagreement
+3:	strong support, agreement	-3:	strong opposition, disagreement

____1. America may not be perfect, but the American Way has brought us about as close as human beings can get to a perfect society.

____2. It is only natural and right for each person to think that his family is better than any other.

____3. The people who say that Negroes need more help and favoritism than they've got already are mostly radical agitators trying to stir up conflicts.

____4. There may be a few exceptions, but in general Jews are pretty much alike.

____5. Certain religious sects who refuse to salute the flag should be forced to conform to such a patriotic action, or else be abolished.

____6. It would be a mistake ever to have Vietnamese for foremen and leaders over Americans.

____7. Human nature being what it is, there will always be war and conflict.

____8. To end prejudice against Jews, the first step is for the Jews to try sincerely to get rid of their harmful and irritating faults.

____9. It is entirely possible that this series of wars and conflicts will be ended once and for all by a world-destroying earthquake, flood, or other catastrophe.

____10. It is only natural and right that women be restricted in certain ways in which men have more freedom.

____11. There is something different and strange about Orientals: it's

hard to tell what they are thinking and planning, and what makes them tick.

____12. Familiarity breeds contempt.

____13. There is little hope of correcting the racial defects of the Negroes since these defects are simply in their blood.

____14. Although there are some exceptions, it's generally true that if a person is poor, it's because he's either too stupid or too lazy to raise himself to the level of most people.

____15. People who are poor through no fault of their own are often more honest and more thoughtful of other people than those who happen to have more money and material goods.

____16. Manual labor and unskilled jobs seem to fit the American Indian mentality and ability better than more skilled or responsible work.

____17. Beatniks and "hippies" prove that when people of their type have too much money and freedom they just take advantage and cause trouble.

____18. I can hardly imagine myself marrying an Asiatic.

Figure 2. Responses of Fall Classes to Eighteen-Statement Ethnic Belief Scale

(1 indicates least prejudice)
(6 indicates strong prejudice)

	Experimental			Control		
	pre	post	diff	pre	post	diff
1	3.2	2.7	-.5	4.3	4.4	.1
2	3.9	3.5	-.4	4.2	4.5	.3
3	2.2	1.4	-.8	3.2	3.0	-.2
4	2.4	1.9	-.5	2.9	2.7	-.2
5	2.0	1.6	-.4	2.5	2.8	.3
6	3.0	2.5	-.5	3.8	3.0	-.8
7	4.3	4.3	-	4.9	4.4	-.5
8	1.7	1.4	-.3	2.3	2.7	.4
9	2.9	3.3	.4	2.5	3.0	.5
10	2.3	1.8	-.5	2.9	3.0	.1
11	2.3	2.1	-.2	2.4	2.7	.3
12	2.5	2.7	.2	3.0	3.5	.5
13	1.5	1.2	-.3	2.2	2.2	-
14	1.9	1.4	-.5	3.1	3.3	.2
15	4.0	3.3	-.7	4.2	4.2	-
16	2.3	1.3	-1.0	2.8	2.7	-.1
17	2.1	2.7	.6	3.1	3.5	.4
18	2.5	2.3	-.2	3.4	3.1	-.3

Figure 3. Twenty-Adjective Checklist (Attitude Test, Part 2)

Dependable	: : : : : : : :	Undependable
Dishonnest	: : : : : : : :	Honest
Responsible	: : : : : : : :	Irresponsible
Enthusiastic	: : : : : : : :	Unenthusiastic
Cooperative	: : : : : : : :	Uncooperative
Inefficient	: : : : : : : :	Efficient
Pleasant	: : : : : : : :	Unpleasant
Neat	: : : : : : : :	Sloppy
Clumsy	: : : : : : : :	Graceful
Accepting	: : : : : : : :	Rejecting
Tense	: : : : : : : :	Relaxed
Interesting	: : : : : : : :	Boring
Gloomy	: : : : : : : :	Cheerful
Unfriendly	: : : : : : : :	Friendly
Smart	: : : : : : : :	Dumb
Impolite	: : : : : : : :	Polite
Helpful	: : : : : : : :	Frustrating
Cold	: : : : : : : :	Warm
Self-Assured	: : : : : : : :	Hesitant
Guarded	: : : : : : : :	Open

Figure 4. Average Rating Assigned to Self and Other Individual for Students Completing the Post-Test Classified by Their Ethnic Origin and Ethnic Origin of Other Individual Rated

Ethnic Combination	Self			Other		
	pre	post	diff	pre	post	diff
Self ------- Other						
White ---- Black						
German --- Black	5.90	5.50	-.40	5.45	7.00	1.55
German --- Black	6.40	6.45	.05	3.90	6.10	2.20
German --- Black	5.95	6.00	.05	3.40	5.15	1.75
Irish --- Black	5.10	5.70	.60	4.80	5.65	.85
Irish --- Black	6.80	6.35	-.45	7.10	5.70	-1.40
Swed --- Black	6.70	6.40	-.30	4.85	6.50	1.65
Swed --- Black	6.55	7.30	.75	6.85	7.05	.20
Engl ---- Black	5.95	6.20	.25	2.65	4.05	1.40
Jew ---- Black	6.05	5.85	-.20	3.95	3.30	-.65
Caucasian- Black	6.40	6.35	-.05	6.50	4.50	-2.00
Average for white rating blacks	6.18	6.21	.03	4.94	5.50	.56
Black ---- White						
Black ---- Polish	5.40	7.35	1.95	4.65	7.15	2.50
Afro-Ind -- White	5.80	5.95	.15	4.85	5.30	.45
Average for black rating white	5.60	6.65	1.05	4.75	6.23	1.48
Other						
Jew ---- Prot	7.50	7.30	-.20	6.80	7.50	.70
Polish - Jew	7.50	7.55	.05	5.60	7.15	1.55
White -- Chinese	6.60	6.45	-.15	6.65	6.85	.20
Everything - Indian	6.85	7.20	.35	7.05	7.00	-.05
Average for other individuals	7.11	7.12	.01	6.52	7.12	.60
Students with post-tests only						
Black ---- Creole	---	7.26	--	--	5.05	--
Irish ---- Black	---	5.90	--	--	5.32	--
Czech ---- Black	---	6.30	--	--	7.00	--
Average for such individuals	--	6.49	--	--	5.79	--

Figure 5. Average Change in Rating from Pre-Test to Post-Test of Each Adjective for Whites Rating Blacks as Other Ethnic Group; Arranged According to Observed Differences

Adjective	Average Ranking Change from pre to post: Self	Other	Difference between other and self
1. Considerable change in both self and other			
Cooperative	.5	1.4	.9
Smart	.4	1.1	.7
Graceful	.4	.9	.5
Open	1.0	1.5	.5
Helpful	-.3	.5	.8
Neat	-.2	.5	.7
Efficient	.7	.8	.1
2. Considerable change in other; little change in self			
Dependable	-.1	1.2	1.3
Responsible	.0	1.2	1.2
Warm	-.1	1.1	1.2
3. Some change in other; little change in self			
Honest	.0	.5	.5
Accepting	.3	.7	.4
Relaxed	.0	.5	.5
Self-Assured	.1	.4	.3
4. Litttle change in either self or other			
Friendly	.0	.3	.3
Pleasant	-.1	.2	.3
Enthusiastic	-.3	-.2	.1
Interesting	-.2	-.3	-.1
Cheerful	.0	-.1	-.1
Polite	-.3	.0	-.3

Appendix II: Some Student Reports

As this report has already stated, students in the course were required to submit reports on their field investigations throughout the two quarters. All the reports submitted were duplicated and distributed to members of the class. Persons interested in examining these reports may obtain copies of them from me or from the Division of Literature, Writing, and Speech.

At the end of each quarter, the students were asked to submit a cumulative report covering their activities over the entire quarter. In these reports, they were expected not simply to repeat the information which they had gathered and reported earlier, but to be analytical and interpretive--to outline the broad conclusions they had reached as a result of their reading and field investigations, and to support these conclusions with evidence selected from their earlier reports.

The three themes reproduced here constitute a sample of these cumulative reports. The first student investigated some aspects of race and education in Minneapolis. The author of the second report, also working in Minneapolis, studied police-community relations. The third student, interested in community organizations, worked with the Summit-University Federation in St. Paul. The experiences these students report and the conclusions they reach may convey a better idea of what happened in our course this year than any other section of this report.

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Because students come from many different backgrounds and have different educational needs, I feel that there is a great need in our society for a wide variety of educational programs. For each student there should be an educational program available that he can relate to and that can fulfill his individual needs. Emphasis must always be placed on the individual.

More qualified and sensitive teachers who are committed to the needs of inner-city students are necessary to insure a quality educational program. I feel that teachers should be selected because of their ability to communicate with students. Twin Cities Opportunities Industrialization Center has been using this as their basis for selection of its instructors and I feel it has proven to be a valid basis for them. I noticed a great student-teacher rapport as I observed several classrooms at T.C.O.I.C. and I feel that this rapport is integral to the center's success.

Although I do not feel that black teachers are necessarily more qualified to teach black students than white teachers are, there are some advantages to hiring black teachers. As I observed at Bethune Elementary School, just the presence of black teachers can often help instill a kind of dignity of the black race in both the black and the white students. Also, as Mr. Robert Samples, public information director of T.C.O.I.C., stated, black instructors and counselers tend to "establish better rapport and can establish it more quickly."

I feel that the mandatory human relations pre-service and in-service training programs for all Minneapolis teachers are both

very worthwhile. I feel that such programs are necessary to help teachers to really understand their minority students. These programs should also aid the teachers in improving their ability to communicate with their students.

I feel that all educational programs require a great deal of flexibility if they are to relate to all the students and fulfill all the students' needs. According to Mr. Samples, trainees at T.C.O.I.C. can "go at their own pace, whether it takes two weeks or two years." Because it would be highly impractical, if not impossible, for public school students to set entirely their own pace, I feel that smaller classes which allow teachers to give students more individual attention are very worthwhile. I also think that having classes divided into small groups of students with similar abilities and interests is very valuable. As in Mrs. Lawrence's class at Bethune Elementary School, small reading groups of three or four students allow the students to read at a pace that they can handle. Individual help for students who are behind in their work should be made available in addition to regular class hours, and students should be encouraged to take advantage of the tutoring. This individual teaching aid should help establish a one-to-one relationship between the teacher and the students. This would in turn help to create freer channels of communication between the teacher and his students.

I feel programs such as Head Start and Upward Bound are very valuable to minority students. Head Start, a program for pre-school students, is supposed to help give lower-class students a "head start" in school. Head Start's purpose is to prepare pre-school students for the education they will receive when they begin school. They help these children develop the intellectual and sensory skills that they have failed to acquire because of the poverty of their environment. When children start out in school on the "right foot," I feel that they will have a better attitude towards education throughout their school years. Upward Bound is a program for disadvantaged high school students. It tries to motivate these students and provide them with the skills they will need to go on to college. According to students I have asked about Upward Bound, it really helps to give them a better attitude about education.

I feel that the inquiry method of teaching is very effective. Mr. Britts, Service Co-Ordinator of Human Relations, explained that the inquiry method "gets the student to think and contribute. The whole idea is that of communication." In a fourth grade class which a Task Force teacher was instructing, I saw the inquiry method put to good use. I have never before seen such a responsive and enthusiastic group of students. This Task Force teacher was an excellent example of the kind of teacher that our schools should be searching for. She spoke to the students on their level. She related all material to the students' own experiences. In this manner, she was able to keep the students interested and enthusiastic.

I believe that human relations should be a part of all curricula, because education in this field is necessary in preparing students for life in our multi-racial world. I feel that the study of minority contributions and history is essential to better understanding

of the minority groups.

Mr. Bastolich, a resource teacher in social studies who is now part of the Minneapolis School Board's curriculum department, explained that because texts continually require up-dating, there is a great trend away from the use of textbocks. The curriculum department urges increased use of such teaching aids as paperbacks, pamphlets, movies, and film-strips. I feel that the more contemporary style and subject matter of these teaching aids enables them to not only increase the amount of available information, but to also make this information easier to relate to. However, I do feel that revised texts including minority contributions and history are important. I think that if all minority information is found only in the "extra" materials, this information might seem to take a "second place" to the contributions and the history of others. Students may feel that something can not be too important if it's not even mentioned in their textbook.

I support Mr. Bastolich's preference that the "study of minority history be integrated into the regular courses rather than being taught as a separate course." I too feel that this information should be brought up when it is relevant. When minority history is integrated into regular courses, all students may benefit from it, not just the handful of students that benefit by taking it as a separate course. Incorporating minority history into regular courses should also help prove that minority contributions are equally as important as those of any other group. However, I do feel that establishment of separate courses in minority history <u>in addition</u> to study in regular courses should be encouraged as an elective for those students who care to delve more deeply into the subject.

I think that when minority students learn what part their people played in the making of today's world, they will develop a pride in their race and a greater understanding of their problems as members of a minority. Recognition of minority contributions should also help the other students to develop an attitude of respect towards minority groups and should aid them in understanding of the problems that members of a minority group must face.

The Task Force is a group of ten teachers who go into different classes and take over another teacher's spot for one full week. Their job is basically to bring minority contributions and history into the classes and to help the regular teacher get started in teaching this information so that they can continue after the week is over. If the Task Force teacher that I observed is any indication of the Task Force's effectiveness in teaching, I think that the program should be expanded to reach every class throughout the entire school system each year. Right now the Task Force covers only the fourth, fifth, seventh, ninth, and twelfth grades and is unable to reach even all the classes in those grades because of its shortage of teachers.

All in all, I feel that the need for freer communication between students and teachers, the need for material that students can easily relate to, and the need for flexibility within all educational programs are those needs which must first be met to ensure a quality education for all. Above all, I feel there should be a greater emphasis placed on the individual.

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It was once said by Harry Emerson Fosdick; "Change is one of the most dangerous things in the world. The only thing more dangerous is not to change." This, then, is the dilemma of the police departments today. Greater sensitivity toward racial slanders has been demanded. All across the country police departments have commenced sensitivity programs to train policemen who work in the Negro community. The police-community-relations unit of the Minneapolis Police Department has been working with the people in north, south, and eastside locations of the city in order to develop better relations with the citizens.

In spite of the community-relations programs, it appears that the people do not accept the police. The interviews I conducted with the community members proved the people are not satisfied with the police protection. The people are also negative toward the police because most policemen have a very suspicious attitude-especially toward black people. I recently spoke to a policeman I know personally, and I am certain he held back no prejudiced feelings on the subject. I asked the policeman, who had worked on the northside for seven years, how he liked working in that area. He commented that it was a difficult area in which to work. He said, "The people in the north area are either on relief or are pimps--generally low class people. They take out their frustrations on the police." His parting comment was, "I hope these books you are reading are not influencing you." This last statement, I feel, shows the general attitude of policemen--the only difference is that in previous cases I was not personally acquainted with the interviewed policemen.

In the November 16, 1968, edition of The Saturday Evening Post, a poll on the attitudes toward policemen was taken in St. Louis, Missouri. "Forty-six percent of St. Louis Negroes, according to a recent poll, consider the police to be "dishonest," 48 percent find then "arrogant"; 52 percent think they are "cruel in the search and arrest of a suspect," and 61 percent insist that policemen "do not protect the interests of the lower and uneducated classes of residents." The poll shows there is "police brutality," and there is a definite need for change of police attitudes.

The past weeks have been an excellent experience in visiting with minority people and hearing their opinions of police-community-relations. These areas have insufficient police protection and lack of interest on the part of the police department. I talked with Mike Davis at Glendale Homes. He stated that the police only come around when a crime has been committed; the police do nothing to prevent crime. This quite clearly indicates the need for more police training--a sensitivity training for all policemen.

It is necessary that the black people too face their socio-economic status. Mr. Cross suggests in his article, "Negro, Prejudice, and Police," from the Journal of Criminal Law, Criminology and Police Science, that the Negro must channel his self-assertiveness and aggressive behavior to constructive outlets rather than crime, narcotics and mental abnormalities. On the other hand, it is necessary that the police handle racial situations in an impartial manner. The article states that in order to achieve this impartiality, it is necessary to obtain morally responsible police to serve in police work.

One can only hope that Minneapolis' new police chief Donald Dwyer will do all he can for the minority areas. The police chief does not have enough power. It is difficult for him to make any "real" decisions with the mayor as the department head. In The Minneapolis Tribune, November 3, 1968, edition, Donald Dwyer said, "I'm a great believer in the Martin Luther King attitude that you have the right to dissent and even the right to disobey the law, but you must accept the consequences." Mr. Dwyer also believes police are liable for their own acts and should be able to confront pressure. Mr. Dwyer said, "It is a deplorable truth that because they are officers of the state they frequently escape the penalty for their lawlessness."

The Citizens Patrol Corps is an organization which is possibly the most help to the police and the community. The CPC was born last April after the assassination of Dr. Martin Luther King. It was designed to help keep things quiet in the minority neighborhoods. This organization has been of more importance than the police for communication in north Minneapolis. The organization is not under the strain of discriminatory attitudes from the people--as there is much dislike for policemen in that area. Don Boyce explained to me the importance of the CPC. The Rumor Investigation and Control Center has a two-way radio system set up for continual contact with other organizations. In this way, there is communication from each end of the city to the surrounding suburbs.

The past few weeks of study on the police-community-relations topic has presented me with the picture of a deteriorating relationship between the police department and the people. The police have been taken off the beat and put into the police squad car. This alone makes for a gap in communication. There is a widening need for the police' understanding of the Negro and this goal can be obtained only through careful study of the Negroes' cultural background. Last of all, the social revolution has caused a great many problems for the police. Perhaps through broader police-community-relations programs and police sensitivity training programs, the police might be able to communicate more effectively with the people.

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This paper is a summary of my field work. I chose as my project community organizations and public agencies. My objective was to find out how efficient they were in serving deprived areas. Chapters seven, eight and ten of the National Advisory Commission's report on civil disorders provided some insight on the problems of ghetto residents. These chapters also recommended action that community organizations and public agencies could implement for elimination or rectification of problems faced by ghetto residents. According to the commission's report, some of the problems are unemployment or underemployment, poor housing, variation in food prices, crime and insecurity, poor schools, inadequate recreation facilities, fatherless families, and installment buying.

Considering the multitude of problems faced by the ghetto resident, I realized that no single organization could help with all of these

problems. So I attached myself to the Summit-University Federation, because it is an organization that serves as an intercommunication link for fifty or more organizations serving the Summit-University area.

The Summit-University Federation is a community organization. To expedite needed services to the Summit-University area residents, the Federation set up a block-contact program. Under this program, the block-contact workers would visit every house in the area, talk to the residents and, when necessary, contact a public agency or community organization for help on behalf of the needy person.

While performing my duties as a block-contact worker, I noticed many run-down houses that were in great need of repair. I made a visit to the Housing and Redevelopment office to see what was being done about the poor condition of homes in the area.

Mr. Vern Hoffman explained to me that an urban renewal program was in process. Under this program, homes beyond repair would be demolished. The repairable ones would be up-dated to meet city codes. He also told me that some sound housing would be taken too. He said that it was necessary to take some good homes because of new schools and recreation facilities being put in.

The up-dating of homes, new schools and recreation areas will improve the area, but many citizens are unhappy with urban renewal. The unhappy residents feel this way because they fear that the program is being pushed down their throats. They feel that they should have some say as to what, where. when and how many, when it comes to their community. They also feel that area residents should get a fair share of the jobs that are being created through urban renewal.

As an example of progress in the urban renewal program, there are some new apartment buildings for low and moderate income families that are complete and occupied. I talked to several of the families living in these buildings, and they felt that the rent was too high and complained of leaky basements. Based on the tenants' comments, I don't know if this is progress or not.

Employment is also a critical problem in the Summit-University area. To meet this problem public agencies and community organizations have joined forces. A branch office of the state employment office is now located in the area and representatives from firms needing help recruit in this office. The community organizations post handbills in their offices and in other public places to make the residents aware of job opportunities or a recruiter's visit to the area. Both public and private agencies keep a sharp eye out for signs of discrimination in hiring practices.

Community organizations have also taken a leading role in providing recreational facilities. I visited the Hallie Q. Brown center and found that even though the building was not equipped to handle the present population of the community, they did provide recreational opportunities to a limited number of children and adults. According to the St. Paul Sunday Pioneer Press, there will be a new recreation complex located

at Oxford playground.

> The building will include a full-size basketball court, two smaller practice courts, seating for 240 people, a stage, locker and shower room, a large lounge area for exclusive use of young people, a lounge for adults, crafts and industrial arts room with power tools, sewing room, meeting rooms, day care facilities, administration offices, warming room for winter skating, a kitchen, trophy display area and necessary maintenance and mechanical areas.

This development has received widespread support by persons and groups supporting the recreation committee of the Summit-University Federation.

It is my belief that such a recreational complex will greatly improve the neighborhood appearance and curtail juvenile delinquency. When this building is completed, the children will have some place to go other than street corners.

Health and family living also present a major problem to some Summit-University area residents. These problems are being diminished through the combined efforts of public agencies, community organizations, and private institutions. Help with health problems is being given by the Ramsey county Welfare department, the churches, universities and doctors who provide their services. Food stamps, free walk-in clinics, advice on planning well-balanced meals are a few of the vehicles for improving health. Family living has also been improved through help that was given in handling problem children, counseling for alcoholic parents and classes on the family budget and its management.

The residents also consider police-community relations to be of extreme importance. A police-community relations office has been located in the area, but it has not been effective yet. I think this is so because most of the people that I talked to do not trust the police.

In the St.Paul Sunday Pioneer Press, dated February 16, 1969, Mr. Barom of the Urban League gave some of the reasons why police-community relations are a problem: the purchase of M16 rifles, the Labor Day weekend disorder and a stop-and-frisk ordinance that was passed by the St. Paul city council. I feel that these actions caused considerable damage to police-community relations, and little or nothing will be accomplished by the office being located in the area as long as moves such as this are made.

During my field work, I found that many of the services were duplicated. This duplication of services, many times, caused an agency to refer a needy person on to some other agency. After being referred from one agency to another, some seekers of help gave up. Some citizens resented the method in which the help was provided.

In general, I found that the Summit-University area residents didn't want agencies or organizations to do things for them; but With them. Practically all of the people said that they wanted to be a part of the decision-making process that will have effect upon their lives.

I feel that the efficiency of public agencies and community organizations has been somewhat less than what the people expected. With greater community participation in the decision-making process, I am sure that the services provided to the community will improve.

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Appendix III: Description of Student Groups

Figure 6. Description of Students in 16-Credit Race Relations Program, Fall, 1968

Age

Year of Birth	n
1950	7
1949	5
1948	2
1947	2
1945	1
1944	1
1942	1
1939	1
1938	1
1936	1
1935	1
1930	1
	24

Quarter Entered College

Quarter	n
F'68	13
S'68	1
W'68	1
F'67	5
S'67	-
W'67	1
F'66	2
F'65	1
	24

High School Residence

School	n	%
Minneapolis	4	18
St. Paul	4	18
Suburban	6	27
Parochial	5	23
Outside	1	5
Out-of-State	2	9
Non-grad	-	-
	22	100%

Grade Distribution (before F'68)

NPA	n
9.0-9.9	-
8.0-8.9	2
7.0-7.9	2
6.0-6.9	2
5.0-5.9	1
4.0-4.9	2
3.0-3.9	1
New Student	13
Omit	2
	25

Credit Distribution (before F'68)

Credits	n
80-90	-
70-79	3
60-69	-
50-59	1
40-49	1
30-39	4
20-29	1
10-19	-
1- 9	1
New Student	13
Omit	1
	25

Ability Scores

Test	Mean
HSR	38
MSAT	32
ACT E	16
M	14
SS	19
NS	17
C	17

Figure 7. Description of Students in 16-Credit Race Relations Program Winter, 1969

Age

Year of Birth	n
1951	1
1950	14
1949	2
1948	1
1944	1
1943	2
1938	1
1929	1
Omit	2
	25

Quarter Entered College

Quarter	n
F'68	18
ISS'68	1
S'68	-
W'68	3
F'67	3
	25

High School Residence

School	n	%
Minneapolis	8	32
St. Paul	5	20
Suburban	2	8
Parochial	4	16
Out-of-state	2	8
Non-grad	3	12
Not Available	1	4
	25	100%

Grade Distribution (before W'69)

NPA	n
9.0-9.9	-
8.0-8.9	4
7.0-7.9	2
6.0-6.9	4
5.0-5.9	6
4.0-4.9	3
3.0-3.9	3
Omit	3
	25

Credit Distribution (before W'69)

Credits	n
50-60	2
40-49	1
30-39	1
20-29	-
10-19	14
1- 9	4
0	1
Omit	2
	25

Ability Scores

Test	Mean
HSR	41
MSAT	20
ACT E	14
M	14
SS	15
NS	15
C	14

Appendix IV.

Texts Used in Sixteen-Credit "Package" Program on Contemporary Race Relations

The Autobiography of Malcolm X. New York: Grove Press, Inc., 1966.

James Baldwin. Go Tell It on the Mountain. 3007-1. New York: Dell Books, 1963.

S.S. Carmichael and C.V. Hamilton. Black Power: The Politics of Liberation in America. Vintage Books. New York: Alfred A. Knopf, 1967.

Robert E. Conot. Rivers of Blood, Years of Darkness. N 3526. New York: Bantam Books, 1967.

Ralph Ellison. Invisible Man. Signet Book. New York: New American Library, 1947.

C. Silberman. Crisis in Black and White. Vintage Book V 279. New York: Random House, 1965.

Arlen Spector and Marvin Katz. Police Guide to Search and Seizure Interrogation and Confession. Philadelphia: Chilton Books, 1967.

William Styron. The Confessions of Nat Turner. Signet. New York: New American Library, 1968.

Booker T. Washington. Up from Slavery. New York: Dell Books, 1965.

Richard Wright. Black Boy. P 3056. New York: Harper and Row, 1966.