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ABSTRACT

This report explores some of the promising steps school districts across the nation are taking to encourage greater understanding in human relations. "Human relations" in schools is an attempt to change attitudes and to build foundations of mutual respect and understanding among students, staff members, and the community. Race relations is only part of the broader concept of human relations. This report looks at such components as employment practices, staff training, curriculum, student activities, school-community relations, federally funded projects, and other attempts schools are making to further human relations. In addition to having a common objective, most of the school human relations programs which reported in a nationwide survey seemed to share a common awareness of the need to appreciate differences, as well as similarities among people in order to build good human relations. (Author/WS)

CURRENT TRENDS
in School Policies and Programs

NSPRA

A Publication of the
National School Public Relations Association

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Current Trends in School Policies and Practices

Human Relations: Current Trends in School Policies and Programs was written by Nita B. Whaley of Los Angeles, Calif.

The editors of *Education U.S.A.*, the independent weekly education newsletter, conducted a national survey, to which hundreds of school systems, state education departments, and professional education organizations responded and provided resource materials for use in developing this report. Many other individuals, organizations, and school systems also were helpful in providing information.

As the publisher of *Human Relations*, the National School Public Relations Association (NSPRA) is especially indebted to the following persons who assisted in the planning and preparation of the report: Beatrice M. Gudridge, Rockville, Md.; Cora L. Mayo, Chicago, Ill.; John A. Gillean, Los Angeles, Calif.; Norman Lubeck, San Mateo, Calif.; Virginia H. Stephenson, chief, Educational Research Service; Helen H. Cox, NSPRA director of editorial planning and communications, and Laura DiLiberto, NSPRA editorial production aide.

July 1972

Roy K. Wilson
Executive Director, NSPRA

While efforts to end racial segregation in the public schools across the country have taken the national spotlight in recent years, educators and others have been equally concerned about closing the psychological or attitudinal gulfs that separate people in America.

In the last few years, more and more school districts have moved into the realm of "human relations" in an attempt to change attitudes and build foundations of mutual respect and understanding among students, staff members and the community as a whole.

While the term "human relations" is frequently oversimplified to mean "race relations," it is generally agreed that race relations is only a part of the broader concept of human relations.

In a recent Educational Research Service circular, *The Human Relations Specialist in Local School Systems, 1970-71* (ERS Circular No. 5, 1971. Washington, D.C.: Educational Research Service. 64 pp.), human relations was described as having almost as many definitions as there are situations in which it operates.

"Human relations has been defined as the broad area of group interacting with and within group; of individuals interacting with individuals," the circular states. "A more specific definition would be that good human relations includes treating the other fellow the way you like to be treated even though he may differ from you in religion, race, national origin or social class; or involves making the most of yourself and helping your neighbor to make the most of himself."

Looking at the dictionary definition of human as "belonging or relating to man" and at the definition of relations as "connections, kinship or affinity," one might readily agree with a Wichita, Kan., minister who told a group of high school students that the "art of human relations is really nothing more than the art of being human."

Pointing to the vital role schools can play in furthering this art, a staff member of the U.S. Commission on Civil Rights told a Select Senate Committee on Equal Educational Opportunity in November 1971:

"Schools represent a key element bearing on the child's growth. They represent the most important public institution bearing on a child's development as an informed, educated person and as a human being."

Although there are many factors involved in promoting positive human relations in a school setting, a publication of the North Carolina State Department of Public Instruction states that the primary reason for implementing a program in intergroup or human relations is to foster better relationships between individuals of different races, religions, national origins and socioeconomic backgrounds.

"Attaining this objective will necessitate a reshaping of many of the attitudes held by members of the school community," the department explains in *Improving Human Relations in the Desegregated School.* "If such a program is to be effective, intergroup education cannot be confined to one course or one area of the curriculum. Rather, it must become part of the *total* school program.

In addition to having a common objective, most of the school human relations programs reported to *Education U.S.A.* in a nationwide survey seemed to share a common awareness of the need to appreciate differences, as well as similarities, among people in order to build good human relations.

There appears to be widespread agreement with

Charles Silberman's statement in *Prejudice U.S.A.* (New York: Frederick A. Praeger, 1969. pp. 136-49) that "we have to learn how to teach our children and ourselves to recognize the similarities beneath the differences. . . . But it may be more important, although certainly more difficult, to teach them and ourselves to respect others in spite of, or because of, these differences."

The old concept of America as a harmonious "melting pot" of people is being rejected by many who are seeking to broaden understanding among people. As one educator maintains, "We are coming to recognize that the strength of America is in the diversity of its people. The melting pot idea is giving way to the recognition of the need for understanding and appreciation of those who may represent other races or national origins."

This report explores some of the promising steps school districts across the nation are taking to encourage such understanding. The report looks at such components as employment practices, staff training, curriculum, student activities, school-community relations, federally funded projects and other attempts schools are making to further human relations in a diverse America. While human relations programs are often linked with school desegregation efforts, this report does not deal with desegregation plans as such. Desegregation is the subject of a Special Report by the editors of *Education U.S.A.*

Chapter 1

Human Relations and the School Staff

One of the major emphases in most of the comprehensive school human relations programs reported to *Education U.S.A.* focuses on personnel practices. School districts that are committed to incorporating positive human relations into the learning experience have found that they must actively pursue personnel that will reflect the cultural and ethnic diversity of the larger community.

Furthermore, many districts have found that it is necessary to train existing staff members, as well as new employes, in human relations to help establish positive attitudes.

Recruiting Personnel

In order to obtain a multi-ethnic staff, many school districts have been concentrating their activities on minority recruitment. Most begin by enacting a policy of nondiscrimination in hiring, but, as the U.S. Commission on Civil Rights stresses in its publication, *Equal Employment Opportunity Under Federal Law*, "deliberate discrimination is but the tip of an iceberg."

The body of the iceberg, according to the commission, is "systemic discrimination," the discriminatory practices or barriers that are built into the systems and institutions which control access to employment opportunity.

The following are some common examples cited by the commission of these discriminatory barriers to equal employment opportunity:

- Where an employer relies for recruitment mainly upon word-of-mouth contact, minority persons who have less access than nonminority persons to informal networks of employment information are denied equal access to available opportunities.
- Recruitment in schools or colleges with a predominantly nonminority makeup is discriminatory where comparable recruitment is not done in predominantly minority institutions.
- Job qualifications which are not substantially related to job requirements unfairly penalize minority persons with limited education or job experience.
- Assignment of minority employes to "traditional" jobs or departments, which do not afford equal access to opportunities for training or advancement within the organization, presents a continuing barrier to their equal enjoyment of employment opportunity.
- A past history of discriminatory practices continues to deter minority applications until the employer has clearly demonstrated that equal employment opportunity is being achieved.

The commission believes that such barriers to equal employment opportunity persist until positive action is taken to correct them. It states that "nondiscrimination in employment in most cases can be achieved only through an affirmative effort to assure that practices are nondiscriminatory. An employer can assure that his recruitment practices are nondiscriminatory only by taking affirmative steps to assure that potential minority applicants are reached as effectively as potential nonminority applicants."

Recognizing that lip service to the principle of "equal employment" does not assure equality of opportunity in staffing, many school districts, state departments and boards of education, as well as professional associations, have charted affirmative action programs of equal employment. These

programs are intended not only to comply with the law but to further good human relations by creating school staffs that are racially and ethnically diverse.

Leadership is frequently exerted at the state level. For example, the Michigan State Board of Education and the Michigan Civil Rights Commission have pledged to make every effort to prevent and eliminate staff and pupil segregation in the state's public schools.

They have urged local districts to make "affirmative efforts to attract members of minority groups," believing that staff integration is a "necessary objective to be considered by administrators in recruiting, assigning and promoting personnel." The two state agencies provide staff members to work with local districts in achieving integration at all levels of school activity.

The California State Department of Education, in its *Procedures To Correct Racial and Ethnic Imbalance in School Districts,* holds that "an important aspect of racial and ethnic balance in a school is the employment of teachers, administrators and other personnel of different racial and ethnic groups in a manner that promotes individual and group dignity, motivation to learn and integration."

In these procedures, the state department lists a series of questions to assist local school districts in promoting equal employment opportunities, including recruitment and assignment of staff. These questions, which can serve as a guide for all districts concerned about injecting "human relations" into their hiring practices, are:

> Has the district adopted a policy which: Clearly states its commitment to an integrated staff? Is consistent with state and federal laws and policies? Provides for periodic review of personnel practices to assure equality of opportunity and the employment of different ethnic groups?
>
> Do regular recruitment procedures include those sources and geographic areas where qualified persons of minority origin are likely to be available?
>
> Are district personnel who are responsible for recruiting committed to positive intergroup relations and free of attitudes and mannerisms that tend to alienate minority individuals?
>
> Are examinations and hiring procedures free of cultural and other factors that might discriminate against minority candidates?
>
> Has the district endeavored to make it well known that it is an equal opportunity employer?
>
> Has the district made affirmative efforts to provide for housing of minority personnel, as well as their social acceptance in the school and community?
>
> Are teachers and other staff members assigned to their positions on the basis of their preparation, experience and interest?
>
> Are transfer procedures consistent with the needs of the position and the qualifications of the individual?
>
> Are members of minority groups encouraged to seek advancement and considered for promotion on an equal basis?
>
> Has the district made a serious effort to assign teachers and administrators who have professional and personal qualifications to work in schools which have a high proportion of students who are from minority or culturally different families?
>
> Has the district avoided the routine assignment of minority members of staff to schools where there is a concentration of students of the same minority?
>
> Has the district sought to assign teachers and administrators in such a way that each school has a staff that is balanced with respect to education, experience, special qualifications and motivation, as well as racial and ethnic balance?

Suggestions to further equal employment have also been made by various professional associations. In a policy statement on human rights and education, the New Jersey Education Association urges that local school districts adopt the following goals and techniques:

1. *No discrimination* – Local boards of education should agree with their representative

teacher organization as part of written collective negotiations agreements that: "All practices, procedures and policies of the school system shall clearly exemplify that there is no discrimination in the hiring, training, assignment, promotion, transfer or discipline of teachers, or in the application or administration of this agreement on the basis of race, creed, color, religion, national origin, sex, domicile or marital status."

2. *Notification of opportunity* – Local boards of education should adopt and widely distribute public statements indicating that the school district "welcomes applications for teaching and administrative positions from all qualified professional educators regardless of race, religion, sex or national origin."

3. *Clear statement on employment policies* – Local boards of education should clearly spell out on their employment announcements and on their application forms the policies indicated above.

4. *Review of recruitment and promotion procedures* – Local boards of education should review their procedures for recruitment and promotion of professional personnel to make sure that all possible sources of potential applicants are being notified – especially those sources in which certain races, religions, sexes and national origins not adequately represented within the school staff are likely to predominate.

5. *Special attention to recruiting practices in guidance and athletics* – Local boards of education should give special attention to recruiting practices in guidance and athletics – two areas with important potential for affecting human relations among students – and, if necessary, expand the number of authorized positions in these fields so that a more representative staff can be established through recruitment and encouragement of applications from various races, religions, sexes and national origins.

6. *Particular attention to recruitment of representative administrative staffs* – Local boards of education should give particular attention to the recruitment of representative administrative staffs, through more extensive recruitment from untapped and nontraditional sources, through expanded and financially aided graduate programs and internships, and through consideration of variety of experience, in addition to formal knowledge, in assessing an individual's competence for a position.

On the local district level, the Minneapolis Board of Education has adopted a far-reaching set of human relations guidelines which includes these approaches for hiring and assigning staff:

> Intensifying efforts to increase the number of competent and qualified minority group administrators, teachers and other school staff, as well as civil service personnel.
>
> Assigning new minority group teachers and administrative personnel to schools throughout the system so that the faculty, as well as the student population, better reflects the racial composition of the total school district's student population.
>
> Continuing efforts to recruit and maintain a cadre of teaching faculty and staff who are sensitive, competent and committed to the needs of the inner-city child.
>
> Giving special attention to the recruitment of experienced and successful inner-city teachers.
>
> Encouraging teacher training institutions, the State Department of Education and the Civil Service Commission to assist minority-group persons to qualify for certification and placement at all levels within the Minneapolis Public Schools.
>
> Encouraging experienced staff in schools on the outer edge of the city to exchange with teachers in inner-city schools.
>
> Assigning a reserve cadre of experienced and specially trained supportive personnel to inner-city schools.

In Everett, Wash., where officials of the small

but ethnically diverse district find that the hiring of minority teachers is the greatest barrier to improving school human relations programs, a policy has been established to "seek out, interview and hire, as certificated staff members, a minimum of one minority classroom teacher and/or administrator" in each school building.

The policy also calls for the aggressive encouragement and solicitation of applications from persons of minority racial and ethnic backgrounds for both certificated and noncertificated positions and for the use of minority personnel in the interviewing and hiring process.

In Nevada, the Clark County School District has initiated what it considers to be "one of the most dynamic programs in the Western states" to locate and hire minority teachers. The district's Personnel Division uses such approaches as recruiting teams, advance organizers and career days. The staff concentrates its efforts to recruit minority teachers in regions of the United States, such as the Southwest, where colleges and universities have a high enrollment of minority students. In addition, the district encourages minority staff members to pursue leadership roles as administrators.

School districts that have developed aggressive programs to recruit minority staff members admit that the task is not an easy one and the competition is fierce. "All of us – schools, government and industry – are after the same bodies," claims one big-city school official.

In drafting its affirmative action program to recruit minority staff members, the Palo Alto (Calif.) Unified School District enumerated such problems as conditioned preference for majority employes, a lack of knowledge and understanding on the part of recruiters as to ethnic differences between minorities, skepticism on the part of minority people, and new commitments on the part of minority-group professionals to return to their home communities.

To help overcome these problems, the district implemented a detailed plan of staff recruitment. The plan, which can serve as a model for other districts, calls for formation of a three-man recruiting team, consisting of one majority and two minority persons, all with equal decision-making status. The team has such responsibilities as:

- Meeting with principals, department chairmen and curriculum officials for briefing on educational programs and school needs.
- Developing and maintaining contact with placement officials at target institutions.
- Identifying and seeking out the top teacher candidate at each institution for interviews.

Employment Patterns Cited

Nation's Schools conducted an opinion poll survey in 1970 to trace the employment pattern of black teachers and black administrators. The May 1970 issue of the magazine reported the results:

"If black administrators are few and far between, blame it on the fact that many districts, by their own admission, haven't seriously tried to recruit them.

"Significantly, this month's Opinion Poll produced a direct parallel between recruiting efforts to obtain black personnel and employment of blacks. Eighty-six percent of the superintendents, for example, reported that their districts employed no black administrative personnel, but of the 86 percent, only 5 percent made recruiting efforts."

- Obtaining applications and academic records of all candidates deemed qualified for positions in the Palo Alto Unified School District.
- Giving a complete and *realistic* picture of the educational and social situations in Palo Alto and surrounding areas.
- Describing the multicultural aspect of the educational program in Palo Alto.
- Communicating with the director of personnel in any situation where there is uncertainty as to vacancies or hiring practices.
- Noting any observations which will assist in improving the recruitment effort.
- Determining team consensus prior to making any commitments to a candidate.
- Meeting with school district officials to report on and evaluate the team's recruiting efforts.

The team has the authority to issue letters of intention to hire, subject to governing board approval, and is able to invite candidates to travel to Palo Alto at district expense for further interviews. The team also has the authority to reject an applicant for employment.

Recruitment trips are made to college campuses where there is a substantial number of minority students. Among these "target" campuses are the Atlanta Complex Schools (Clark College, Morehouse, Morris Brown, Spelman College), Florida A & M, University of Arizona, State Teachers College (Silver City, N.M.), Eastern New Mexico College, Morgan State College (Baltimore, Md.), Howard University (Washington, D.C.) and Virginia State College.

Palo Alto attempts to recruit experienced teachers of minority ethnic background in cities with large minority populations by advertising in periodicals with large circulations in the minority communities. For example, one-fourth to one-half page ads are placed for a period of one week in such publications as the *Chicago Defender, Michigan Chronicle* (Detroit), *Pittsburgh Courier, Cleveland Call and Post, El Grito* and *El Espeja* (Berkeley, Calif.), the *Afro-American* (Washington, D.C.) and *Los Angeles Sentinel.*

In recruiting classified staff, the district works with such agencies as the Urban League and various programs operated by the state employment department.

Assignment and promotion of minority staff is another component of effective human relations programs.

In a position statement adopted in 1968, the California State Board of Education instructed all local districts to seek to upgrade the skills of racial and ethnic minority teachers to assure them of an opportunity for promotion to positions of added responsibilities.

The statement further asks local school districts to emphasize these factors in assigning and reassigning teachers:

- The teacher's belief in the learning potential of students of varied backgrounds – racial/ethnic and socioeconomic – and sincere commitment to help students to learn.
- A realistic appraisal of the teacher's special capabilities and the best use of his talents as a teacher.
- The institution of procedures to provide for and encourage opportunity for all teachers to develop special skills, intergroup understanding, and teaching experience in schools of different ethnic composition and socioeconomic standing.
- The teacher's own preference – while continuing to recognize the district need to provide for equality of education and opportunity.

The state board agreed that these factors, together with the numerical distribution of minority group teachers, may be used to evaluate the educational soundness of all teacher assignments.

In suburban Montgomery County, Md., the school board has assumed a strong posture on personnel practices. The district has implemented specific guidelines to accelerate equal employment opportunities, some of which apply to the upgrading and promoting of minority staff members. For instance, the guidelines ask that the personnel

folders of minority staff members be carefully reviewed to seek out those employes who are underemployed.

"They should be considered as prime prospects for filling existing vacancies," the guidelines state. "Those who have remained in the system over a period of years may be reluctant to seek out promotion, because of memories of years past. Every effort should be made to dispel any fears or feelings of distrust or disenchantment with the system. These employes should be made to feel that they can make a worthwhile contribution to the system by allowing for the maximum utilization of their highest skills."

The guidelines suggest that employes who show potential but lack experience because of past discrimination might be placed in "acting status" while they gain the needed skills for the job and that on-the-job training programs be encouraged where there are critical shortages of qualified personnel.

Furthermore, the guidelines urge that the district actively search the nation for qualified blacks to fill top administrative posts when vacancies occur and that the district work with other agencies, such as the Montgomery County Human Relations Committee and the National Association for the Advancement of Colored People, to find administrative, supervisory and professional personnel.

Another human relations ingredient in the area of personnel practices is staff development and training. Districts throughout the country are incorporating human relations components into their training and orientation programs with the realization that staff members – especially teachers – play a primary role in shaping children's attitudes.

Many of these programs reflect the feeling that positive attitudes of human relations must first be developed in the staff member before they can be fostered in children. This concept is expressed by the New York City Public Schools in a training publication:

"It is only through the development of an appreciation of one's own culture and heritage that one is able to appreciate others, that one recognizes that cultural differences belong to each group including one's own. It is only through an appreciation of self that one is able to regard others with respect and with the perception that each of us is a member of the human family, pursuing the common goal of fulfillment; economically, emotionally, and socially; and of sharing a common destiny."

In accordance with this belief, many preservice and inservice programs in human relations often have a dual purpose: (1) developing positive attitudes among new and existing staff members toward themselves and others and (2) helping staff members nurture these attitudes among their pupils.

Education U.S.A. found that there are several ways of going about this: publications, workshops, seminars, courses, lectures, laboratory training sessions or combinations and variations of these. Here is a rundown of some of the different techniques being used by school districts to train personnel as a means of furthering positive human relations.

As part of its staff development program, the Department of Human Relations of the Montgomery County (Md.) Public Schools has prepared *A Primer to Understanding*, which is aimed at helping teachers and other staff in overcoming prejudice, promoting understanding, orienting students and developing pupil potential.

The primer uses simple drawings, statements, questions and monologues to help build positive human relations attitudes. For example, a section entitled "Overcoming Prejudice" poses these questions for teachers:

> Am I really honest with every student?
>
> Do I really believe each student has potential?
>
> Why am I afraid of people who are different?
>
> Do I really listen and try to understand?
>
> Am I teaching relevant material?
>
> Can you open other minds if your own remains closed?
>
> Doesn't every person react differently in different situations?

The booklet also contains a vocabulary list of expressions commonly used by black students and

Improving Communication

In attempting to improve communication skills, the Human Relations Department of the Nashville, Tenn., schools describes verbal and non verbal communication and says,

"We live in a world of words.

"Words can cause us to flare up or be soothed.

"Words can make us angry or they can make us feel good.

"Words can cause us to kill or be killed.

"One cannot *NOT* communicate.

"Messages are sent in the following ways.

"1) Verbal communication. The words we use and the effect their meaning has on other people.

"2) Nonverbal communication which has to do with the way we act, how we think, how we feel and how other people read our thoughts, our actions and our attitudes. This is the communication that prompted such expressions as 'Actions speak louder than words' or 'What you do speaks so loudly I can't hear what you say.'

"The message sent may not be the message received. So teachers who want to be sure should:

"Repeat in your own words what you heard.

"Ask questions for clarification.

"Check to see if you understand the reaction your words have produced.

"Describe how you feel about what has been said."

"translates" these slang words and idioms into standard English.

In Moorestown, N.J., a staff human relations committee, which represents all schools in the district, holds monthly evening meetings in members' homes to promote sensitivity to staff and student relationships. The committee also holds an annual workshop to study in depth the practices which unite and separate people.

The Hillsborough County (Tampa, Fla.) school district works closely with the County Office of Human Relations in presenting human relations workshops. These workshops usually have the following components:

- A survey of human relations needs is taken of the school faculty and staff prior to the workshop.
- These needs are categorized and compiled and preparations are made for discussing and answering these needs during the workshop.
- To open the workshop, a formal presentation (30-40 minutes) is made to the entire faculty and staff which covers significant points on the topic, "Good Human Relations at School and in the Classroom."
- Small group discussions follow the formal presentation. The discussions are centered around the speaker's remarks and the human relations needs as identified by the faculty and staff of the school. Each group works with a different topic. A staff member of the district's Office of Human Relations serves as a consultant for each faculty group.
- The proceedings of the group discussions are recorded and compiled, and the results are shared and discussed at a follow-up meeting.

In Santa Barbara, Calif., classified employes – including school aides in federally funded programs – are expected to attend a districtwide morning institute on intergroup relations, and certificated personnel take part in a full day's program. The institute for certificated personnel consists of a keynote address in the morning, which is delivered to all certificated staff, and discussions in the afternoon at individual schools.

Topics for discussion at individual schools center on such questions as:

- How can staff members develop and deal with cultural awareness?
- What problems relating to racial misunderstanding have you encountered in your school? What are your recommendations for solutions to these problems?
- What are the additional skills or understandings required today of a staff member serving a multiracial school?
- What changes are being demanded by various civil rights groups, minority groups, the community?

As a follow-up to the discussion, school principals are asked to submit a written report on the recommendations that have been made at their school meeting.

The Oakland (Calif.) school system has allocated a minimum of five school days for orientation and planning sessions for school human relations chairmen and faculties. Each school faculty develops and implements its own on-site action program related to its own needs, but is asked to keep in mind these objectives:

- Furthering the process of effective reciprocal communications among school administrators, teachers, students and community citizens.
- Identifying practices and procedures which should be changed and/or improved in order to reduce tensions and develop intergroup understanding.
- Developing a multi-ethnic approach to curriculum.
- Constructively utilizing the language and cultural backgrounds of students as a means of enhancing academic achievement.
- Acquiring more factual knowledge and understanding of the various ethnic and diverse vested interest groups in Oakland.

- Analyzing the causes of tension and conflict, if any, among students, school personnel and community citizens.

The district offers the following suggestions to schools as a guide in developing faculty planning sessions and minimum day meetings:

- For discussion purposes, the faculty should be divided into small groups led by discussion leaders and recorders selected by the faculty. Faculties of 12 or under may elect to remain together as a total group.
- The faculty may wish to meet as a total faculty for purposes of general information and discussion and to hear subcommittee reports.
- When a project has been decided upon, it is advisable to divide the faculty into a number of subcommittees, each responsible for a specific area. Each subcommittee would then select its own leader and recorder to facilitate the necessary follow-up on the course of action determined.
- The human relations person should serve as general chairman and program coordinator and should work closely with subcommittee leaders and the school site administrators.
- Interim feedback or school-site progress may be aired as an agenda item at one of the regularly scheduled faculty meetings.
- Procurement of speakers and panelists is to be the responsibility of the school faculty.

The Columbus (Ohio) Public Schools find that a variety of informal approaches can be used successfully to promote good human relations attitudes among teachers. These approaches, which are listed in a printed handbook designed for teachers, parents, students and administrators, include:

- Social events where faculty members can become better acquainted on an informal basis.
- Weekend retreats which offer an opportunity for study, discussion and relaxation.
- Joint elementary-secondary meetings where teachers can compare notes.
- Articulation meetings to aid in the transition of students from one type of school to another (e.g., elementary to junior high, or junior high to senior high).
- Multi-school area meetings devoted to discussing problems of racial understanding.
- Grade level or departmental meetings that permit participants to discuss what is relevant to their grade level or subject matter.
- Forums and discussions held during faculty meetings.
- Innovative films illustrating new techniques or faculty concerns.
- Committees where teachers can work together.
- Outside speakers who can deal with specific topics.

As part of a massive desegregation effort some years ago, the Moore County (N.C.) school system received federal funds under Title IV of the Civil Rights Act to hold a two-week summer institute for teachers.

Activities for the institute began with planning the first meeting of white and black school officials from the 15 schools involved in the desegregation plan.

Three days were then spent in planning conferences with the principals. A consultant from Randolph County, N.C., which had held a similar institute the preceding summer, helped with the planning.

In mid-August, all school personnel involved met at their local schools to get acquainted. After lunch – at which many black and white teachers dined together for the first time – a countywide meeting was held at a new high school.

For the next two weeks, teachers and principals met every day. The black and white teachers got to know each other. Teachers were given the name of each student they would have in their classes and were briefed on each one's ability and problems. There were bus tours of the county and visits to

schools. State officials from the capital at Raleigh led discussions on classroom problems under desegregation and ways of coping with them.

"Before the workshop, there was apprehension about how it was going to work. It changed after the workshop. I think everybody accepted the fact that integration's here and decided it's 'my duty as a teacher' to make it work," one school official explained.

In another desegregating Southern school district, the Metropolitan Nashville (Tenn.) Public Schools prepared a *Task Force Idea Kit* to aid local school administrators and staffs in carrying out human relations programs.

Under a federal grant from the Emergency School Assistance Program, the Nashville schools also provided released time for school staff members for inservice training in human relations, for principals and teachers to participate in diagnostic and planning sessions, and for teachers wishing to observe classes in other schools.

In addition, Nashville prepared *A Quick Reference for Teachers Who Care About People* to ease the transition from a segregated to a desegregated school system. The booklet deals primarily with improving communications skills as a means of preventing problems and resolving conflicts.

Some of the ideas for faculty inservice training presented in the kit include viewing and discussing selected films, identifying and discussing local problems, joint meetings of faculties, presentations by staff members of the Human Relations Department, practice of communication skill exercises, all-day communications workshops and establishment of small groups with leaders.

The kit also provided a copy of the article, "What a Racially Integrated Classroom Is Like," which first appeared in the book *The Teacher and Integration* by Gertrude Noar (NEA, 1966).

The Fort Worth (Texas) Public Schools, which recently received a $400,000 federal grant to aid in school desegregation, contracted with a corporation (Thiokol Chemical) to train 150 teachers and administrators for team leadership roles. After seven days of training in preparation for these roles, the team leaders will use the specially produced materials to conduct inservice sessions with all certificated personnel during the 10 days of inservice training and early dismissal days provided during the year. Training also will be given to 40 noncertificated personnel.

In the Chicago Public Schools, the Department of Human Relations conducts a series of workshops and seminars in human relations. These are designed to enhance the teaching-learning climate through the development of insights, understandings and skills of school personnel.

Content of these varied experiences relates to the areas of administration, group dynamics, ethnic group history and culture, human relations and the curriculum, human relations in the classroom, school and community relations, and staff relations.

The activities include a wide variety of courses in human relations for teachers and staff. The courses, which are taken for salary points, are held at locations throughout the city and organized to meet the needs and interests of teachers and other staff. Courses are divided into survey courses (which include "Foundations of Human Relations"); methods courses (which include "Human Relations and the Curriculum" and "Human Relations Through Music"); and laboratory courses (which feature group dynamics, sensitivity training and confrontation and problem-solving in the classroom).

The district's Department of Human Relations also conducts workshops upon request for teachers and administrators, students or parents in specific schools where problems exist or seem imminent, and the department assists in presenting regularly scheduled inservice sessions at school locations.

Under a federal grant (Title III, Elementary and Secondary Education Act), a comprehensive inservice program was carried out a few years ago in Chicago which consisted of workshops on such topics as:

> The importance of teacher attitudes in effectively motivating children with varied cultural, ethnic and economic backgrounds.
>
> The ability to establish better faculty relations and to function more effectively when working with other teachers, parents and other community people through improvement of interpersonal and communication skills.
>
> Concepts of community involvement and decentralization and their relationship to the administration of a large heterogeneous urban school system.
>
> Current issues in race relations.

Humanizing Learning

The Shelby County Schools in Memphis, Tenn., have structured their professional growth or inservice training program to "humanize learning."

What is "humanized learning"? The Shelby County Schools define it for teachers as

- learning that school is not separate and apart from living
- learning that knowledge is personal, not impersonal
- learning that what students want to learn is significant
- learning to change so that we won't have yesterday's teachers for today's schools
- learning that students learn from things unsaid as well as things expressed
- learning that students are people and that all people have worth

How can "humanized learning" be achieved? The school district suggests:

- faculty student groups
- principals study groups
- lecture series
- workshops
- curriculum committees
- consultants
- individual study
- professional reading and television

- Group dynamics and its relationship to the successful completion of established goals.

- Self-assessment, role definition, techniques for assessing needs and establishing goals.

The New York City school system, one of the early leaders in the development and implementation of school human relations programs, has published *Bridges to Understanding*, a booklet of teacher orientation aids, which includes a series of articles discussing some aspect of culturally different children.

While the individual articles deal with related themes – such as "Home-School Partnership," "Teaching the Culturally Different Child" and "The Values of Intergroup Education" – each is intended to be used in a discussion unit for a seminar, workshop session or faculty conference. Discussion questions are found throughout the publication, and a human relations booklist appears at the end of the booklet.

New York has also offered inservice courses on television on such topics as "The Negro in America: the End of a Myth" and "America's Cultural Heritage." The television presentations are generally viewed in a workshop setting and are supplemented by discussions among the participants. A printed manual provides lists of questions for workshop discussion, items for further consideration and references.

The district requires a course in human relations for teachers and other staff, and has developed and published guidelines and procedures for conducting such a course.

Another New York City publication, *Intergroup Education and Social Change*, offers various discussion techniques and group theory approaches to be used by human relations instructors in the district's voluntary after-school professional development program.

Throughout the country, there are several different types and variations of laboratory training that are being used by school districts to foster positive staff attitudes toward other staff members, as well as toward pupils and parents.

Laboratory training, sometimes called "human relations training," generally refers to those techniques of behavioral science that are employed to teach individual and group skills that enable people to live and work together productively. The most commonly known laboratory training approach is sensitivity training which may include such devices as confrontation, role playing, problem solving and group dynamics. Among the related laboratory training approaches – which may often use the same devices as those used in various types of sensitivity training – are organizational development and encounter.

In an article on "Laboratory Training in Planned Change," which appeared in *The National Elementary Principal* (May 1971), Dorothy Mial, an official of the National Training Laboratories (NTL) Institute for Applied Behavioral Science, explained:

"There have been many applications and spinoffs of laboratory training, but a number of directions were set at the beginning: the assumption that learning is an experience-based matter, that optimal learning results where there is a blend of knowing, feeling, acting and valuing; the emphasis on here-and-now behavior, but also attempting to understand it in the light of knowledge and theory; a continuing effort to link scientific knowledge with practice; the investigation of experimental designs for learning; and continuing preoccupation with what one needs to learn in order to manage change effectively."

Here are some examples of laboratory training-based devices that are being used by school districts to build positive human relations.

Aided by a federal grant under Title III of the Elementary and Secondary Education Act, Dartmouth High School in North Dartmouth, Mass., is trying the technique of "organization development," which focuses on solving problems by making the (school) organization work more effectively.

"The overall goal of the project is to create within a small suburban high school (enrollment 4,100) a total staff (professional and nonprofessional) who, as a result of experiencing extensive on-site training using organization development techniques, have established very close and supportive working relationships and internal communications, and who have acquired effective problem-solving and decision-making skills, so that their involvement in the total operation of the school is characterized by a high tolerance for change and a dynamic approach to program importance," the project objectives state.

Components of the project involve:

- Participation by the school principal in a

four-week laboratory – National Training Laboratories (NTL), Bethel, Maine – in order to achieve greater self-understanding and interpersonal effectiveness.

- Total high school staff involvement each month in such activities as small group discussions, group dynamics laboratories and simulation and task-oriented exercises conducted by a specialist.

- Voluntary staff involvement in advanced small group sessions to improve further skills in problem solving, decision making and communication.

- Attendance by selected staff members at a two-week NTL laboratory to receive training in preparation for assuming informal leadership roles in the school during the second project year.

As part of a staff desegregation effort mandated by the Office of Civil Rights in 1970, the Dayton (Ohio) Public Schools selected "Encounter," a human relations technique developed by Urban Crisis Inc. to improve black-white relationships. Urban Crisis defines Encounter as "a creative process through which black and white participants explore in-depth hidden dimensions of black-white relationships. It is geared to identifying underlying causes of black hostility, riots, white racism, black protests and the consequential tensions between the races."

The eight-hour training session is divided into two parts. The main goal of the first part is to make each individual feel uncomfortable about the racial attitudes he currently holds. The primary goal of the second half is to enable each participant to acquire objective information on the cause and present status of institutional racist practices.

Each Encounter group, with 12 to 20 people, represents a microcosm of society as a whole, the cities and the racial problems of the urban area. Participants explore the urban crisis and attitudes and feelings within the group. The session also serves as a laboratory for problem identification and solutions.

In conjunction with a series of summer inservice training workshops – which included teachers, administrators, students, parents, community members and representatives from community organizations – four-hour mini-Encounter sessions were held in Dayton. followed by presentations by specialists in human relations, conflict management and school-community relations.

After pinpointing limitations of the Encounter technique, the Dayton school district added a Phase II workshop for the analysis of white racism and an eight-hour retreat for the entire staff.

Although the Encounter technique later met with opposition from a newly elected Dayton Board of Education, the school district was able to continue the training since it is privately financed, voluntary and not conducted on school facilities.

Borrowing from laboratory training, the *Human Relations Ideabook*, prepared by the Center for Human Relations of the National Education Association (NEA), offers "think tank" material for teachers to use as an aid to stimulate thinking as a prelude to action. The *Ideabook* also offers step-by-step directions for two different kinds of "action stimulators." These are:

1. *Situations* which are designed for either oral or silent reading and discussion by a small-to-medium-sized group. They are philosophical in nature, but based on real situations and designed for a maximum of questioning and exploration. They are intended to help provide insight into the questions of "Where am I at as an individual?" and "Where are we at as a group?" Following each situation, there is a group of questions around a related issue. Situations are constructed to provoke an educational exchange of opinion rather than to start an argument. The *Ideabook* offers five of these situations.

2. *Role plays* which are suitable for a small or medium-sized-to-large group. The "actors" should be participants from the group with little or no advance preparation except the willingness to be honest and to put themselves into a given role for a short time. The role plays are not directly related to the situations, although they too are based on what happens in daily life. Role plays are constructed to lead to the same goals as the situations, and their questions also are divided into related groups. The book includes four role plays, plus suggestions for adding an extra dimension by switching roles or continuing the play for an extended period of time.

Similarly, the Metropolitan Public Schools of Nashville, assisted by a grant from the federally funded Educational Opportunities Planning Center at the University of Tennessee, developed a comprehensive handbook to aid teachers in human interaction activities. The handbook accompanies materials structured to create an awareness of existing problems and to develop and practice skills that will enable individuals and groups to identify and solve problems.

Materials are related to the use of such approaches as:

Incidents – short, problem situations that have been faced in classrooms and other school settings. These are used as a means of creating awareness of problems that do or can exist.

Skill exercises – attempts to create situations that will provide a common "here and now" experience for a group to generate verbal and nonverbal data. Such data will enable participants to look at, analyze and utilize insights or action steps toward problem solving or developing and practicing personal skills.

Films – to be used as incidents for creating awareness or as vehicles or tools in skill exercises.

To conduct these activities, the handbook suggests use of such methods as role playing, group discussion, brainstorming, case study, surveys, questionnaires, evaluation devices, incident response sheets and skill exercises. Detailed guidelines or directions for using each of these are included in the handbook.

Chapter 2

The primary goal of nearly every school human relations program is to build and promote positive attitudes of human relations among students. There is a variety of ways -- both in and out of the classroom – in which school districts are attempting to instill in students the knowledge, experience and respect that will enable them to live as responsible and responsive adults in a pluralistic society.

An important element in the development of a multicultural or human relations-oriented educational program is the selection of instructional materials – such as textbooks, films, recordings and art – that show the contributions of all ethnic and religious groups to American society.

A Multicultural Advisory Committee to the Palo Alto (Calif.) Unified School District suggests that "the very heart of a multicultural education program is a curriculum development plan which covers all major instructional areas." As described by the committee, a multiculturally integrated curriculum and instructional program is one which "enables students to develop and function more perceptively, honestly and creatively in all areas of intellect and social interaction." According to the committee, this is accomplished by:

> Acquiring a knowledge of, and appreciation for, the root cultures of mankind.
>
> Acquiring a knowledge of, and appreciation for, the American subcultures.
>
> Acquiring a knowledge of the characteristics of racism, prejudice and destructive ethnocentrism.
>
> Acquiring a knowledge of the techniques of rational analysis.
>
> Acquiring a knowledge of practical human relations.
>
> Acquiring a knowledge of the practical methods of solving social problems.

Throughout the nation, there has been a growing recognition of the need for a more accurate portrayal of the role of all ethnic groups in the shaping of America. However, for many years, school districts felt that they were hampered in fulfilling this need because of a lack of suitable commercial materials for classroom and library use. As a result, pressure was brought to bear on publishers and others to produce materials that could be used in furthering human relations.

For example, NEA devoted an entire 1967 conference to studying and evaluating the treatment of minorities in textbooks and other teaching materials. Among the resolutions adopted at that conference was one calling on publishers to "remove all distorted and inaccurate material" about minorities from textbooks and other materials and replace it with an "accurate and comprehensive portrayal of the cultural, economic and scientific contributions – past and present – of all segments of American society."

The problem of finding suitable materials was keenly felt in ethnically diverse urban districts. One retired big-city school superintendent reports that the lack of suitable materials delayed implementation of an ethnic studies program for several years in his district although school officials were eager to respond to requests for such a program.

"In an attempt to obtain appropriate materials, we conducted far-reaching textbook studies and

spent local and federal funds to develop our own materials for classroom use," he said.

The situation, however, has begun to improve as demonstrated by the responses to the *Education U.S.A.* survey and other reports by educators.

Several years ago, Frederic R. Gunsky, a consultant in intergroup relations to the California State Department of Education, wrote in the *California Journal for Instructional Improvement:* "New textbooks and teaching aids have begun to meet the needs of the schools in presenting a truthful, accurate and constructive account of the role of Negroes, Mexican Americans and other minorities in America's past and present."

Nevertheless, he emphasized that there must be a strong, continuing effort to tell the story of America's racial and ethnic minorities in terms of their contributions, the facts of discrimination against them and the meaning of their presence in a developing nation.

"Teaching of social science, literature, drama, art, music and other subjects should include a positive emphasis on the rich, varied strands of our culture, not omitting the achievements of any group that is present in the schools," he declared.

How are appropriate materials selected and developed?

Guidelines for the selection of textbooks and other instructional materials have been established by numerous professional associations, state departments and boards of education, and local school districts to reflect the multicultural heritage of America.

At its 1967 conference, NEA's Professional Rights and Responsibilities Committee on Civil and Human Rights of Educators agreed that, in developing any criteria for the selection of textbooks, the audience to whom the material is addressed must be considered and that any criteria must be applied in all curricular and content areas.

To establish more specific criteria, the committee offered the following series of questions that can be asked as materials are reviewed:

1. Does the author develop the role of minority groups in a scholarly, factual way?

2. Does the text meet the basic philosophy of our democratic society – particularly as it relates to civil rights?

3. Does the text demonstrate consideration for human relationships and respect for the dignity of all?

4. Does the text depict and illustrate adequately the multi-ethnic character of the United States?

5. Are stereotypes – racial, ethnic and religious – avoided?

6. Is the approach to the subject matter realistic? Are materials about minorities chosen for their relevance? Are they woven into the fabric of the book or included as inserted afterthoughts?

7. Is the text nonsectarian?

8. Does the text include the unique contributions of various minority groups or does it just present general, categorical descriptions of these groups?

The NEA committee recommended that textbook selection committees in school districts be representative of all professional educational personnel. If there are advisory committees, these should also have representatives of the ethnic or other minority groups in the community.

Guidelines adopted by the New Jersey Education Association Delegate Assembly in 1967 to aid in the selection of textbooks and other instructional materials include these requirements:

(Materials should) recognize that fair treatment is not limited to racial, ethnic or religious groups, but also applies to the differences and diversity among urban, suburban and rural ways of living and the variations in economic status ranging from those of lowest income to the most affluent.

(Materials should) provide psychological support for learning by making it possible for children of minority groups to identify themselves with individuals or groups in their books, as well as provide a basis for teaching respect for the inherent worth and rights of all persons to children who might not live near or regularly associate with children different from themselves.

Using Self Expression

Los Angeles reports that one of its most successful attempts to use student expression as a vehicle for promoting human relations has been the publication and distribution of student-authored anthologies for use by other students. The first such anthology was developed in response to requests for more relevant reading materials in the inner city but was soon being used by high school students in other parts of the city. The first paperback volume (there have been subsequent publications) includes poems, vignettes and letters written by Los Angeles high school students.

In its *Guidelines for Textbook Selection,* the Pennsylvania Department of Education sets forth five major criteria to be considered in the production and selection of textbooks. Among these criteria – which also may be applied to other instructional materials – are such factors as showing the cultural diversity of America in both textual and illustrative material, giving attention to the holidays and religious observances of various groups, presenting varied points of views and coming to grips with issues and problems.

NEA's Division of Educational Technology and Project URBAN developed a booklet, *Media and the Culturally Different Learner,* which presents various suggestions that can be applied in a majority or multicultural situation. The booklet lists several types of devices that can be used in conjunction with materials designed to promote human relations. Among these are magnetic card readers, cassette cartridge tape players, programmed self-pacing autotutorial carrels, videotape and television, tele-lectures, cameras and slides.

On the district level, the Montgomery County (Md.) school district finds appropriate materials by continually examining every facet of its curricula, all textbooks, library books and other instructional materials and practices to ensure that the "contributions, aspirations and concerns of minority groups are accurately represented." The school district also "exerts its influence" on developers and vendors to supply materials that meet these criteria, in addition to developing its own materials.

The School District of the City of Pontiac, Mich., has designed a comprehensive checklist for use in the selection of audiovisual materials for intergroup education. The checklist is divided into five categories – roles, situations, scientific validity, processes and techniques for group action, and teaching aids. It asks such questions as:

> Are minority-group members valued for human qualities?
>
> Are people with diverse backgrounds working together toward common goals?
>
> Is social mobility recognized as an essential element in a democracy?
>
> Are ways to narrow social distances shown?
>
> Does the guide show awareness of the intergroup implications of the material?

Many school districts have prepared extensive bibliographies to assist teachers in selecting books and other materials that reflect contributions and the roles of all ethnic groups in American life. And some school districts furnish staff with descriptions of materials that are available through the district for classroom use.

For example, the Oakland (Calif.) Public Schools supply their teachers with art prints, exhibits, filmstrips, flat pictures, motion picture films, phonographs, slides, tape recordings and

transparencies. These materials, and procedures for obtaining them, are described in a mimeographed bulletin.

The Pennsylvania Department of Education has published *American Diversity*, a lengthy, current bibliography of resources on racial and ethnic minorities available to Pennsylvania schools.

The Neptune (N.J.) Township Public Schools operate a Human Relations Resource Center, which loans books, booklets, reports, magazines and films to its schools. The materials, purchased with a federal grant made under Title IV of the Civil Rights Act, are listed in a bibliography.

In Everett, Wash., staff members receive *Aids in Human Relations*, a multimedia catalogue which lists books, filmstrips, tapes, picture sets and artifacts available for classroom use. In Fayetteville, N.C., the school district operates a human relations library and furnishes staff members with a listing of materials.

Several school districts have initiated special projects to help show the contributions of minority groups.

In Minneapolis, a Task Force on Ethnic Studies is charged with creating and developing materials dealing with multi-ethnic cultures. These materials, presented in micro-units, are usually in the fields of social studies, history, political science and black studies, as well as literature, music and art.

Federal funds were used in Los Angeles to purchase and equip a traveling art gallery which visited schools in disadvantaged areas. The "Artmobile," as it was known, featured works by minority artists who had attended schools in the inner city. Students viewing the traveling exhibit were given fact sheets on each work and its artist. These sheets included a description of influences in the life of the artist.

In the past several years, school districts have made considerable progress in "integrating" human relations units and activities into the regular classroom situation. Significant efforts have also been made to develop special classes dealing with various aspects of human relations (such as "ethnic studies" programs).

The Human Relations Education Project of Western New York, a cooperative regional endeavor funded under Title III of the federal Elementary and Secondary Education Act, has produced several handbooks and guides to help teachers implement human relations units in their classrooms. The project, now administered by the Buffalo Public Schools, has developed a *Handbook for the Human Relations Approach to Teaching* to assist teachers in "humanizing" the curriculum by making their classes more relevant, improving communications, building positive self-concepts and helping students understand themselves and others.

The project has also produced *Human Relations Education: A Guidebook to Learning Activities*, which describes teaching techniques, learning situations and resources that can be used to convey specific human relations concepts and achieve attitudinal and behavioral objectives. The guidebook also includes inservice training exercises for teachers. These are designed to explore intergroup and interpersonal relationships and processes in the belief that the "heightened awareness . . . will make the teacher feel comfortable with and eager to try the human relations subject matter guides."

In *Our Greatest Challenge – Human Relations* (A Guide to Intergroup Education in Schools), the Pennsylvania Department of Education describes several learning activities and techniques that can be used to emphasize elements of good human relations within the curriculum. For instance, the guidebook offers the following suggestions for teaching human relations in the language arts at the elementary level:

> Read biographies, fiction and drama regarding the feelings, attitudes and problems of children from different racial and ethnic groups.
>
> Read biographies of outstanding persons of diverse origins.
>
> Read a variety of folk tales and myths.
>
> Study the cultural origins of words in the English language.
>
> Write themes on such subjects as when I feel left out, what I don't like about other children, what others dislike about me.
>
> Correspond with children in other cultures and lands.
>
> Write stories, poems and plays on fellowship themes.

- Put on plays or puppet shows concerning themes on goodwill.

- Interview representatives of different cultural groups.

At the secondary level, the following activities are suggested for use in a physical education class:

- Provide an extensive program of intramural athletics so that a maximum number of students can participate and share in the rewards of team accomplishment.

- In gym, intramural or interschool athletics, teach students to learn to participate in games and sports of other countries, choose teammates on the basis of merit, and practice teamwork and good sportsmanship with teammates of all groups.

- Learn dances of various ethnic and nationality groups, and/or take the class to folk dances to see them done authentically and in costume.

Aided by a federal grant, the Metropolitan Nashville (Tenn.) Public Schools published a kit containing a series of lessons on the Negro in American history that can be integrated into eighth and eleventh grade American history courses. The district team which developed the kit recommends its use, where applicable, throughout the year – rather than one day per week or as a separate unit in black history.

Each lesson or episode in the kit includes a student card containing the basic reading material along with appropriate activities and a teacher card with information and/or suggestions for class discussions. Lessons are arranged in chronological order, but can be easily rearranged to suit a topical approach or any of a variety of teacher options.

In a lesson entitled "Who Is Jim Crow?" the student card discusses practices of black and white segregation and various state laws separating blacks from whites. Questions for discussion include:

- What is a Jim Crow law?

- Do Jim Crow laws exist today?

- Do Jim Crow practices exist in Nashville?

- Can you reconcile "separate but equal" with the principles of the Constitution?

The teacher card also includes examples of Jim Crow laws and suggests such student activities as:

- Investigating segregation in employment and Jim Crow unionism.

- Investigating segregated housing patterns in Nashville (consulting black community leaders and elected officials).

- Asking white students to imagine that they are black and traveling in the South in 1955.

The Neptune (N.J.) Township Schools, assisted by a federal grant made under Title IV of the Civil Rights Act of 1964, published *The Negro in America* (A Curriculum Resources Guide), which explains methods that can be used to increase understanding of the Negro's role in American history. The guide suggests that contributions of individual Negroes be explored in specific subject fields (e.g., science, music, health, literature).

People Who Like People, a publication of the Montgomery County (Md.) Public Schools, offers 54 human relations activities for the classroom teacher. Among the suggested activities are including pictures of minority group members on bulletin boards, celebrating Brotherhood Week with an assembly program, showing films with a human relations theme, teaching a reading unit on children of other lands, and holding several class discussions on getting along with people.

However, the guidebook suggests that, in addition to these activities, the classroom teacher might:

- Be alert for opportunities to foster democratic practices in the classroom (e.g., student-developed conduct codes, rotating job schedules, committee assignments).

- Learn to know and work with each student as an individual.

- Help students learn to think for themselves.

- Consciously try to set a good example.

- Learn to know individual parents and the community.

Examine the basic curriculum for opportunities to include human relations learnings.

The New York City school system has developed a resource bulletin for its secondary school teachers, *Teaching About Minorities in Classroom Situations*, which includes general suggestions, problem situations, background material, guidelines for lessons, activities, possible materials, evaluation techniques and bibliographies for teachers and pupils. Background material is furnished on various minority groups, and lessons are geared to such topics as how America was built, what an American is, and why riots occur.

Among the suggested activities in the publication are resource people, "buzz" groups, pen pals, group trips, a discussion on supermarket items, a discussion on different types of greetings, collecting articles and ads from foreign-language newspapers and magazines, starting a rumor clinic, preparing a class mural, book talks and field trips.

NEA's Center for Human Relations prepared a series of suggestions for teaching all students about black Americans, particularly in conjunction with observances such as Human Relations Day (January 15). Many of these suggestions can be applied to an appropriately timed emphasis on the culture of other American minority groups.

Believing that "Black History is a part of the mainstream of American History," the St. Louis school system has made it an integral part of the social studies curriculum. "Throughout the social studies curriculum there are opportunities from kindergarten through twelfth grade for teaching the cultures of Africa and the significant role the Negro has played in the United States," the district declared in a 1971 position statement. "We shall continue to promote Black Studies as an integrated aspect of the total curriculum for all children. This is the most effective means of insuring that all students acquire the basic information and understanding which they must possess."

To do this, the district has adopted several books for citywide use and has provided a listing and description of suitable social studies materials by grade level.

Elementary schools in Mesa, Ariz., are including units on the cultural heritage of the Southwestern minorities in their curriculum. The district has developed a slide-tape presentation, entitled "The American-Mexican in Mesa – Who Is He?" for use in the schools.

Numerous school districts have introduced special classes, at the secondary level, related to human relations. In its nationwide survey, *Education U.S.A.* found that rather than dealing specifically with the subject of "human relations," most of these courses are in the area of ethnic studies and are intended to promote human relations by broadening knowledge about the history and contributions of various racial and ethnic groups.

A notable exception is in Cuyahoga County, Ohio, where a course in human relations is offered at more than 60 elementary and secondary schools in the Cleveland area. Originally designed for predominantly white suburban high schools, the format is now offered in 17 school districts in the county, including inner-city elementary and secondary schools with virtually all-black enrollments.

The curriculum guide for the course – basically a list of films – was drawn up by teachers under the sponsorship of PACE (Program for Action by Citizens in Education), a nonprofit, citizen-based educational organization.

The PACE human relations courses are designed to make students aware of basic social concepts, to encourage curiosity about themselves and others, and to lead them to question stereotypes. This is accomplished by using movies and an occasional game to stimulate thinking, encouraging inductive thinking, concentrating on feelings and reactions rather than on facts, and promoting the exchange of ideas between students.

Although films form the core of the PACE approach to human relations instruction, another method is used occasionally. This consists of a broad challenge put to the group, such as "build a tower." Only simple materials are furnished and no instructions are given. The learning occurs through the interaction of the students. After the exercise is completed, the students discuss their reactions to an unfamiliar situation as a way of gaining greater insight into their own behavior.

Another exception is Santa Barbara, Calif., where 10th and 11th graders may take a class in "Language in Human Relationships," which examines the complexities of language in relationships between students and parents, teachers, relatives, friends, other loved ones and "not-so-loved" ones.

High school students are also able to enroll in "Civil Liberties and Human Rights," which includes units on civil rights movements among

Community Schools

The Mott Program of Flint, Mich. – the leader in the development of the community school concept – gives four "I's" to assure successful community participation:

IN – get the people of the community *into* the school, primarily by means of recreation and education.

INTERESTED – get them *interested*. Explain the problems and help the community to solve them.

INVOLVED – ask people to *help*. They are willing and able when given the opportunity.

INFORMED – the *informed* person is the responsible citizen concerned with improvements.

American minorities, or students may explore racial tensions and minority rights in classes entitled "Change," "Contemporary Issues" and "Urban Problems."

The Los Angeles Unified School District has extensive class offerings in brown, black and Asian studies, as well as classes in "America's Intercultural Heritage" and "American Cultural Minorities."

High schools in Winston-Salem, N.C., offer such classes as "Minorities in American Society," "African Culture," "East Asian Culture," "Latin American Culture," "South Asian Culture" and "Western European Culture."

Clark County, Nev., has presented a television class on Negro history, which deals with such topics as African origin, slavery, the Civil War and its aftermath, Harlem, education and the Negro revolution.

Ethnic studies in Santa Barbara, Calif., high schools include classes in "Contemporary Black Affairs," "Great Negroes Past and Present," "Heritage and Culture of Mexico," "Mexican-American History" and "Minorities Have Made America Great."

The School District of the City of Pontiac, Mich., has developed a special outline for its course in Afro-American history. The course emphasizes contributions of blacks to American and world history and attempts to "use the Afro-American's experience in America as a measuring rod for American growth and limitations during various historical periods."

Mesa, Ariz., has introduced a course in ethnic minority history for junior high school students and a course in ethnic minority music for senior high school students.

In Cleveland, an in-depth course in black history is offered at all senior high schools. Classes in black literature are also available. In addition, materials on the black American experience have been included in all courses in American history at all grade levels.

Student Activities

Another widely used method of promoting human relations among students is through such vehicles as special events, student activities, exchange programs and summer programs. School districts in all parts of the nation are trying these various approaches in efforts to bring students together and give them a forum for self-expression.

In its guidebook to intergroup education in schools, the Pennsylvania Department of Education notes that extracurricular and informal out-of-class activities are as significant as the actual curriculum to intergroup education.

"Student activities offer a unique opportunity for young people to practice the social skills of leadership and group participation so essential to achieving democratic interpersonal relations," the department maintains. Among the benefits of extracurricular activities cited by the department are developing leadership and social skills, furnishing opportunities for students of different social backgrounds to associate in pursuit of their common interests, and providing students with motivation and sense of belonging in school.

The guidebook emphasizes that the most important starting place for ensuring that student activities make a maximum contribution to the intergroup education program of the school is not in the specific activity but in the patterns of participation, leadership and associations in the student group life of the school.

Here are some questions that Pennsylvania education officials feel can guide schools in selecting activities that are conducive to good human relations:

- Does the extracurricular program include activities to meet the up-to-date social needs and interests of all groups of pupils?
- Are pupils of all groups (racial, religious, nationality and socioeconomic) actively participating in all extracurricular activities in approximate proportion to their part of the student body?
- Are students of particular groups applying in disproportionate numbers for participation in certain activities and not for others?
- Does race, religion, nationality or socioeconomic status appear to be a factor in the membership practices of any activity?
- Are the scholarship and social ability requirements for membership in all student organizations so high as to eliminate participation by those students who most need this group experience?

- What specific steps are being taken by each club or activity to make all students feel welcome to seek membership and active participation?
- To what extent are leadership positions in clubs and activities shared by students of all ethnic and socioeconomic groups?
- Are students elected to office without regard, either favorably or unfavorably, to their group membership?
- How friendly, as opposed to tolerant, are the relations among students of different groups?
- Do the students of any group appear to segregate themselves and avoid association with other students?

The North Carolina State Department of Public Instruction recommends that, in working with students and designing activities, school officials should:

- Encourage the organization of a student human relations club or intergroup youth council which draws its membership from all groups.
- Consider the value of student government in establishing a favorable human relations climate.
- Provide continuous re-evaluation to assure the widest possible pupil participation in school-sponsored organizations and activities.
- Provide greater opportunity for interschool activities in addition to athletics.
- Enforce existing local school policies which forbid the existence of unauthorized clubs.
- Provide appropriate recognition for the accomplishments of all great American men and women through classroom activities, exhibits, special observances, assemblies, etc.
- Recognize that the normal co-curricular activities (drama, speech, fine arts, school newspaper) can promote a positive intergroup climate within a school and between schools.
- Encourage schoolwide leadership and good citizenship conferences and encampments after regular school hours.

As part of the Human Relations Education Project of Western New York, a student-faculty human relations committee at a Niagara Falls high school developed guidelines for an extracurricular student program for grades 9-12 that would serve to expand the student's view beyond the school to the community, the entire metropolitan area and other areas of the world.

Guidelines were drawn up in the belief that extracurricular activities give students an opportunity to work together and a chance to move "outside themselves" to explore, help and work with other people in other groups and in other cultures.

The program at LaSalle Senior High School was committed to teaching these human relations concepts:

- Each person has a personal and social need to identify and accept others as individuals with goals, values, weaknesses and strengths which make them unique. These differences are important in the light of our similarities as human beings.
- Prejudice is the result of irrational thought processes.
- Discrimination is behavior based upon prejudicial attitudes.
- The attitude of prejudice, in its most extreme form, is mental illness.
- Scapegoating is irrational and has harmful effects upon every member of society.
- No race is inherently inferior or superior to another.

Since the committee found no precedent for such a program, it concentrated its initial efforts on the recruitment of teachers and students. Teachers who had indicated a positive attitude toward human relations were asked to take part in the group, while students were recruited through the student council. Weekly programs were scheduled, and topics, objectives and activities were spelled out for each meeting.

For example, the first meeting was devoted to the topic of the Human Relations Commission in Niagara Falls, and the theme of the meeting was governmental concern about the effects of prejudice and discrimination. Objectives of this meeting were to become aware of the need for a local commission on human relations and to study the effects of prejudice and discrimination within the urban community. Activities consisted of a formal address by the executive director of the commission, followed by small group discussions.

Project officials point out that this program is only one way in which a teacher may involve students in human relations activities on an extracurricular level.

"In addition to beginning a club or committee specially centered on human relations, the interested adviser can form a club or committee with a related purpose or can suggest human relations-directed projects for already established clubs. A teacher should plan those activities best suited to the needs and interests of the students in his school," a project guidebook suggests.

Activities that have been carried out successfully by school districts participating in the New York project include:

> Involving a student government or club in financing the building of a school by the Peace Corps. The student group chooses the country and maintains letter contact with students attending the school.
>
> Arranging a day's "teach in" on crucial issues which involves all teachers and students.
>
> Exchanging assembly or musical programs between city and suburban schools, public schools and private or parochial schools.
>
> Participating in tutoring or recreation programs. High school students can tutor younger students who need extra help after school or evenings. High school students can also help establish and run recreation programs.
>
> Providing a speaker's bureau or program for local community organizations.
>
> Working with other student groups on a cleanup day.

The Oakland (Calif.) schools view student human relations councils as an effective means of furthering self-understanding and communication among peers and all school personnel. In its published *Guidelines* for forming and carrying on student human relations councils, the Oakland school district's Office of Human Relations points out that these councils, which are organized at the high school level, should consider student desires and serve as a catalytic agent to stimulate constructive human relations activities on the school site, within the school system, and in the school community.

A key project of a council, as suggested by school officials, might be to assess the problems and meet the needs for intergroup education on pupil and teacher attitudes and behaviors. They report that this can be done by:

> Conducting a problem census among the faculty and students.
>
> Designing and conducting a study of participation, association and leadership patterns of students in various school activities.
>
> Organizing a school library shelf on effective teaching aids and resources in intergroup education.
>
> Conducting community education activities.
>
> Writing "perception skits" to portray problems.
>
> Conducting interschool exchanges.
>
> Planning multi-ethnic "career days" and college recruitment days.
>
> Conducting an intergroup orientation day early in September to develop an awareness among new students of the importance of intergroup relations.

In Cleveland, a Supplementary Education Center has become a nationally recognized model for sharing educational experiences. Some 350 students from schools in different sections of Cleveland come to the center daily to share experiences in the arts, sciences and social studies that cannot be duplicated in individual schools. In addition, these children have the opportunity to meet other

youngsters with whom they would not ordinarily have contact.

Other activities in Cleveland that bring diverse youngsters together include:

School camping – Each week, for 26 weeks during the school year, 140 children representing several schools in different sections of the city participate in a program of recreation and instruction guided by their teachers and augmented by a camp staff. This setting gives more than 3,000 children annually an opportunity to work and play together and, at the same time, develop positive attitudes toward those whose backgrounds are different from their own.

All-city music groups – These include an orchestra, band and chorus which meet and perform regularly, bringing together musically talented students from all parts of the city.

Citywide junior high council – This group, consisting of elected representatives from all Cleveland junior high schools, meets monthly to discuss matters affecting student activities and student-family-parent relationships.

Citywide council of student government – Members are elected by their respective student bodies and meet together biweekly to work on matters of mutual concern.

Citywide student council visitation – Student council members in this program have the opportunity to meet with student councils in other parts of the district. Students of varying racial, ethnic and socioeconomic groups discuss common concerns and attend classes together, spending at least one day for each visit. In some schools, arrangements have been made for the visiting student to attend the host school for a week and stay in the home of a host school student.

Citywide student retreats – Under this program, junior and senior high students, representing all district secondary schools, are able to participate in a two and one-half day camping experience aimed at enhancing leadership development and fostering better intergroup relationships.

Assisted by federal funds under Title I of the federal Elementary and Secondary Education Act (ESEA), the Los Angeles Unified School District has initiated a Program for Intergroup Enrichment (PIE), which is a voluntary exchange program pledged to developing positive attitudes toward other socioeconomic or ethnic groups and raising the academic achievement levels of students by broadening instructional experiences.

Under PIE, two elementary classes from different schools in different communities work together during a part of each month on one particular

"A course in intergroup education and human relations affords school personnel the opportunity to sharpen their perceptions and insights with respect to the various ethnic groups in the community, the state and the nation. Such a course provides the opportunity to develop added skills and relationships. It must be understood that participation in an intergroup education course does not automatically guarantee the acquisition of new skills and insights. It is hoped, however, that each of us will gain a greater understanding of the complex nature of the multi-ethnic community in which we work and that such understanding will enhance our effectiveness in the teacher-learning act." --Office of Personnel, New York City Public Schools.

instructional theme. The theme may be English, mathematics, history, science, oceanography or any other subject that captures the children's interest.

One of the classes is from a Title I school. The other class is usually from a non-Title I school (although in some cases both are from Title I schools). The classes alternate regularly scheduled meetings in each of the two schools or take educational trips together. The trips are designed to complement the instructional theme which is chosen at the beginning of the program.

The program, Los Angeles school officials claim, has provided thousands of youngsters with a chance for new experiences and new friends, as well as an opportunity to carry out constructive educational projects with other children.

Since PIE was initiated at the elementary level, a similar project, known as "Young Adults and Justice in Urban America," has been introduced for secondary students.

Another pupil exchange program in Los Angeles is the district's "voluntary transportation" project which is aimed at increasing racial integration while making maximum use of school facilities. The program, now in its fourth year, brings together children from 60 schools in an integrated setting. The "sending" schools are located in predominantly minority areas in the inner city. Children from these schools receive school bus transportation daily to schools with available classroom space, usually located in outlying and suburban areas.

The voluntary transportation program, which involves more than 1,800 children daily, does not end with just a ride to school. After-school, Saturday and Sunday activities are planned to acquaint both minority and majority children with their classmates, their parents, their homes and their communities. To boost educational achievement, the program – which is operated at both the elementary and secondary school levels – provides tutoring for some pupils, an enriched multicultural curriculum and co-curricular field trips. An important feature of the program is that an elementary school pupil may continue on to the junior high school in the same area where he is being transported. The same holds true for junior high school students going on to senior high. In some cases, transportation may be provided to these secondary schools.

"Stepping Stones," a project of the Mott Program of the Flint (Mich.) Board of Education, brings together girls from the fifth grade through senior high school. Meeting once a week in 35 Flint schools, 750 girls learn to solve the normal problems of growing up. Stepping Stone members also make regular field trips to become more aware of their community and are able to participate in a residential program at Hamady House, a mansion that has been donated to the program.

Flint school officials report that long-term members attest to the value of Stepping Stones in forming wholesome attitudes about themselves, their families and their community – important elements in building good human relations.

In Wichita, Kan., a citywide High School Human Relations Conference was held for students from human relations councils in each of the city's six public high schools. Purpose of the conference was to encourage student involvement in human relations in the schools, to increase interaction among members of various student groups and to establish a charter and constitution under which all student human relations groups could operate.

The San Mateo (Calif.) Union High School District has encouraged students to form human relations clubs, with students writing their own constitutions and choosing their own faculty advisers. Monthly meetings are held for representatives from each high school to help schools become aware of "what's happening" throughout the district. The impetus for establishment of the human relations clubs was provided by a series of student meetings and rap sessions with guest speakers during the summer of 1970. This summer effort culminated in a week-long workshop during which a group of students received an opportunity to learn to live and communicate with one another.

Additional Opportunities

Other opportunities to promote positive human relations among students can be found in such areas as counseling, testing, grading and discipline.

In Wisconsin, funds from the federal Vocational Education Act are used to operate a "Mobile Guidance Career Project" – an old bus converted into a guidance laboratory which travels to four northeastern Wisconsin high school districts.

Purpose of the project, which is designed primarily for minority children, is to enable all students to learn as much as possible about their

own interests and abilities, vocational trends, opportunities and career requirements. The project also assists students in using this information to make a choice about their future after high school.

In addition to offering an inventory of occupational training and employment information, the project includes testing programs to measure achievement, abilities and aptitudes, and provides supportive staff to administer and interpret these tests.

As part of their comprehensive human relations program, the Columbus (Ohio) Public Schools are attempting to develop one-to-one counseling situations between staff and students. For example, the district schedules individual pupil conferences with teachers. At the secondary level, these may take place before or after school, during the student's study hall period or as part of the teacher's conference period. During the conference, both participants are given a chance to ask questions and discuss problems that might not be brought out in a large group setting. Columbus school officials find that the personal give-and-take, coupled with personal attention, helps forge a better understanding between the teacher and the student.

In Baltimore, Md., the city school district has received federal funds for an ambitious dropout prevention project involving elementary and secondary schools in a low-income target area.

One of the components of this KAPS (Keep All Pupils in School) project is the "daily program" which features highly individualized approaches to the pupil's academic and personal problems. Another component is the STAY (Services To Aid Youth) Center, which serves pupils who experience extreme difficulty in adjusting to regular classroom situations. This center, which stresses individualized services, has a special team consisting of a community liaison assistant, counselor, social worker, psychologist, part-time psychiatrist and the classroom teacher. While the student is assigned to the center – this is considered a "retreat" where he can learn to redirect his energies – the team makes a concerted effort to find out why the youngster exhibits learning or social difficulty.

Flint, Mich., under its privately funded Mott Program, has implemented a personalized curriculum program to keep potential dropouts in school. The staff for the program includes a full-time diagnostician to test the student's potential and help construct his academic program so that his potential might be realized.

As part of another Flint program, a regional counseling team is used to aid students. The team is made up of school personnel with different professional skills who coordinate their abilities and training, their insights and judgments to help students who are troubled by academic, personal or social problems. The team meets regularly and reviews specific cases, considering each child individually and mapping out a course of remedial action for him.

In Palo Alto, Calif., counselor aides work with district special services personnel to motivate minority group students to pursue avenues of higher education. Counselor aides also help to give counselors exposure to the skills and techniques of minority-group students.

Schools in Buffalo, N.Y., have adopted a strong policy on vocational guidance and placement of students. The policy states, in part, that "race, color or national origin should not be regarded as handicaps or as limiting factors in school admissions, training and placement." However, the policy also states that students should be told of prejudices which may pose difficulties for them.

In Montgomery County, Md., the school district's Department of Pupil Services works with other appropriate departments in reviewing procedures for transfers and other placements of students to ensure that such placements are being made solely for the greatest benefit of the student. The department also seeks to correct any misplacements that may have occurred.

In addition, the district's Office of Administration and Department of Pupil and Program Appraisal, together with other appropriate departments, review practices to determine that no dual practices or appearances of dual practices exist with regard to discipline and grading.

As part of its desegregation efforts last year, the School District of the City of Pontiac, Mich., prepared guidelines to assist counselors in serving a racially integrated student body. These guidelines note that counseling with the individual child is the heart of guidance services since "it is in this face-to-face relationship that the counselor helps the student to understand himself and to solve his educational, vocational or personal problems." The guidelines ask that in dealing with minority youngsters, counselors and teachers use "considerable caution" in evaluating and interpreting standardized tests.

"Frequently in the testing situation, these chil-

dren are required to solve problems with tools that are unfamiliar to them or with tools that are too advanced," the district warns. "Items on intelligence tests call on abilities involving language and symbols. However, language development varies from one social group to another. Children cannot respond to items with which they have not been involved in their own experience," the guidelines state.

The guidelines maintain further that children often are classified as having low intelligence because they do poorly on standardized measures of intelligence. School officials recommend that the results of aptitude and achievement tests, as well as personality and interest inventories, be cautiously interpreted and that the home and school cooperate in developing the child's potential.

In keeping with this approach, the school district requires that counselors interview each student separately and assist him in planning his schedule for the following year. At the secondary level, the guidance department assists in the grouping process by providing appropriate data. Within the elementary classroom, children are expected to participate in many types of groups, according to interest, activities and achievement.

As demonstrated by the Pontiac schools, there has been considerable concern, particularly in recent years, about the validity of using test scores to place minority or culturally different children. In its 1968 *Report of the Task Force on Human Rights*, NEA declared:

"Ability grouping is in many cases simply an administrative convenience that enables a teacher to know in advance how well a class will learn. The standardized tests upon which most ability grouping is based are not accurate measures of how well or how fast a child can learn – but the teacher's expectations, based upon the results of these tests, usually are."

To remedy this, the task force recommended that testing programs used to evaluate the intelligence and English language ability of minority-group students should be valid and reliable in relation to those students.

In the area of discipline, the Cupertino, Calif., school district has developed specific procedures, practices and suggestions for staff members as a means of eliminating what the district describes as "negative interethnic incidents."

For example, if an incident is reported to the school principal, the principal or a member of his staff is requested to ascertain the facts in the case. If the parents of the child involved do not know about the incident, they are to be informed. Attempts are then made to resolve the matter immediately. The incident and its resolution are recorded.

The district maintains a list of psychologists, counselors and others who may be hired on a consultant basis to work with the schools where incidents have occurred. The consultant who is selected is to be of the same "culturai community" as the child involved in the incident. In the event an incident has not been satisfactorily resolved by the school administrator, the parents or staff members may request the assistance of a consultant. The basic function of the consultant is to help re-establish communication between the parties involved.

Should these efforts fail to resolve the incident, either party may choose to refer the problem to a joint recommendation panel for study and a recommended course of action. The panel reports its recommendations personally to both parties involved and informs the superintendent and school board.

The Cupertino school system has also developed procedures dealing with "name calling." These procedures prohibit racially and ethnically derogatory name calling in a school building or on school grounds. When a name calling incident has occurred, an attempt is to be made to resolve the matter with the children involved. The parents of the children are to be contacted by telephone or letter. Recurrences of the same type require a conference with the parents of the children involved. When repeated name calling incidents occur, the child involved (the name caller) is given an opportunity to discuss the situation with a teacher-counselor, principal or other trained individual. Continued name calling is considered willful disobedience of school rules and could result in suspension (as provided by the State Education Code) if it is necessary to restrain name calling within the school.

In Buffalo, N.Y., the schools have a long-established policy regarding the responsibility of the teacher and administrator in dealing with the child who misbehaves. Copies of the policy have been widely distributed so that members of the school staff, parents and others might understand clearly the procedures that are followed in upholding

discipline in the schools. These procedures are as follows:

1. Each teacher is required to maintain appropriate pupil behavior in the classroom, so that the objectives of training for self-discipline and individual responsibility may be realized, and a favorable climate for learning may exist. To this end, the teacher knows the value of careful planning, good organization and thorough preparation for teaching the lesson.

2. When a pupil exhibits any marked deviation from good behavior, the teacher uses the techniques most appropriate to the occasion to correct and instruct the pupil in the proper mode of conduct. Recognizing that deviate behavior is sometimes a symptom of serious maladjustment, she seeks the cause of the difficulty. When, in spite of the teacher's best efforts at correction, a pupil continues to misbehave, the teacher refers the case to the principal for his advice and assistance.

3. The principal makes every reasonable effort to help the pupil to adjust properly. Depending on the nature of the case, he may discipline the pupil directly in relation to the offense, he may call in the parents for a conference, he may refer the case for the attention of a psychologist or visiting teacher, he may suspend the pupil, or he may use a combination of these procedures – as well as other techniques – in accordance with his best judgment.

4. Regardless of the cause of any pupil difficulty, no teacher or class is ever required to tolerate any act of gross misconduct, including flagrant discourtesy, abusive and vile language, acts of violence and deliberate insubordination. Such cases are referred immediately to the principal for appropriate action.

5. When a principal decides to suspend a pupil, he follows the established procedures as outlined in a central office bulletin (based on the requirements of the New York State Education Law, which provide that a minor suspended for insubordination or disorderly conduct must be committed to an institution or be placed under instruction elsewhere without delay).

6. A suspension is followed by a hearing in the central office, attended by the pupil and his parents, a visiting teacher or attendance supervisor, and any others who may have information pertinent to the case, such as a representative from the school and representatives of social or law enforcement agencies. The hearing is generally conducted by the director of pupil personnel services.

7. Every attempt is made at the suspension hearing to identify the cause or causes of the pupil's misbehavior so that appropriate action may be taken. This may include referral to Children's Court, referral to a clinic or agency, a change in school placement or program, and/or a return to the home school. When a pupil is returned to instruction following a hearing (after consultation with the principal) he is always returned on trial, and his right to attend class depends on continued good behavior. Every suspension case is followed up periodically and entries are made in the pupil's case record, on file in the main office, indicating the extent of progress in each case.

8. Every effort is made by teachers and others to identify cases of social and emotional maladjustment of pupils in the earliest stages, so that appropriate treatment and correction may be applied as a preventive against further difficulty.

Chapter 3

Human Relations and the Community

An integral part of many school human relations programs is the strengthening of ties with the community. Involvement in school life – and sometimes in school policy decisions – by parents and other members of the community has become an increasingly important feature of the educational scene in recent years, and numerous school districts have given this full consideration in the design of their human relations programs.

"In this country we can look back on a long tradition of participation by many persons in working out the future of groups and organizations," says the superintendent of an urban school district in the Pacific Northwest. "So there's really nothing new about involving more people in making community decisions, or in advising on the course that its institutions, including schools, should take."

He holds that the people who are affected by the decisions have a right and a responsibility to participate in making the decision even though "it may not be the most efficient way because it costs more in terms of time and effort."

Noting that "participation is the name of the game today," he goes on to say that a collaborative search for agreement is the type of process that will serve education best in meeting its goals in the coming years.

Effective school-community relations programs, advises Wilson C. Riles, superintendent of public instruction for the State of California and a strong proponent of community involvement, must offer vehicles for two-way communications between the school and the community and the community and the school. "School-community relations is not a one-way street; too often school officials think in terms of the need to transmit information to parents – to improve the parents' understanding of school activities," he warns. "There is an equal need for a structure whereby school officials can improve their understanding of the poverty area community they are serving and the perceptions of parents as to the educational needs of their children."

Several school districts reporting to *Education U.S.A.* have embarked on ambitious plans for working with their communities, and countless committees and projects have been launched in different parts of the country in efforts to carry the principles of good human relations to the community. Many of these plans, committees and projects – some of which are outlined here – demonstrate what schools can do in this vital area of human relations.

One of the most comprehensive approaches being used to bring the school and community closer together is known as "community education" or the "community school." The national model for this approach is generally considered to be Flint, Mich., where funds from the Charles Stewart Mott Foundation, a family philanthropy, are channeled through the Flint Board of Education to carry out the Mott Program of community schools.

This is a program of community education for all ages. Both adults and children use the existing facilities of the public school. Shops, classrooms, pools, gymnasiums and equipment are made available to the entire city without the cost of providing new buildings. In Flint, there is a school within walking distance of every man, woman and child. Schools are open summer and winter, five evenings a week and on Saturday, and serve some 90,000 children and adults annually. Special components of the Mott Program include:

Adult education – 1,200 courses are offered to some 70,000 registrants each year in more than 50 community schools and 14 other community centers.

Community recreation – This is a year-round program and features competition in 28 sports.

Police-school liaison – Plainclothes juvenile officers work in 12 secondary schools to prevent crime.

Mott Camp for Boys – This camp offers five two-week sessions each year for boys between the ages of 10 and 15.

Big Brothers of Greater Flint – This is the largest Big Brothers program in the United States and Canada, serving 1,200 boys with the help of nearly 900 volunteer Big Brothers and 315 service agencies.

C. S. Mott Foundation Children's Health Center – This serves medically indigent children free of charge in a broad outpatient service.

The program is administered by a community school director, working closely with the Community Council, which is composed of the principal, PTA, community school director, merchants and clergymen of the neighborhood, and representatives of adult and student school organizations. The council meets monthly and is assisted by subcommittees and by residents of the community at large.

Mott Program officials state two primary purposes for the existence of the program:

1. To discover and demonstrate whereby a community can use its own resources to solve its own problems.

2. To help make Flint's community schools worthy of emulation.

"The consistent requests of other cities for the services of Flint community school directors give evidence that the objectives are being attained," officials say. "Proof of the statement lies in the fact that currently almost 250 cities have launched the community school concept to varying degrees within their respective school systems, and the number continues to grow."

To serve these other communities, the National Community School Education Association was formed in Flint to act as a clearinghouse for information. In addition, regional centers at several universities and colleges were established to give assistance and direction to cities and towns

Formation of a school-community advisory committee is a frequently used method of carrying human relations concepts into the community.

"The advisory committees are excellent vehicles for increasing community action and understanding between parents and other members of a community and the school officials," maintains the California State Department of Education in its *Handbook for California School District Advisory Committees.* California has been a national leader in requiring that parents be involved in planning and operating programs funded under Title I, ESEA.

"The use of community and parent advisory committees for Title I programs was pioneered in California, based on a philosophy that parents should have a voice in the programs developed for their children in school. A partnership of community and school can result in educational programs which will meet the needs of the children being served and will be understood by both the parents and the children," the handbook states.

Over the past few years, Title I requirements and policies for advisory committees have been continually improved and strengthened. In 1970, Congress amended Title I, making the establishment of advisory committees a requirement for all Title I projects. According to these regulations, the structure of advisory committees must be such that parents of children in the program have a majority voice on the committee. In addition, Title I programs must have two types of parent advisory committees – one at the school level and one at the school district level.

Although the California handbook is aimed specifically at Title I advisory committees, many of the principles set forth have been and may be adapted to other school-community advisory committees.

For example, the guidelines require that the target school parent advisory group be made up of parents of the children who are in a Title I program at the school and one person from the school's staff. Parents who compose the group are selected by the parents who have children in the Title I program at that school.

The role of the parent advisory group is to:

> Work with the school staff to identify the special educational needs of the children participating in the school's Title I program.
>
> Recommend to the school staff and to the school district advisory committee programs to meet the identified needs.
>
> Make recommendations about activities which may improve the Title I or other compensatory education programs.
>
> Help the school staff to evaluate those programs.
>
> Make plans to promote parent participation in those programs.

In Los Angeles, every school in the district has been directed to form school-community advisory councils to help promote community involvement in education decisions. "It is our hope that the councils will serve as an effective means for encouraging better understanding and rapport among community members, parents of our students, administrators and faculty, thereby creating unity of action and community support essential for the success of our education program," the superintendent of schools notes in a handbook prepared by the district for use by advisory committee members and members of the school staff.

In 1971, the Los Angeles Board of Education established a policy regarding school-community advisory councils, and minimum guidelines were drawn up to implement the policy. These guidelines cover the structure, function and rules of operation of each advisory council. Schools with existing advisory councils were allowed to maintain their councils if they met certain provisions of membership. Newly established councils were to be elected or could be made up of elected and appointed members, provided the majority was composed of parents of pupils enrolled at that school and elected by the community. Appointments could be made by existing school support groups, the faculty and students (at the secondary level). Students and faculty representatives were to be elected and councils were to have a minimum of 11 members.

Purpose of the school-community advisory council in Los Angeles is to advise the principal in matters pertaining to the school and its educational program. The group is a resource to the principal, who remains responsible for decisions which are necessary in the administration and supervision of the school.

The following functions are listed in the district handbook as a minimum for the councils:

> Participate in the assessment of educational needs and establishment of priorities and advise on the resource needs of the schools.
>
> Make recommendations regarding the planning of a school educational program and the budget resources available for it.
>
> Contribute to the definition of educational objectives and to the specification of indicators to show progress toward objectives.
>
> Orient and advise school staff regarding conditions in the community.
>
> Advise principals regarding policies affecting the interests and welfare of pupils.
>
> Facilitate school communication with parents and citizens and mobilize public support for the school.
>
> Assist in securing the support and services of parents, teachers and students.
>
> Participate in the evaluation of the school and its academic effectiveness and make recommendations to the superintendent for improvement.

The district offers several examples of actions that have been taken at individual schools as the result of advisory council activities. Among these are:

> A council recommended that bilingual aides

serving as tutors in grades 1, 2 and 3 would increase the learning rates of the pupils. The principal converted a teaching position and used the funds to hire three bilingual aides. The council and staff are now evaluating the program to see if the pupils are showing greater achievement.

- A council recommended that the school newspaper be vastly improved to give wider coverage and greater accuracy and that larger numbers of students be allowed to work on the paper. The principal arranged for the council to visit the classes in journalism and printing, speak with the journalism teachers and become familiar with the budget constraints. After the study, the council understood better all aspects of publication of a school newspaper. The students recognized that their work was being evaluated by the community. As a result, greater efforts are being made to improve the newspaper; and the council is exploring ways to allow the school to use printing facilities in the community without charge.

- A council was concerned about vandalism that was occurring at the school on weekends. The council decided that it would be necessary to have the school watched. Each member of the council went door-to-door to homes within a three-block radius of the school. Parents agreed to work in shifts to keep the school under surveillance. The council also contacted the local police and wrote to the superintendent to seek funds for hiring a guard for the school. As a result of the council's efforts, the vandalism problem was greatly reduced.

A districtwide Human Relations Coordinating Council in the Jefferson County (Louisville, Ky.) Public Schools works specifically to "promote understanding and goodwill and effective behavior." The committee is made up of students, PTA members, administrators, teachers and representatives of the local Human Relations Commission. The districtwide council works closely with human relations councils that have been developed at individual schools.

In Winston-Salem (N.C.) schools, there is a districtwide Citizens Advisory Council made up of all local "school committees." Students serve on these local committees at the secondary level, and committees work closely with the PTA.

In its guidelines for local school committees, the district suggests that the committee should:

1. Assume the role of sounding board, "buffer," supporter, constructive critic, evaluator and stimulator.

2. Exercise a keen awareness of controversial issues in the school community which might have a bearing upon the general welfare of the school.

3. Hear reports and observe demonstrations of faculty members and students on various phases of school programs and activities.

4. Visit various school facilities.

5. Always attempt to maintain appropriate lines of communication and action through the Citizens Advisory Council.

6. React to problems and issues as a unit rather than as individuals.

The district recommends some things the school committee should not do:

1. Not involve itself in individual school personnel matters or individual student problems.

2. Not involve itself in fund-raising or fund-directing activities.

3. Not become a negatively oriented pressure group.

4. Not in any way assume legal authority for direct action or decision making within the school.

5. Not involve itself officially in political campaigns or issues.

Guidelines developed for school-community councils in the Oakland (Calif.) Public Schools point out that the successful progress of these councils depends upon a multiplicity of factors.

These factors are listed as follows: previous school-community relationships; the positive dedi-

What Can Parents Do?

In San Mateo, Calif., the PTA was credited with being a "positive and effective force" in broadening the base of community understanding during a district-wide integration effort and with helping to erase the isolation separating individuals, groups and neighborhoods. Local PTA groups planned school tours, barbeques and family picnics with "transfer" families, and also held discussion meetings and tried to involve minority group parents in PTA leadership.

cation and involvement of principal and staff with the council; the willingness of the school and community to work cooperatively on areas of mutual concern that contribute to improved communication; the ability of the schools to capitalize on and implement, where possible, the positive ideas, suggestions and concerns that tend to create more positive human relations between schools and their communities; the kind of support received from higher administration and the board of education; and the kind of direction and support given by the Office of Human Relations.

Special Committees

Another type of school-community committee that can help promote human relations is one that is formed to deal with a specific project or potential trouble spot.

Nationally, the PTA has suggested involving parents and teachers – especially in low income areas – in committees dealing with such school-related problems as discipline, truancy and indifference to study assignments.

"If teachers on such committees will listen to the parents' comments without going to the defense of the traditional teaching procedures, they may discover that inspired changes in study assignments and teaching methods could do much to reduce all these problems," the National Congress of Parents and Teachers states in its booklet, *The Poor, the School, and the PTA: Guidelines for PTA's in Low-Income Communities.*

The PTA also suggests formation of parent-teacher committees to attack "near-the-school" problems such as extortion, juvenile delinquency and drugs, and involvement of parents in committees through which complaints and questions can be channeled (anonymously) to the principal and school staff.

Implementation of a districtwide integration program several years ago in San Mateo led to the creation of "co-parents" – a group of parents who wanted to share the problems of children affected by a new transfer program. Under "co-parents," a group of parents at a receiving school is matched with parents of children who are being transferred to that school.

"Sometimes we are just an emergency phone number, which can be comforting in itself to the sending parents," explained one of the program coordinators. "But more often we provide the means by which the child can be totally integrated into the whole school community, not only the classroom."

"Co-parents" have made it possible for many transfer youngsters to take part in scouting, evening student performances, after-school sports and other extracurricular activities that might otherwise be missed by children who are transported to schools outside their own community.

In the Galveston (Tex.) Independent School District, community human relations committees have been organized for students, for the PTA and for the community. These committees assist in "preventing or solving problems that may occur in schools, on the streets or in the city." Committees are asked to "bring to the attention of those in authority" any rumors or facts that might concern the committee and to find solutions to problems, if

possible, before referring them to school authorities.

Public schools in Tacoma, Wash., turned to the PTA for help in conducting a comprehensive survey of community opinion regarding the school district. The project, designed to develop a course of action for the public schools in the 1970s, involved a committee of parents, students, teachers, administrators and school board members.

The survey team asked questions regarding student participation in making school rules, community financing of school buildings for "after hours" use, curriculum, counseling, community learning situations, and personnel, as well as "things disliked most about the Tacoma Public Schools."

"Lay committees" have been formed in every Cleveland elementary school to assist schools in identifying curriculum needs and resources as well as in developing appropriate instructional goals. Committees are made up of parents and teachers.

Most special projects in the Cleveland schools have their individual parent advisory committees and councils who assist in interpreting the program and in giving consultation and guidance to program specialists.

Technical-vocational programs in Cleveland use committees of teachers and specialists as a "barometer of authenticity" for the content, processes and equipment involved in these programs.

The Baltimore, Md., Dunbar High School "charette" stands as a leading example of the school and community working together to avert a crisis that had been developing over the need for a first-rate inner-city high school.

Residents of the Dunbar High School community in East Baltimore, a deteriorating urban residential area, had pressed actively for a new high school to replace what was generally considered a totally unsatisfactory facility. Federal seed money was used to help finance the Dunbar charette as an experiment in school planning under complex and explosive conditions. (The term "charette" is one borrowed from architectural usage and connotes a crash project, complete with deadline and around-the-clock brainstorming.)

In East Baltimore, a community council joined with other concerned groups to form a Dunbar Charette Committee and went on to design a charette format to run continuously for two weeks to help map out procedures for planning the new high school. The Baltimore charette has been described in a booklet by the Educational Facilities Laboratories of New York as an experiment in participatory democracy which brought together professional planners, architects, committee members and the various bureaucratic agencies involved in school planning in an intensive day and night effort to establish the basic program, spirit and preliminary design for a school.

Workshops and training programs for community advisory committees and individuals in the community are another technique being used by school districts to build better community relations.

In its handbook, *California School District Advisory Committees,* for Title I projects, the California State Department of Education suggests a number of ways to develop an effective training program. To begin with, the department recommends that the people who will benefit from the training be given an opportunity to help plan the program and that the advisory committee discuss and reach agreement on what it wants to gain from the training program.

Among the areas to be included in such a Title I advisory committee training program are:

Regulations and requirements governing Title I.

Objectives, budget and evaluation plans for the project.

Availability of funds from other sources that can be used to strengthen the compensatory education program.

Methods that can be used to determine the needs of children to be served by compensatory education programs.

Techniques that can be used effectively to develop positive working relationships, communication and cooperation between school personnel and the community.

Ways in which the committee members can work together as a team to reach the goals of the committee.

Means by which the committee can establish and maintain open communication with as many people as possible in an effort to represent the community.

The state department further suggests that committee members visit other schools and Title I projects and talk to some children who are in the local Title I program.

As a part of its Title I program, the Los Angeles Unified School District in 1970 conducted an extensive Community and Staff Development Summer Program for some 4,000 local school advisory group members; regional advisory committee members; target school administrators; classified personnel and teachers; district staff and administrators.

Under the program, 21 two-week workshops were held. Morning, afternoon and evening sessions were held at school sites within the target area. Workshop content covered information related to the philosophies, procedures, organization and financing of Title I program materials. Content also included material designed to help Title I teachers and advisory council members become more effective in their respective roles through increased understanding.

Speakers, films, recordings and tapes were used, followed by small group discussions. Translators and Spanish-speaking small groups were used in East Los Angeles, an area with a predominantly Mexican-American population.

Professional workshop staff members were aided by co-workers from the community. Specific human relations topics for the workshops included a definition of human relations, discussions on developing the highest level of positive human relations in order to have fewer barriers to accomplish set goals.

A few years ago, the New York City Public Schools Office of Intergroup Education conducted a series of parent-teacher workshops to establish "meaningful communications" between the two groups. Eight separate sessions were held from March to May in 1969. Six of the sessions were held on Saturdays, and two were held in the evening.

For each workshop session, nine parents were invited (three Anglo, three black and three Spanish-speaking). These parents represented an economic cross section of the city. A professional staff – consisting of three teachers, a bilingual supervisor, guidance counselor, school-community coordinator and a college professor – also participated.

Each session began with informal introductions by all participants. The workshop director then summed up the picture of education in New York City, pointing to problems, opportunities and aspirations. A list of questions was then distributed as a starting point for discussion although parents were encouraged to bring up any questions they considered more relevant and more essential to their children's needs. School officials set the procedures and ground rules in the hope that parents would do most of the talking while school personnel listened.

"We learned of sharp divisions among parents during these discussions," a report on the workshops discloses. "We found that the key to bringing about understanding could be found in what we were attempting to do .... The flexibility of our method proved itself with every group. The parents generally sensed that they were in control of the agenda of the discussions for the day. Our method made it possible for every parent to participate as completely as she felt she had to .... Our basic concern was to stimulate participation; we knew that the parents would talk about what meant most to them."

The report goes on to say that the fact that the professionals were listening and trying to learn from the parents was an experience that the parents had not expected. "This conditioned both parents and professionals to work together in the spirit of mutual acceptance. To us, this seems to be the key to better school-community relations," the report declares.

Various other activities such as volunteer tutors, home visits, speaker bureaus and a broad range of special services are sponsored by school districts as a means of improving relations with the community.

In Gadsden County, Fla., some 40 students from Florida State University in nearby Tallahassee visit a rural elementary school weekly to tutor youngsters in reading and mathematics.

Before being assigned children, the college students attend several training sessions which emphasize the belief that disadvantaged children

can learn. Each tutor prepares an individualized program for each child, based upon a report by the classroom teacher which outlines strong and weak points. Tutors file weekly reports on each child, and the classroom teacher in turn reports on the effects of the tutoring. Volunteer tutors, who are part of an organization called Student Concern, also consult with the regular teacher about each tutoring period.

Participants in the program feel that the tutor usually gains as much as the child. "Volunteers get away from the stereotyped ideas of poor children who are slow learners and see them as individuals," explains one of the coordinators. "Some children show definite academic improvement. All seem to improve their self-concept and the tutoring increases their desire to learn."

Minneapolis schools use about 300 volunteers from the city and suburbs who work under teacher direction with students who need individual help in elementary and junior high schools. The volunteers belong to Women in Service to Education (WISE). Some of them also serve as assistants to school social workers at all levels.

In Prince George's County, Md., more than 400 volunteers are taking part in a tutorial-type program. This volunteer program is based on a combination of both structure and flexibility. Volunteers are not simply rounded up and armed only with their goodwill before going into the schools. They are trained before and during their year of service. Volunteers are evaluated by the principal at the end of the year and they, in turn, evaluate the program itself. Within this structure, the volunteer is able to move with flexibility, choosing appropriate materials from a well-stocked volunteer center.

In the elementary schools, volunteers work only in the area of language development. At the secondary level, volunteers are used more as tutors, giving students individual help in study skills, in a particular subject area or in providing an open ear for an adolescent's problems.

One of the program coordinators points out that for a volunteer program to be really successful – and those involved in the Prince George's program believe that their project is a success – it has to have the full backing of the school board and a trained professional staff for training and recruiting.

Community volunteers at schools in Winston-Salem, N.C., work as library aides and tutors and in enrichment programs. They also take part in a one-day general workshop as well as a one-day special interest workshop that includes panel discussions and a question-answer session.

The Department of Human Relations of the Columbus (Ohio) Public Schools coordinates a volunteer program in which men and women from the community offer their services on a regular, scheduled basis two or three days a week to assist in the library, prekindergarten, school health and in-school tutorial efforts. Other adults, especially those with special skills or unusual backgrounds, serve as community resource persons.

All elementary schools in the Minneapolis school district participate in the Community Resource Volunteer Program – an attempt to enrich classrooms by contributions from the "vast array of persons and specialties found in a large metropolitan area."

Nearly 1,000 volunteers from the community donate their time to go to elementary classrooms, on request, to share their background experiences, interests, cultural heritage, talents, abilities and professional pursuits with the children. In addition to individual participants, there are groups that present plays, musical assemblies, puppet shows and dance demonstrations. Many organizations, businesses, industries and colleges cooperate in the program.

Chicago has instituted a "Paul Revere" program in some areas where adults from every home or apartment near a school stand on the sidewalk for five minutes in the morning as the children are walking to school. They may say "good morning" as the children pass by. In the afternoon, the adults are out to greet the children as they return home. This simple mass supervision program also serves to protect children, prevent them from walking over gardens or breaking fences and helps speed up those who are late.

The Human Relations Department of the Wichita (Kan.) Public Schools provides schools with resource persons and community leaders of various ethnic and cultural backgrounds to speak to classes, faculty meetings and assemblies.

As part of its Mott Adult Education Program, the Flint (Mich.) Board of Education operates a lecture-discussion department which offers an American Minorities Education Program. This program consists of a film-discussion approach to the study of American minorities. Workshop-trained discussion leaders take these film-discussion units

to organizations and informal groups upon invitation, as well as to public, private and parochial school classrooms, also on request. School district officials believe that the group discussion technique pools the knowledge and experience of the participants, while the audiovisual aids serve as keys to new ideas on racial subjects. Home visits by school staff members offer another means of bringing the school and community closer together.

Columbus, Ohio, schools encourage a "reverse open house" where faculty members visit the homes of students. School officials feel some parents – perhaps because of negative experiences in their own school lives – fear the school as an institution and thus fear going to its building. Columbus school officials find that these parents feel more comfortable in the security of their own home, so home visits are recommended by the district – but only on an appointment basis.

As part of a Title I program in East Chicago, Ind., school officials are using the services of Neighborhood Youth Corps (NYC) high school students in a home-school project. NYC youngsters are assigned to counselors and then visit the parents of younger students in order to establish an effective contact between the homes in deprived neighborhoods and the schools. School officials consider this "a unique approach to the pervading problem of reaching and involving parents."

In the Chicago Public Schools, one of the functions of the school-community representatives is to "pay a friendly visit to every home (in the school attendance area) to become acquainted with the families, show parents the children's work, listen to the families' views about the children in school and encourage participation in school programs." School-community representatives may also call on sick children to bring them homework and letters from their classmates.

A summer counseling program introduced several years ago in the Tacoma (Wash.) Public Schools has been expanded to include home visits during the summer by counselors, teachers, and adult and student aides. Purpose of the home visits, as stated by the school district, is "to go beyond superficiality and to establish sustaining and helping contacts with children and parents. The intent is that most of the contact will be home-centered with the school coming to the home rather than demanding that the home come to the school."

Tacoma also utilized home visits to conduct "Project Listening," a survey designed to find out what parents of high school students thought about the school curriculum and their children's activities and participation in school programs.

The idea was to enhance dialogue between parents and educators in the interests of better communication, understanding and cooperation. Twenty-two high school counselors visited 416 homes in soliciting parents' responses. The interviews were open-ended and permitted parents to respond in their own words. This project was one of several financed under a state emergency grant to examine urban educational problems.

Special services for children and the community are provided as part of a federally funded program in California for the education of migrant children. The California Plan, as it is called, is administered on a regional basis and, in addition to instructional activities, furnishes medical and health services, dental health services, health education and child welfare services.

Another component of the California Plan is "supportive services" which may include transportation of children, and sometimes their parents, to clinics and other medical and dental facilities. As part of these supportive services, liaison is maintained with the community and with migrant families primarily through employment of community aides and special personnel.

State officials report that migrant parents participate in the program to the "fullest extent possible," usually as members of school district advisory committees. In addition to aiding in planning, development, implementation, evaluation and dissemination of information, committees act as a hearing board for any individual or group wishing to propose changes in the program.

Residents of Baltimore's Dunbar High School community, whose activities are cited earlier in this report, have recommended that their new school provide such community services as a community library, a comprehensive family health care center, a neighborhood city hall, a creative cultural arts center, a recreation center, a cooperative plaza (including a cafeteria-restaurant, movie theater and bank), family counseling and a child care center. Many of these special services are being implemented as an adjunct to the school.

Among the special services offered to the community through the Chicago Public Schools are a free day care program for preschool children financed under a Model Cities grant.

At Jason Lee Junior High School in Tacoma, Wash., late afternoon, evening and Saturday classes are offered as part of Tacoma School District's Community Involvement Program. Although the classes are not academic in nature, many of them teach skills and stimulate interests that will be used throughout a student's life. Many of the classes combine the skills of a regular teacher and someone in the community. A number of programs run throughout the summer. This program has been extended into 10 other schools.

The Richmond (Calif.) Unified School District has developed the post of school-community worker so that parents and other community residents in low-income areas can serve as aides to elementary school counselors. The federally funded project has given low-income parents a greater opportunity to participate in the education of their children and has permitted professionals and parents to see each other as individuals. Furthermore, the school-community workers' offices in the schools have become "cooling off" places for many youngsters.

Four elementary schools in a low-income area of Los Angeles offer morning and evening classes and workshops for Spanish-speaking parents. A bilingual counselor assists parents with school and community services. In its first year of operation, the program served more than 1,000 adults who, besides learning English, participated in school and civic activities and received individual counseling on school and community resources, citizenship, immigration, and health services. In evaluating the project, participating school principals reported that it is resulting in a closer spirit of unity and understanding between parents and schools.

Pooling school resources with other agencies – both public and private – can serve as another means of promoting human relations in the community.

For example, the Chicago Public Schools joined with the city's Commission on Human Relations last year to sponsor a one-day conference for parents, students, teachers and principals on "High School Students' Rights and Responsibilities." After a general assembly, conference participants were assigned to one of nine workshops which dealt with topics concerned with the theme of the conference. Each workshop had one or two moderators.

The conference provided a forum for the exchange of ideas among the participants and improved communication among the various groups. In addition to the school district and the commission, cosponsors included the Archdiocesan Board of Education and the Chicago Department of Human Resources.

In St. Paul, Minn., the city schools have worked with the St. Paul Council of Human Relations for many years in furthering human relations. There is a school advisory commission to the council which holds monthly programs and workshops. The council also sponsors an essay contest in the schools, provides packets of human relations materials to each school and maintains a reference library which is open to teachers and students.

"Project CommUNITY" is an effort of the Greater Winston-Salem (N.C.) Chamber of Commerce to aid in the transition of the local schools to a desegregated system. During the summer of 1971, Project CommUNITY donated funds to transport parents and students in low-income areas to open house programs at their schools. The project also printed and distributed a leaflet calling for "cool heads, warm hearts and open minds" during the desegregation process. The leaflet answered some commonly asked questions concerning school desegregation in an attempt to get behind some of the fears and problems. It also offered this suggestion to parents:

"If we are to help our children adjust and continue to learn, we must first deal with our own problems. Examine your fears, and then your child's and see what can be done about them. Understanding yourself is a big step toward understanding the whole complex, confusing school situation. But go a step further: share your thoughts. Join the PTA wherever your child is in school. After all, its concern, like yours, is him. Work with other parents and teachers toward the common goal: good education and good life for all children."

Community councils have been formed at many Baltimore, Md., schools to help solve problems of common concern. Membership is voluntary and usually includes delegates or representatives of civic, professional, educational, religious, agricultural, labor and business organizations; delegates or representatives of public and voluntary community service agencies; and individual members chosen

Working With the Community

How can a school administrator work with his community in promoting human relations? The North Carolina State Department of Public Instruction says he can

- Conduct a periodic community survey to assess diverse ethnic, economic, cultural and welfare resources and their implications for the school
- Establish rapport with community leaders
- Conduct a series of planning visits by citizens to observe the school program in action
- Encourage parental participation in adult education programs
- Make available school resources and faculty and student talents for approved community activities
- Encourage the PTA in its efforts to seek broad representation of all groups in its activities and offices
- Provide adequate and well publicized channels for receiving grievances from the community
- Foster programs to help parents understand the policies and objectives of the school with respect to intergroup relations
- Encourage maximum use of school facilities
- Invite qualified resource persons and community leaders of various ethnic and cultural backgrounds to speak to classes and at assemblies and faculty meetings
- Be aware of the role which the neighborhood press plays in interpreting the school to the community.
- Counsel parents regarding the desirability and merits of pupil attendance at school

for their knowledge, interest or competence in civic affairs.

While council activities generally vary from community to community, most are concerned with encouraging informed citizen participation, fact-finding, developing public understanding and support, coordinating community activities and services, and promoting cooperative actions.

School officials report that the councils provide a meeting ground for people from different public or voluntary agencies or organizations to come together, share their experiences, understand each others' viewpoints and agree on some definite plans. By working voluntarily on joint projects, community leaders "learn to lift their eyes from their own specialized interests and take a look at the whole community."

In Los Angeles, where there is a long list of cooperative projects between the schools and the business-industry-civic community, Xerox Corporation has "loaned" one of its employes (a physicist and program manager) to a high school to aid hard-to-reach students and help them improve their chances for success. His work at the school – which includes helping to design a new science center and counseling – is made possible through Xerox's social service leave program which enables employes to take time to seek solutions to social problems.

As a partner in various Model Cities projects, Los Angeles has contracted a reading program to a Model Cities neighborhood. Located at 12 elementary schools in a model neighborhood, the program involves some 4,000 children and some 100 local residents, most of whom are employed as education aides. Each school has selected a parent as a community representative to become an advisory member of the district's Reading Task Force, a high priority group of teachers and principals now designing a new way of teaching reading in the Los Angeles City Schools.

Adult Education

Adult education programs are also helpful in bringing the school and community closer together.

The PTA, in its guidelines for activities in low-income communities, notes that evening classes in regular school subjects help increase parent participation in school life. The PTA recommends that the standards of these adult classes "be kept as high as those of the regular schools so that those who have earned a high school diploma, for instance, will be qualified to continue their education still further if they wish." Guidelines also suggest establishment of evening classes that provide "realistic and up-to-date" vocational training.

To extend human relations education throughout the community, the Human Relations Education Project of Western New York recommends initiating an adult education class in human relations. Such a class was designed and offered at the Holland (N.Y.) Central School. Participants were recruited by means of a letter sent to a selected group of citizens. The class gave participants some choice of areas to be covered as well as a say in developing the program.

In Baltimore, more than 22,000 adults come back to school for all sorts of reasons – to earn high school diplomas, take business courses, learn new vocational skills or to learn skills to help them improve their homes. The school district operates one adult center year around, day, evening and Saturday. This center offers a broad range of programs from grade 1 through high school to serve adults and out-of-school youths. And Baltimore's parent education program gives parents of preschool children the opportunity to observe methods of child care in nursery centers and to obtain information on child growth and development.

Written Communications

Regular communications – such as newsletters, brochures and reports – can be an important element in involving the community in school programs and in promoting good relations.

Comprehensive reports detailing human relations programs have been published by numerous school districts, including Columbus, Ohio; Cleveland, Ohio; Clark County, Nev.; Palo Alto, Calif.; and Montgomery County, Md.

Urban Education is published monthly with federal funds by the Oakland (Calif.) Unified School District to inform parents, staff members and others about compensatory education and human relations programs in the schools.

The Digest is a four-page monthly publication of the Department of Human Relations of the

Chicago Public Schools and is designed "to inform, to involve, to inspire." The publication carries news on events of interest to the school and community in the area of human relations.

The San Mateo (Calif.) School District publishes *Intercom* 10 times a year to explain some of its school programs, including various human relations activities.

The Maryland State Department of Education has introduced a series of pamphlets explaining its educational priorities. Human relations is listed as the first priority.

Services provided through the Community Relations Office of the Baltimore City Public Schools are spelled out in a small printed pamphlet. In addition, the district's Community Relations Division publishes an annual profile outlining various human relations activities and projects that have been undertaken during the year.

In Cupertino, Calif., a booklet has been distributed to all parents in the district explaining the objectives of the schools' inter-ethnic program and informing parents of procedures that may be followed if their child is involved in an incident.

The Capital School District in Dover, Del., uses an annual report and newsletters to establish a channel of regular communications with parents.

In Inglewood, Calif., a newsletter is published regularly for the entire community. Press releases citing human relations activities are sent to the local media, and "in-house" staff publications report on human relations efforts.

The Phoenix (Ariz.) Union High School System uses a "Dear Parent" newsletter, a general newsletter, a "Board-O-Gram" and weekly radio and television programs to communicate with the community. School principals in Hays, Kan., send monthly newsletters to parents.

In Mesa, Ariz., the school district has published a statement of its philosophy and goals for distribution to the community. The Buffalo (N.Y.) Public Schools give parents of new kindergarten students a booklet to help families prepare children for their first year in school.

The Neptune (N.J.) Board of Education has directed the superintendent and staff to decide upon and follow a continuing program of information to acquaint the citizens of the community and the public with the achievements and needs of the schools. The superintendent is responsible for news releases and the publication of educational reports, photographing of school activities for publication, and presenting school groups on radio and television.

Through its Public Information Office, the Los Angeles Unified School District periodically publishes *Educational Progress*, which reports on innovative projects in the school district. Pamphlets have been developed on special programs in the school – such as voluntary transportation, compensatory education and decentralization – for distribution to the community. Many Spanish language publications have been prepared for parents who speak only Spanish. The school district's employe newsletter, which is published at least once a week, is available through schools for distribution to parents.

Since it is located in the heart of a large metropolitan area with several radio and television stations and a multitude of community and ethnic-oriented newspapers, the Los Angeles school district maintains an especially close liaison with the media. News releases and advisories are sent out weekly as well as when a story breaks or a newsworthy event is about to occur.

Besides preparing and sending releases and other publications, the Public Information Office staff answers questions from the media, arranges for interviews (with board members, staff members and students), and for coverage of school and board events, and press conferences.

Chapter 4

Since passage of the landmark Elementary and Secondary Education Act in 1965, an increased federal commitment of financial assistance to the nation's schools has made it possible for scores of school districts to expand their activities in the area of human relations. (Some of the activities supported by federal funds have been described in preceding sections of this report.)

The major federal programs contributing to the promotion of school-based human relations projects – either directly or indirectly – are the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965 (amended significantly in 1970) and the Education Professions Development Act of 1967. Key provisions of these programs, as well as other federal programs with human relations components, are reviewed here.

Title IV – Sections 403, 404 and 405 authorize federal assistance with problems of public school desegregation. The Division of Equal Educational Opportunities in the Bureau of Elementary and Secondary Education of the U.S. Office of Education is responsible for the administration of Title IV.

Division personnel and funds are used to help eliminate segregation in those public school systems which request such assistance. Technical assistance, special training for educational personnel and coordination with other federal programs are all available through Title IV to aid school districts in desegregating successfully. In many instances, human relations activities have been an integral part of a school desegregation plan.

Under Title IV, direct technical assistance from division personnel trained to deal with problems of school desegregation is provided upon request to state and local school districts. In addition, federal financial assistance, which is given to state and local educational agencies and to institutions of higher learning, may be used to employ advisers with special knowledge in the area of desegregation.

Expansion of technical assistance services is a major priority for Title IV programs and is being accomplished by the following steps:

Technical assistance personnel of the division have been assigned to Office of Education regional offices in order to provide greater state and local access to such aid.

State educational agencies are encouraged to establish their own technical assistance units through grants provided by the division.

Desegregation centers have been established at universities in several states to provide assistance to local school districts.

Local school districts may employ special advisers and/or specialists for inservice training programs with funds furnished by the government.

Technical assistance given by the division is primarily educational in nature. As a rule, the division's assistance is made available only after the school system seeking such help has accepted responsibility to proceed with desegregation of its schools. Types of technical assistance may include:

Help in identifying desegregation facts and problems.

Advice on comprehensive desegregation planning.

- Guidance in obtaining community acceptance of desegregation.
- Planning of desegregation training programs for school personnel.
- Supplying of information on the educational implications of desegregation and on successful practices to end school segregation.
- Recommendation of curricular and organizational changes which can help achieve desegregation.
- Stimulation and assistance in the development of proposals for grants and training institutes directed toward desegregation objectives.
- Encouragement of university involvement in school desegregation efforts.
- Aid to state educational agencies wishing to provide leadership and assistance for local school desegregation efforts.
- Coordination with other federal programs and assistance to effectively utilize funds from such programs to advance school desegregation.

Special desegregation training for educational personnel may be provided with Title IV funds as part of the activities of a comprehensive local school desegregation or by university training institutes.

The Office of Education emphasizes that assistance provided under Title IV programs must be related to problems associated with the assignments of students to or within public schools without regard to their race, color, religion or national origin. It notes that proposals concerning problems uniquely related to student assignments designed specifically to overcome racial imbalance are not eligible for consideration under current legislation.

Further information concerning Title IV is available through the Division of Equal Educational Opportunities, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. The equal educational opportunity officer located at HEW's regional offices can also furnish information.

Title VI – Title VI prohibits discrimination based on race, color or national origin in all federally assisted programs and activities. School districts must comply with Title VI or be subject to termination of federal funds. School districts which need help in complying with court orders and federal laws may receive legal assistance from the Office of Civil Rights (OCR) at the U.S. Department of Health, Education and Welfare (HEW), while technical assistance is available through the Division of Equal Opportunity in the U.S. Office of Education.

Community Relations – The Civil Rights Act of 1964 also provided for establishment of the Community Relations Service (CRS) in the U.S. Department of Justice. Purpose of this service is to help communities and groups cope with disputes, disagreements and difficulties arising from racial discrimination or inequities and help them achieve peaceful progress toward justice and equal opportunity for all citizens.

Contact: Community Relations Service, U.S. Department of Justice, Washington, D.C. 20530. Information and assistance may also be obtained from regional offices.

Emergency School Assistance Program

Funds are made available to elementary and secondary schools under the federal Emergency School Assistance Program (ESAP) to assist districts in meeting the special needs incident to the elimination of racial segregation and discrimination among students and faculty.

These funds contribute to the costs of new or expanded activities to be carried out by local education agencies in order to achieve successful desegregation and the elimination of all forms of racial discrimination in the schools.

The program is administered by HEW's Office of Civil Rights.

Education Professions Development Act

The Education Professions Development Act (P.L. 90-35), as amended, is designed to improve the quality of teaching and help meet critical shortages of trained educational personnel. Among

the ways in which this legislation (EPDA) attempts to do this are by:

- Authorizing a program to encourage qualified persons to enter the field of education.
- Extending the Teacher Corps program.
- Including Indian and migrant children in the Teacher Corps program.
- Authorizing grants to local education agencies and state education agencies experiencing critical teacher shortages to aid in attracting qualified teachers and teacher aides.
- Authorizing programs for advanced training or retraining of elementary and secondary education personnel.

Some of the programs authorized by this act which can help promote human relations activities include:

Teacher Corps – This EPDA program seeks to strengthen the educational opportunities available to children in low-income areas. It also is intended to encourage colleges and universities to broaden their programs of teacher preparation by:

1. Attracting and training qualified teachers who will be made available to local education agencies for teaching in low-income areas.
2. Attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training in low-income areas in teams led by an experienced teacher.
3. Attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local education agencies in low-income areas.

Career Opportunities Program – Under this EPDA program, local education agencies may receive federal project grants to employ low-income community residents and Vietnam veterans to work as education aides in poverty-area schools while they train toward eventual teacher certification.

School Personnel Utilization Program – Project grants are offered under EPDA to local public education agencies to recruit and train new personnel and to retrain experienced personnel for new roles in schools which provide promotional opportunities within the instructional process. Funds are also available for training projects that enable schools to develop staffing plans that provide more effective institutions for children and make maximum use of the talent available in a school system and its community.

Triple T Program – Another component of EPDA is a Triple T (Trainers of Teacher Trainers) Program, which is aimed at increasing the effectiveness of the nation's elementary and secondary schools by changing the system of training educational personnel. This is accomplished by focusing attention on programs for those personnel who are responsible for present teacher training programs.

Triple T provides the settings in which all persons concerned with teacher training in the university, in the schools and in the communities are able to participate in the formulation, direction and evaluation of TTT projects. Projects are designed to present a realistic and up-to-date perspective on the nature of students who are taught and the structures of the communities which are served.

Teacher Development for Desegregating Schools – EPDA project grants are available to institutions of higher education, especially predominantly black colleges, to help increase the competence of teachers in English language arts, reading, mathematics, consumer economics and black studies through continuing education. Funds may also be used to increase the effectiveness of teachers employed in newly desegregating schools and to provide advanced training assistance for teachers and administrators who have been or will be displaced or adversely affected as a result of the desegregation process.

Volunteers in Education – Volunteers in Education provides project grants to help prepare teachers and other school personnel so they can effectively utilize volunteer services. This program is also intended to encourage, recruit and train individuals from all segments of the community to give volunteer service to education establishments; to increase the use and training of volunteers as supplementary school personnel; and to promote the use and training of volunteers in specialized areas of education.

The 1970 amendments to the Elementary and Secondary Education Act (ESEA) represent the largest federal authorization bill ever enacted for elementary and secondary education programs. They extend the ESEA legislation through fiscal 1973 and authorize a grand total of $24.8 billion.

Some of the ESEA provisions that can help strengthen human relations programs in school districts include:

Title I – This largest single federal aid to education program is designed to expand and improve educational programs to meet the needs of educationally disadvantaged children in low-income areas. Funds may be used for compensatory educational programs and to provide such instructional and service activities as: food, health, nutrition and psychological services; cultural development; prevocational training; and counseling. Services must supplement, not supplant, those normally provided by state and local education agencies.

Title I provisions extend to children of migratory agricultural workers, neglected or delinquent children in state-administered institutions and handicapped children.

Some special Title I provisions are "bonus pay" for teachers in schools with a high concentration of educationally deprived children, and incentive grants for states that surpass the national effort in elementary and secondary education expenditures.

The legislature also authorizes the Commissioner of Education to determine what educational programs would be enhanced by parental involvement and to make such involvement a requirement in those programs. Agencies receiving Title I funds are directed to insure the involvement of parents in the planning and operation of Title I programs and to give parents an opportunity to express their views.

Title II – Title II of ESEA furnishes formula grants to state departments of education to improve the quality of institutions by providing funds to acquire school library resources, textbooks and other printed and published institutional material for use in public and private elementary and secondary schools.

For further details, contact: Division of State Agency Cooperation, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

Title IV – This portion of ESEA offers project grants to education agencies to aid in the development and operation of experimental schools. These projects must be a comprehensive K-12 education program, for 2,000-5,000 students, which presents a "significant alternative to present practices and performance." High priority is given to those programs which include a large population made up of students who have not achieved educational

Who's responsible for education? The Center for Human Relations of the National Education Association says, in its bilingual pamphlet on **Community Involvement**, that it's everyone– community, teachers, parents– working together.

How can parents and the community help? The center lists the following ways:

- by reinforcing a child's sense of security and cultural identity in school.
- by working with community problems that spill over into the classroom.
- by providing important resource information to the teacher.
- by aiding in decision making on educational policy.
- by electing a community school board that supports quality education.

success and, in addition, come from low-income families.

Title IV of ESEA is also designed to improve educational practices in learning and teaching through basic research and development activities. This title is concerned with ways in which the arts and humanities can contribute to a humanized education for all children. Support is not available for purely operational activities, but only for research.

For additional information, contact: Experimental Schools Program, U.S. Office of Education, Washington, D.C. 20202.

Title III – ESEA funds projects at the preschool, elementary and secondary school levels which hold promise of making a substantial contribution to the solution of critical education problems common to all or several states. These are to be innovative programs which can serve as educational models. During 1971, seven priority areas were established for Title III funding. These included human diversity and cultural pluralism.

Funds are also available under Title III to help support state and local programs of guidance, counseling and testing. These services were formerly funded under Title V-A of the National Defense Education Act.

For more information on Title III, write to: Special Projects Branch, Division of Plans and Supplementary Centers, U.S. Office of Education, Washington, D.C. 20202.

Title VII – Authorizes project grants to states for bilingual instruction of full- and part-time pupils, potential dropouts or actual dropouts from the regular school program.

Instruction in the history and culture of a language, closer cooperation between school and home, early childhood education and adult education for parents of participating children may be offered through this program.

Programs under Title VII are designed to meet the special education needs of an area having a high concentration of non-English speaking children, 3 to 18 years of age, who come from low-income families earning $3,000 or less a year. Federal funds available under this legislation are for the purpose of supplementing, not supplanting, existing funds or local efforts.

Further information is available through the Bilingual Program, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

Title VIII – Enables state education agencies to aid local school districts in the development and demonstration of educational practices which show promise of reducing the number of children who fail to complete their elementary and secondary education.

For more information, contact: Dropout Prevention Program, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

Several federal programs have been enacted to help schools provide children with proper nutrition, which is considered an essential ingredient in the learning process. Among these programs are:

School Breakfasts – Federal funds are available to reimburse public and private schools for providing free or reduced-price breakfasts to children who are in need of such breakfasts.

Equipment – Federal funds are available to assist school districts drawing attendance from areas in which poor economic conditions exist to purchase equipment needed to establish, maintain and expand school food service programs.

Lunches – Commodity and cash grants are awarded by the federal government to state education agencies to assist them in helping schools provide adequate school lunches. This program is designed to help safeguard the health and well-being of children and to include the domestic consumption of nutritious agricultural commodities.

School Milk Program – This program provides reimbursement payments to schools for encouraging the consumption of fluid whole milk for children. This may be done through the inauguration of a milk service, expansion of an existing service by offering milk at reduced prices, or establishment of additional services.

For more information on these programs, contact: Child Nutrition Division, Food and Nutrition Service, U.S. Department of Agriculture, Washington, D.C. 20250.

Adult Education – Under Title III of the Adult Education Act (P.L. 91-230, amended by P.L.

91-600) formula grants are available to state education agencies to expand educational opportunities and encourage the establishment of programs of adult public education that will enable adults to continue their education through the secondary level.

In addition, this adult basic education program provides project grants to local education agencies for the implementation of experimental teaching methods, programs and techniques. Project grants are also available for training personnel to work in adult education.

For additional information on this program, contact: Division of Adult Education Programs, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, Washington, D.C. 20202. Information may also be obtained through HEW regional offices.

Exchange Programs – One of the provisions of the Mutual and Cultural Exchange Act of 1961 (Fulbright-Hays) is to furnish assistance to American education at all levels by helping institutions bring specialists from other countries to the United States to aid in planning and developing local curricula in foreign language and area studies.

This legislation also enables qualified American teachers to study or teach abroad as a means of increasing mutual understanding between the people of the United States and those in other countries.

For details on these and other foreign exchange programs, write to: Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

Talent Search – The Higher Education Act of 1965 (P.L. 89-329 and P.L. 90-575), under Title IV-A, awards funds to agencies and institutions that identify qualified youths of financial or cultural needs with an exceptional potential for post-secondary education, encouraging them to complete secondary school and undertake post-secondary education training.

Contact: Division of Student Special Services, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

The Higher Education Act also offers financial assistance to colleges and universities seeking solutions to community problems through community service and continuing education programs.

Contact: Community Service Education Branch, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

What Is Misery?

A hypothetical definition of an understanding teacher is given by a hypothetical black child in the Montgomery County (Md.) Public Schools **Primer to Understanding**:

"Understanding teachers know that:

- misery is being told we're all born with rhythm and I can't even carry a tune in a bucket
- misery is being asked to dress up for school pictures and finding out that your best is not good enough
- misery is learning that equality and justice are only for the white man
- misery is thinking your teacher likes you and she doesn't."

Chapter 5

Other opportunities to promote positive human relations can be found in school policies regarding contract with vendors, use of school facilities and location of future school sites.

The federal government, under Executive Order 11246, has established nondiscrimination regulations for all federal contractors and their subcontractors, as well as for contractors and subcontractors in federally assisted construction. The government also requires such contractors to take affirmative action whenever necessary to remedy the effects of past discrimination or to counteract discrimination barriers to equal employment opportunities. School districts and other agencies receiving federal funds for construction purposes are subject to the provisions of Executive Order 11246.

Several school districts have established their own policies requiring contractors and vendors to follow equal employment practices. For example, the Board of Education of the City of New York, in addition to demanding nondiscriminatory employment practices by contractors, requires that on all future new school construction and on major modernization contracts, an acceptable plan be submitted by contractors for an on-the-job training program involving workers from disadvantaged areas. This policy is intended to increase employment of workers from disadvantaged areas as well as aid them in qualifying for journeyman status. A school district contract compliance officer oversees implementation of these policies.

The Baltimore City (Md.) Public Schools employ an equal opportunity specialist to supervise compliance with nondiscrimination provisions in district construction contracts. The affirmative action policy of the Baltimore schools also requires vendors doing business with the school district to pursue equal employment practices.

Los Angeles employs a fair employment coordinator to carry out an affirmative action program for school construction projects. An Affirmative Action Committee – made up of representatives from labor, the building trades industry and the minority community – works to obtain voluntary cooperation and participation in the school district's equal opportunity program.

Firms bidding for contracts with the Montgomery County (Md.) Public Schools must certify that they meet local, state and national requirements regarding equal employment opportunities. The Construction Department of the Clark County (Nev.) School District is responsible for making sure that contractors on new school buildings meet equal opportunity employment regulations.

In its publication entitled *Procedures to Correct Racial and Ethnic Imbalance in School Districts*, the California State Department of Education lists these questions for local school districts to consider in planning new schools so that they will comply with regulations of the State Board of Education:

> What is the racial and ethnic identity of residents in the attendance area of each school and of the residents in adjacent areas?
>
> What are your estimates of population trends and community factors indicating probable future racial and ethnic composition of each area?
>
> Do existing school sites permit expansion of

school plants in order to improve ethnic balance?

- What is the projected racial and ethnic composition of the student body in a proposed school site?
- Based upon population trends, what will be the future racial and ethnic composition of the student body in a proposed school site?
- What will be the effect on racial and ethnic composition of existing schools adjacent to the proposed site?
- Is the proposed site large enough to accommodate a school of the maximum size under district policy?

In Clark County, Nev., the school district is committed to a "full-fledged program that is sensitive to the needs of all individuals during the planning of new facilities and the remodeling of old facilities." Steering committees – which include parents, staff and students – assist in planning facilities.

Human relations guidelines established by the Minneapolis Public Schools require that new buildings and additions be planned and built to draw a multiracial population.

Policies regarding use of school facilities are often based on the premise that schools should be used as fully as possible by the community (this attitude is reflected in the community school concept explained in Chapter 3 of this report). Many school districts, such as those in California, are bound by law to the theory that classrooms and auditoriums provide a logical place for civic and organizational meetings and activities during nonschool hours (the state has a Civic Center Act governing the use and rental of facilities for such purposes).

In St. Louis, school buildings and grounds are considered public property and are made available "as freely as is consistent with the laws of the State of Missouri." Public school buildings are opened after regular school hours "to individuals and organizations for such purposes as have a distinct educational value." The question of whether a proposed use of a school building has an educational value is determined by the superintendent of schools.

The Board of Directors of Renton (Wash.) School District No. 403 considers school buildings and facilities to be public property to be used in the best interests of the entire community. The school board grants permits for activities sponsored by organizations which promote educational, cultural, recreational, civic or charitable enterprise. School facilities may not be used for private or personal gain.

A report on health, physical education and recreation problems in American cities by the American Association for Health, Physical Education and Recreation makes note of some steps school districts have taken to share recreational facilities with the community. In Pittsburgh, for instance, all schools built by the Board of Public Education are now constructed as joint projects with the city, and physical education plants are used for community recreation. The City Department of Parks uses some buildings for swim programs. In addition to increasing the use of school facilities, the evening recreation programs have led to a decrease in vandalism.

In Montgomery County, Md., school facilities are available only to individuals or groups that do not discriminate on the basis of ethnic or racial origin. Furthermore, activities sponsored by the school district may be held only in facilities "that do not discriminate in any way whatsoever" on ethnic or racial origins.

School District No. 1 in Adams County, Colo., does not make school facilities available to any individual or group advocating subversion, violence or racial discrimination. It is the policy of the Board of Education that school facilities be available to "nonprofit organizations of a general nature and of communitywide interest upon payment of suitable fees and costs."

Chapter 6

Human Relations Programs in Action

In the last 20 years, the large and ethnically diverse public school system of Chicago has developed a comprehensive human relations program based on the belief that the schools are charged with the important task of guiding and stimulating children to respond to others in an atmosphere that recognizes the worth of every individual.

The urban school district is formally committed to the concept that the "schools should take initiative for creating the conditions which will make available full access to appropriate educational opportunity for all children with special attention to the elimination of barriers that deny such access to children in the several minority groups in our community.

"This concept is built on the assumption that all human beings need understanding, appreciation, ideals and help in their efforts to develop worthy goals for effective social living," the school system maintains.

The Board of Education, the superintendent and all school personnel, working together with parents and community leaders, share the responsibility for strong, positive leadership in providing educational opportunity and in instilling in students and educational personnel respect for the value of the individual.

In general, Chicago's human relations program is designed to create the kind of teaching-learning environment in which students can develop a sense of respect for self and others and enjoy the equality of opportunity necessary for educational achievement.

Specific goals of the human relations program are to:

- Promote good human relations within the school system and between the school system and the public.
- Improve communication between the school and community by informing the community of the programs, problems and progress of the schools and by sensitizing teachers, administrators, other staff and students to the needs, problems, aspirations and resources of their particular community.

  Promote knowledge and understanding between different racial and ethnic groups on the part of students, teachers, parents and administrators.
- Improve the effectiveness of teaching through the development of human relations understandings and skills in working with others in the school and community.
- Promote the development of skills, techniques and understandings for continuous self-assessment and appraisal of needs, goals, attitudes and behavior in order to enhance professional performance and improve the quality of interpersonal relations within groups and between individuals at all levels.
- Increase the meaningful involvement of parents and students in the school program in order to develop more understanding, more cooperative relationships and a more effective program.
- Increase integration of faculties and students.

  Develop and evaluate human relations activities and programs.

Chicago's organized human relations program had its beginning in 1950 when a Chicago Public Schools Committee on Human Relations was

formed. The general superintendent of schools served as chairman, while a teacher-in-charge served as executive secretary of the committee.

In 1956, a director was appointed to conduct the human relations program and provide services to the schools and the community. In 1961, a Bureau of Human Relations was set up within a Department of School, Community and Human Relations. With the aid of three professional staff members, pilot programs were developed in elementary and secondary schools; inservice workshops were initiated for school personnel and community leaders; and human relations courses were offered on television, in colleges and elsewhere.

An assistant superintendent was named in 1965 to supervise integration activities, and the Bureau of Human Relations was expanded into a new Department of Integration and Human Relations with a total professional staff of six persons. By 1968, the professional staff totaled 21 persons.

With the introduction of Title I, ESEA, programs, Chicago was able to expand even further its human relations efforts by adding school-community representatives and high school and district coordinators in eligible schools and districts. The Title I human relations staff, which is supplemented by district-funded personnel, now has 396 school-community representatives, 15 district staff assistants, one consultant and one director.

Implementation of a decentralization program in 1968-69 caused some positions to be transferred from the Department of Human Relations to three area offices to provide area administrators with human relations personnel.

One of the functions of Chicago's central human relations office is to provide consultation and services in the field, often in cooperation with other educational or community agencies. This function is carried out by:

> Mediating or managing conflict within schools or between schools by means of conferences with parents and other groups, counseling and assisting school personnel, and attending meetings of community groups.
>
> Developing strategies for improving communication between school and community. Among the approaches used are encouraging and developing new vehicles for communications (such as newsletters and bulletins); encouraging informational meetings in homes, schools, community agencies and institutions; making staff available for community meetings for dissemination of information; helping improve communications through such activities as parlor meetings in homes, home visits and parent workshops.
>
> Planning and implementing workshops for staff related to local problems or issues.
>
> Coordinating efforts, information and resources with such public agencies as the Commission on Human Relations, Department of Human Resources, Human Relations Division of the Chicago Police Department, Cook County Bureau of Public Aid and the Chicago Transit Authority.
>
> Cooperating with educational and community agencies and organizations in program planning, program participation or gathering information. These groups include PTA, B'nai B'rith, National Council of Christians and Jews, Urban League, Midwest Community Council, Great Cities Research Council.
>
> Providing functional guidance and coordination for ESEA human relations programs by means of inservice meetings, summer sessions and orientation.

The central human relations office staff also furnishes "inhouse" consultation services related to improving communications, developing policies and procedures, solving conflicts, reviewing textbooks and other materials, and personnel practices (integration of staff, teacher exchange programs and recruitment).

In addition, the Department of Human Relations conducts a series of workshops and seminars to improve the teaching-learning climate and school-community relations. Among the activities in this area are courses in human relations for teachers and staff, preservice training for principals, inservice workshops for teachers, summer training programs for staff, a training program for principals, and a professional development program for teachers involved in a Model Cities program (Community Planned Urban Schools).

Informational services performed by the central staff include gathering information from various

human relations units, disseminating information on successful or promising human relations techniques or programs, and communicating human relations needs to appropriate units.

The office also does the following: disseminates information on human relations resources, materials and publications to staff, community organizations and individuals; communicates to school officials the problems and desires of parents and the school community; communicates to the school community information on programs and policies to which the community could render assistance; and works with local and citywide information services.

Staff members assigned to area human relations offices are concerned with such activities as providing inservice training through panel discussions, dialogue, visual aids and guest speakers; explaining and interpreting to the community school policies, plans and procedures, as well as interpreting to the schools community opinion on these policies, plans and procedures; involving students, parents, community leaders, community agencies and the school in programs and solutions of problems.

Some of the other human relations efforts in the Chicago schools include:

Preparing, obtaining and distributing resource material.

Conducting tours of schools.

Recruiting parents to provide services to the schools.

Establishing beautification projects to combat vandalism.

Establishing an interschool council to improve human relations between various ethnic groups.

Setting up neighborhood guidance centers which operate after school hours and on Saturdays.

Meeting with representatives of the media and participating in radio-television programs.

Preparing and translating news releases for local foreign language newspapers.

Setting up clubs in the schools.

An independent evaluation of Chicago's Department of Human Relations, conducted in 1971 at the request of the Board of Education, disclosed that the inservice training programs sponsored by the department are viewed by evaluators and participants as being valuable and well conceived.

The evaluation team also found, however, that the community does not view department field personnel as "neutral," which has tended to dilute their effectiveness as ombudsmen. The team recommended that the field personnel's functions and ties with the department be restructured to increase their effectiveness. In addition, the team called for the assignment of staff to work with local school district councils and for greater coordination with other city agencies.

The Palo Alto Unified School District on the San Francisco peninsula by 1972 had reached the two-thirds mark in implementing a far-reaching three-year plan for multicultural educational activities in its schools.

The plan, approved by the school district's Board of Trustees on June 15, 1970, is the product of two committees working in conjunction with the assistant to the superintendent for multicultural education. These two committees – the Multicultural Activities Advisory Committee and the Multicultural Inservice Training Committee – were composed of certificated staff members, parents and students.

Following board adoption of the plan, the district "reorganized for change" by appointing three multicultural education specialists and assigning them to one of the three high school attendance areas (complexes). These specialists are responsible for the following: coordinating the efforts of "intergroup" staff teachers or school building leaders; assisting advisory specialists, curriculum staff and building leaders in implementing an integrated curriculum; coordinating efforts of workshop participants and advising or helping them when necessary; assisting the district staff in methods and techniques of working with all children (especially minority children) and in gaining a better understanding of the problems and realities that face minority youngsters.

In addition to the three specialists, a 33-member district multicultural education "cadre" has been formed with one representative or building leader in each elementary school and two in each secondary school.

During 1970-71, cadre members received 56 hours of training in communication skills and techniques, discussion-group leadership techniques, program planning, program goals and objectives. At the secondary school level, additional training in discussion-group leadership techniques was given to 23 staff members. Palo Alto's Multicultural Education Office personnel were directly involved as trainers but outside consultants were also used.

Cadre members have been responsible for the following:

- Organizing and leading small discussion groups in their schools.
- Assisting teachers in planning and executing multi-ethnic approaches to school experiences.
- Representing the means by which the school and community can gain insight into the need for educational change.
- Aiding in the creation and introduction of new and innovative multi-ethnic materials.
- Becoming human relations "experts" in their contacts with students, teachers and parents.
- Representing the "here and now" means of overcoming racial stereotypes, supplementing inadequate historical materials and overcoming textbook misconceptions by being present in the classroom.

As part of its three-year plan, Palo Alto designed and initiated an extensive inservice training program. In 1970, a two-day multicultural inservice training session was conducted for some 430 certificated staff members prior to the opening of school. Members of the community and the PTA were invited to participate.

School officials report that the program "was well received by almost all of the staff members who attended." In response to a questionnaire used to evaluate the program, participants indicated that they had increased their awareness of interaction patterns and the feelings of others.

In order to "develop practical human relations in the schools by increasing staff skills and capacities for synthesizing positive experience from negative human relations experiences," Palo Alto initiated a series of semi-monthly group workshop training programs at all schools for all staff members. Group dynamics techniques are used in these training programs.

These sessions have been supplemented by a variety of minimum school day activities which range from multicultural solidarity experiences, to information sessions, to skits. School officials have found that the most successful minimum day format is one which features a number of options to meet different staff needs and includes a small discussion-group component.

"While human relations problems might appropriately apply to situations arising out of differences in race and other ethnic identification, other no less critical situations may be occasioned by differences in sex, personality, adjustment, life style, or cultural and social background. In educational perspective, such differences may be perceived as possible causes of problems in dealing with individual pupils, with situations which involve principals, superintendents, board members, supportive staff, service personnel, patrons and citizens." **–Handbook for Local and District Units Concerning the Human Relations Committee,** Texas State Teachers Association.

Various special workshops have also been held for administrators, curriculum committee members and selected staff members. And the district has held training meetings with school staff and administrators on such topics as goals and objectives of a training program, consensus problem-solving teams, communications development and role playing.

While the emphasis in inservice training in Palo Alto has been on "consensus team development" at each school, the district offers several alternatives to team training for those who do not wish to participate. Alternatives include individual multicultural research projects, participation in an interschool multicultural coordinating team, multicultural extension course offerings through the University of California at Santa Cruz and San Jose State College, district course offerings, and summer training projects where teachers live and work in a minority community for two months.

Inservice efforts have also been directed toward developing services by updating lists of instructional tools and resources that are available from district and school facilities, individual staff members and community sources. Individual staff members receive assistance in determining the usefulness of material for a particular situation or classroom. Another component of the inservice effort is to encourage individual initiative in curriculum development and individual school initiative in developing and presenting multicultural activities.

To give staff members an opportunity to interact and interrelate with minority group personnel in both school and professional contexts, Palo Alto has planned a staff exchange program with other districts in the San Francisco Bay Area. Participants are chosen from teaching and administrative levels and spend five days in a school setting to observe and work with a person who has a comparable role in that school setting. Upon returning to Palo Alto, participants prepare a written report on their observations and experiences.

Although Palo Alto has developed an affirmative action program of staff recruitment – 36 highly qualified applicants of minority background were recruited in the first year – the district now faces a possible teacher surplus. This has caused a slowdown in recruiting and hiring activities. (Palo Alto's recruitment program is detailed in Chapter 1 of this report.)

School officials in Palo Alto firmly believe that one of the most important aspects of a multicultural education program is curriculum development covering all major instructional areas. Such a development is an ongoing process in the district, requiring special input, careful planning, the rethinking of traditional concepts and continued coordination by the district staff. The district is seeking to build a multiculturally integrated curriculum and instructional program that will enable students to "develop and function more perceptively, honestly and creatively in all areas of intellectual and social interaction."

To achieve this type of curriculum, the district has been using the services of its own staff, curriculum-development systems and special consultants. Work is being directed toward the following: changing the present curriculum by including more accurate and complete information about minority groups as an integral part of the total curriculum; developing specific guidelines and minimum requirements for the integration of multicultural materials into the curriculum at the classroom level; developing assembly programs, festivals and other formal or informal educational experiences with multicultural emphasis for students, teachers and parents.

During the first year of the plan, curriculum development work focused on social studies. Staff from the Multicultural Education Office met with elementary and secondary social studies committees, obtained outside consultant help for key curriculum personnel, reviewed new and existing books and materials, provided criteria for choosing materials and consulted with individual classroom teachers on multicultural units and general instruction.

Another aspect of the Palo Alto multicultural plan has been the counselor aide program which uses college students to provide assistance to district personnel and to motivate minority-group students to pursue paths of higher education.

As part of its program of community involvement, Palo Alto has an ongoing Citizen Advisory Steering Committee made up of 25 citizens, representing a broad range of socioeconomic levels and attitudes. The committee, which is appointed by the superintendent of schools, maintains liaison with the community, as well as assists in bringing together various elements in the community and advising staff members on the development and effectiveness of community programs.

The Palo Alto district also presents special

multicultural performances, such as a Chinese art and music festival and a black ballet. Members of the community assist in the presentation of these programs. Community involvement in human relations efforts is also achieved through special adult education classes.

To inform the public about programs and activities in multicultural education, the assistant to the superintendent for information services is charged with preparing regular releases for the news media, sending information to PTA and school principals, and including regular items on the multicultural education program in the school district publication, *What's Happening.* A steady flow of information from the Multicultural Education Office is channeled to PTA and parent groups, human relations committees and to the Palo Alto Human Relations Commission.

Since multicultural education in the Palo Alto schools is still in the experimental stage, the effectiveness of various components (inservice training, organization, curriculum and personnel policies) is being determined by means of constant evaluation. The district's implementation plan includes specific guidelines for evaluation.

The public school system in Winston-Salem/Forsyth County launched a full-scale human relations program in 1970 in conjunction with a districtwide desegregation plan mandated by the courts.

The district, which has a total student enrollment of 47,000, desegregated its faculties at the beginning of the second semester in 1970 and held a workshop in interpersonal relations for some 300 teachers and administrators during March and April.

With the receipt of a federal grant under the Emergency School Assistance Program (ESAP) in October 1970, the district's director for intergroup relations assisted in developing plans for additional staff training in human relations. A local school approach was used, and consultants, new instructional materials and released time for faculty members were provided as part of the federal grant.

These local school programs were followed by a workshop for selected administrators and teachers from 10 elementary schools. This workshop was designed to introduce and evaluate simulation games as a tool to help solve multi-ethnic problems which may occur in newly desegregated school situations.

Secondary schools were urged to appoint committees from their staffs to create inservice programs during the released time made possible under the ESAP grant. These training programs are now being conducted.

With the aid of a Staff Development Advisory Committee, plans are being made for other human relations training required by teachers who "work across racial lines and with students who have widely divergent needs." School officials are encouraging the planning of staff development activities at the local school level, but report that employes have been slow in responding to requests to hold additional workshops.

School officials believe that "every teacher needs the opportunity to explore his feelings about his own cultural values as he relates to those of other backgrounds" and that "it is essential to maintain a continuous program of assistance to the professional staff in order to move quickly from desegregation to integration in our schools."

In moving toward student desegregation during the summer of 1971, the Winston-Salem/Forsyth County schools worked closely with the community to build a positive climate of human relations. Open houses were held in each school on two successive Sundays in August. The PTA Council, a Citizens' Advisory Council and the local Chamber of Commerce all assisted in planning and promoting various human relations activities. Volunteers manned a rumor control and information dissemination service for more than two months during the summer. Neighborhood meetings were held to give parents an opportunity to meet and ask questions of school personnel.

The district reorganized its Citizens Advisory Council, and local advisory committees were appointed in each school by the Board of Education. School officials worked with the district PTA Council in helping local PTAs reorganize and in sponsoring enrichment programs for students in several schools.

A summer workshop was held for student council members. Nearly 40 students participated in some phase of the program and were paid for taking part since many gave up summer jobs to attend. Written evaluations by participants indicated a belief that, with proper training, student

councils can become effective supporters of the district's educational efforts.

In the fall of 1970, prior to the desegregation of students, the district conducted a "shared experiences" program to "expose students of different races to one another within the school situation." Schools were paired and each pair developed its own activities.

The district, with the aid of a student affairs coordinator (funded under ESAP), has sought to involve students in school activities, such as student government, clubs and other organizations. Guidelines have been developed to promote maximum participation by students of all races, and school administrators were urged to be "flexible" in setting up membership procedures for campus organizations.

Attempts are also being made to strengthen the district's curriculum as a means of fostering human relations. Curriculum planners have solicited student reaction to proposed changes. The district gives each of its schools an opportunity to initiate innovative human relations programs, such as a humanities day or an ebony society.

The school district's director of intergroup relations is responsible for evaluating any suspensions or expulsion practices that may appear to be discriminatory. The director also serves as co-chairman of the district's Staff Development Advisory Committee and works closely with the newly appointed school-community relations coordinator.

Due to the fact that the Winston-Salem/Forsyth County schools have been involved in court desegregation actions, school officials feel they have special human relations problems to solve.

"We are constantly devising plans – and implementing a few – for increased communication to facilitate improved interpersonal relationships," explains the director of intergroup relations. "We must make every attempt to anticipate problems and be willing to change traditional procedures."

In 1971, the Montgomery County Public Schools began implementing a broad "Program for Action" for improving human relations within the school system of 126,700 students and in the community.

The program in Montgomery County – a predominantly white, affluent suburban area of Washington, D.C. – was developed to help carry out the human relations goals and commitments articulated by the local Board of Education in a comprehensive policy adopted on Nov. 11, 1969.

"The Program for Action results from the conviction of the staff and many citizens of the county that the schools must take an affirmative leadership position in improving human relations," reports Superintendent of Schools Homer O. Elseroad. "This Program for Action is dedicated to making good human relations one of the top priorities of our public schools. Our very survival depends upon our success."

The program, which was developed under the leadership of the system's director of human relations, covers nine areas. They are equal employment opportunity, human relations education, curriculum and instructional materials, contracts with vendors and contractors, use of school and nonschool facilities, locating future sites and establishing school service areas, equal housing opportunities, student services, and school and community relations. (Some of these areas are explored in other sections of this report.)

In the area of equal employment opportunity, the system is committed to "removing all vestiges of racism, prejudice or discrimination in employment because of race, religion, national origin, sex, age or class" and to developing affirmative action programs to promote intergroup and interpersonal goodwill among all employes.

As part of its Program for Action, the district's Department of Professional Personnel cooperates with other departments and outside consultants in evaluating testing procedures required for administrative and supervisory personnel. The purpose of this is to determine if there is a valid relationship between test results and job success.

The department is reviewing the selection procedure for administrative and supervisory personnel, giving recognition to the staff member's effectiveness in interpersonal and intergroup relationships and his ability to handle stress situations. Internship programs are being used to assess these characteristics.

In addition, the Department of Supporting Services Personnel undertook a one-year study of aptitude test results in relation to job performance. As part of this study, aptitude tests were given only to those persons selected for employment, while performance tests were used to determine

Discipline and Human Relations

". . . Leniency because of fear or compassion, or harshness because of hostility, destroys student respect for the teacher and the teacher's usefulness in developing students' abilities to work with and enjoy one another. Whites resent leniency towards blacks; blacks view such leniency as a sign of teacher fear or overprotectiveness. Blacks resent leniency shown to whites; whites often interpret it as permission to attack blacks. A double standard of teacher leniency when blacks fight with other blacks and harshness when blacks fight with whites will be easily detected and resented by blacks and whites alike." --From a handbook prepared by the School District of the City of Pontiac, Mich.

whether or not to employ, to determine the level of entry and to identify skills necessary for advancement to higher level positions.

In recognition of its need for cultural and ethnic diversity in staffing to provide the "most wholesome climate for learning," Montgomery County is developing a balanced staffing concept to ensure diversity throughout the system. Special attention is being given to those schools and departments where there is an absence or scarcity of minority-group workers. In addition, the district is making a major effort to fill vacancies in these schools and departments with qualified minorities who may have been excluded from equal employment opportunity.

The district has created the post of equal employment opportunity officer to help attain its equal employment objectives and to serve as a liaison with the Department of Human Relations. The assistance of employes and community resources is also being sought to recruit qualified employes.

Personnel officials are attempting to identify all employes with potential for promotion and encourage them to participate in training and other programs to qualify for advancement. Other steps – such as reviewing all employment regulations and practices and evaluation procedures – are being taken to promote equal employment opportunity. Many of these steps are being carried out in accordance with the affirmative action guidelines drafted by the district to accelerate equal employment opportunity.

In human relations education, the Montgomery County schools are working to equip staff members and students with the skills, attitudes and behaviors that will produce the most wholesome learning environment. The district is also committed to bringing to the public view those factors that contribute to the isolation, alienation and disenchantment of some members of society. Another objective is to develop programs to educate people about various religious, ethnic, racial and cultural groups to help each person understand and deal more humanely with his fellow human beings.

To accomplish these objectives, the Department of Human Relations assists schools and departments in organizing human relations education for staff members and is developing a model human relations education program. The department has also produced *A Primer to Understanding* as a means of helping teachers overcome prejudice, develop pupil potential and understand ethnic differences. The success of these different human relations education programs in changing attitudes and behaviors is being evaluated by the district.

To ensure that the contributions, aspirations and concerns of minority groups are accurately represented in the classroom, the school district continues to examine every facet of its curricula, all textbooks, library books and other instructional materials and practices.

The district is developing and obtaining curricula and materials at all levels that will enhance learning about, respect for and appreciation of people of different ethnic and cultural groups. School officials review guidelines for the selection of texts and other instructional materials and publish these guidelines and evaluation procedures. Course outlines and materials are now being designed for possible use in a curriculum offering in human relations. A handbook entitled *People Who Like People* has been prepared to aid teachers in providing a climate for "living and learning experiences." Curricular suggestions in the handbook are based on questions frequently raised concerning various aspects of human relations.

In the area of contractual relations, equal employment opportunity is a condition of all contracts with vendors and contractors, and nondiscrimination is a requirement in the use of school and nonschool facilities.

In addition to other criteria, the district has agreed to locate future school sites and establish school service areas to achieve a favorable social, economic, cultural, ethnic and racial mix in the potential pupil populations.

Human relations efforts in Montgomery County schools also extend to the area of equal housing opportunities. District officials assist other public and private agencies in encouraging equal housing opportunities for minority groups, less affluent employes and other citizens.

In attempting to provide equal educational opportunities for all children, the Montgomery County schools are seeking to ensure that each child is treated with respect and dignity and that his human rights are always observed.

To help accomplish this, the Department of Human Relations is drawing up programs to aid district employes in becoming more aware of attitudinal effects upon children and is assisting in the development of an "information bank" to give teachers assistance in working with human relations problems in their classrooms.

Furthermore, district officials review procedures for transfers and other placements of students to ensure that such placements are made "solely for the greatest benefit of the student." In the event of misplacement, corrective action is taken. Grading and discipline practices are also reviewed to make sure that no dual practices or appearances of dual practices exist.

As a means of creating and maintaining the "highest possible level of good school-community relations," the Montgomery County system is expanding its program of school-community relations and is working with area advisory councils to determine how the councils can become a positive force in the improvement of human relations.

School officials in Columbus maintain with pride that throughout their 125-year history, the capital city's public schools "have endeavored to foster better working relationships among our teachers, principals, students and parents." More recently, the school system has given added emphasis to promoting "greater acceptance and understanding among the diverse racial and ethnic populations" making up the city.

In 1964, in response to civil disorders that had occurred in other parts of the nation, the Columbus schools appointed a coordinator to head a Department of Intercultural Education. The district's initial human relations program consisted of intergroup meetings on Saturday mornings, area-wide after-school meetings in the senior high schools and various school-community activities. All of these were intended to help parents, students, teachers and administrators better understand the ethnic and cultural diversity of the Columbus Public Schools with their 110,000 students. Efforts were soon expanded to include development of programs in student-faculty interaction and school-community volunteer service.

Following a year's pilot study of its human relations program and an evaluation of its intercultural education efforts, the district in 1970 created a new Department of Human Relations to "assist the members of the Columbus Public Schools staff and community in smoothing and facilitating their daily human relationships."

The Columbus human relations program, which is directed by the department, is divided into four main areas: working with teachers, working with parents, working with students and working with administrators.

In working with teachers, the district encourages and assists in planning weekend retreats where faculty members can study, hold discussions and relax together. The faculty decides the purpose for holding such a retreat and makes its own arrange-

"It is our feeling that process is more important than content; [illegible] in fact process is content. The teacher [illegible] the [illegible] curriculum. The curriculum can only grow as teachers [illegible] ideas and grow. The idea of teacher growth is dynamic and is the basis for [illegible] belief that teachers are the instruments for improvement of a school. It also means that teachers have a great responsibility to use this power effectively and to willingly share their 'secrets' with other teachers."

-James J. Foley, Director
Human Relations Education Center
Buffalo (N.Y.) Public Schools

A Climate of Sharing

". . . If a school, in subtle or overt ways discourages participation by parents, a particular kind of climate results, and, more often than not, it is deadly. On the other hand, if parents are not participating, it is easy for teachers to get the idea that the community does not really care about what they are doing, and thus the teachers care less themselves. It's often hard to tell which is the chicken and which the egg in this kind of situation. But the answer as I see it is that each school and each principal has an obligation to solicit and receive community participation, and by participating I do not mean simply cake sales or even conferences between individual parents and teachers, important as they may be. I mean a sharing of the process of education decision making."

Mark Shedd
Former Superintendent of Schools
Philadelphia, Pa.

"Parents are also teachers. Their school is the home. If parents and teachers, home and school are not connected in a genuine partnership, then the consequence for child growth and development can be severe. [illegible] If parents and community perceive the school as a place with which they are closely associated, with which they can identify, which is accountable for educational quality, which is their own, then the chances of children entering the school with positive feelings and expectations are greatly enhanced."

-Mario D. Fantini
The Reform of Urban Schools

ments for scheduling and lodging. School officials point out that close cooperation between administrators and faculty is essential for a successful retreat, and specific plans should be made well in advance.

Another type of activity for teachers is in the multischool area meeting where principals and teachers in different areas of the city join together in a study devoted to such topics as problems of racial understanding and parent-school-student communication. Local school faculties in the district also use films, forums and discussions to promote human relations.

Other techniques which school officials find helpful in working with teachers include social events, joint elementary-secondary school meetings, articulation meetings, grade level and departmental meetings, faculty committees and outside speakers.

In working with parents, Columbus school officials are guided by the belief that a "delicate balance must be struck between the rights and responsibilities of parents and those of teachers." The district feels that parents have a right to know about, and to affect, the educational program of their children. At the same time, it is felt that educators have a right to the respect and lack of interference their professional preparation and experience deserve.

Among the approaches being used in Columbus to further school-parent relations are planned visitations of small groups of parents to schools during the day, education nights for parents, joint meetings with school administrators and local ministers, faculty visits to parents' homes, scheduled parent conferences, afternoon teas, carnivals, coffee klatches in homes, town meetings and banquets.

In addition, schools receiving Title I, ESEA, funds have the services of a parent coordinator, who is a "select" educational aide working as a liaison between the home and the school. The coordinator, who resides in the school attendance neighborhood, may be assigned such duties as escorting sick children to their homes, working with other community agencies on mutual problems and assisting with parent meetings.

Board of Education policy requires each school in the district to establish a survey committee to facilitate communications. These committees meet at least once a month, and anyone may bring a matter before the group. The group files an annual report with the school board, and copies are available to interested citizens. Some Columbus schools use parent questionnaires to solicit opinions and concerns of parents and bring these concerns out into the open where they can be dealt with more effectively.

The district believes that a successful Parent Teacher Association can provide the opportunity for an unlimited number of school-community activities in which parents, teachers, administrators and students can join together to improve relations and, simultaneously, upgrade the school and community. Many schools have formed a Parent-Teacher-Student Association, which permits all groups to sit down together, talk about school problems and work together toward satisfactory solutions.

In working with students, Columbus school officials are committed to the idea of involving students in the educational process. It is felt that such involvement begins with good communications among the school family. Some of the communications techniques used in Columbus are a school bulletin for students and staff, public address system announcements, a regular principal's column in the school newspaper, availability of the principal for rap sessions with students, and newsletters to parents.

Among the various programs and activities considered successful in working with students, Columbus lists scheduled teacher-pupil conferences, student-planned assemblies, student suggestion boxes, student forums, student-teacher panels, interschool visitations, and recreational activities. The district has found that other special activities – a slogan for the week, a compilation of post-high school educational opportunities, a great person classroom project – can also be helpful in promoting human relations.

Staff members in the Department of Human Relations are available to assist principals and faculties in exploring human relations problems and in structuring programs to alleviate these problems. The central staff serves in an advisory capacity, allowing local school administrators to design and implement their own programs to meet the specific needs of their schools. The department also assists schools during crisis situations, often acting as an intermediary between opposing parties.

The Clark County School District, which includes the city of Las Vegas, has initiated programs in many aspects of school life in an attempt to promote better human understanding.

In its employment policies, the district of 74,500 students has launched an active recruitment program to locate and hire non-white teachers. The staff of the Personnel Division has concentrated its efforts on visiting colleges and universities in the Southwest which have a high enrollment of minority students and uses advance organizers, recruitment teams and career days in attempts to attract minority-group teachers. As a result, the percentage of black, Mexican-American and Oriental teachers hired by the district has increased more than threefold in the last three years.

The district's Maintenance Department has been involved in an emergency employment project to hire minority and former armed forces personnel. As part of this project, the department's director identifies individuals who are interested in upgrading themselves and follows through with these employes when openings for advancement occur.

In addition, non-white minority staff members are encouraged to pursue leadership roles within the district. The district is currently conducting a staff motivation program to encourage more of its minority-group staff members to prepare for positions as coaches and counselors. In 1969-70, Clark County schools had three minority-group school administrators (principals and assistant principals); in 1971-72 there were nine.

The district conducted an inservice training program for one year for more than 1,000 teachers and classified employes. The program – which was aimed at providing "strategies of attitude change" – consisted of workshops, field trips, seminars and curriculum analysis. Courses in human relations are offered by the district, as well as by the University of Nevada. Teachers completing courses receive credit toward salary increases. Courses are offered during the summer and during the school year. Workshops are held once a week for principals and are similar to those held for teachers.

To promote human relations among students, Clark County schools attempt to furnish students with knowledge of other ethnic groups, develop an awareness of and a sensitivity to the needs and problems of other ethnic groups, and develop creative interaction skills. To accomplish this, all of the district's secondary schools have courses dealing with ethnic studies, and ethnic studies programs are now being set up for the lower grades. All of the secondary schools have human relations sponsors and human relations commissions, and the district has a full-time human relations coordinator and consultant to help stimulate activities within the commissions.

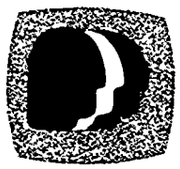
The Department of Intergroup Education operates a multi-ethnic resource center at one of the district's high schools. The center is stocked with books, films, filmstrips, recordings, magazines and pictures for both community and school use. These materials reflect the contributions of all minorities to world and American culture.

Believing that "contact psychology can provide the greatest change in positive reactions among people," the school district operates a voluntary integration program with busing at the elementary level. The program, which involves more than 1,450 "volunteers," is boosted by special activities, such as orientation nights and late buses to encourage participation in after-school programs. The integration program also includes a "shared experience" component where students from different schools take field trips together and share teachers.

As a means of improving school-community relations, all secondary schools and many elementary schools have access to a school community relations worker or attendance officer. The district also operates an open telephone line for parents to call with questions or complaints. The line opens at 7:15 a.m. to accommodate parents who cannot call or come to the office during the working day.

The Communications Department keeps the public informed about various aspects of the school district. The department publishes a "Reporter" four times a year to advise parents of what's going on in the district and maintains a television program called "News in Education."

Chapter 7



Human Relations and Education Organizations

Education organizations – at the national, state and local levels – can serve as a vital tool in furthering human relations in schools, particularly among staff members. Various professional associations have adopted human relations policies, drawn up guidelines, held workshops and training sessions, developed model programs, and/or established centers or departments as a means of improving human relations.

National Organizations

At the national level, the National Education Association (NEA) has been in the forefront of human relations activities for the past several years. In 1968, NEA opened its Center for Human Relations at its Washington, D.C., headquarters in response to a recommendation from its Human Rights Task Force, which called for a structure to coordinate NEA's expanding human rights programs.

The center offers assistance to educators in procuring human relations information, in developing ethnic and multi-ethnic studies and materials, and in processing appeals for civil liberties violations. It also conducts and assists in workshops dealing with student unrest, desegregation, community involvement, and bilingual, Indian and urban education. The center helps in developing special projects and human relations organizations.

In addition, the center serves as an unofficial clearinghouse for human rights programs in education and as a catalyst for encouraging educators to organize on state and local levels for effective action.

One of the center's publications, *Human Relations Ideabook*, presents ideas and situations to aid in such things as organizing a human relations committee, making a small human relations group larger, awakening the educational community to human relations concerns, providing human relations materials for personal involvement, and furnishing curriculum material.

Another center publication, *A Time for Action*, is a guide for establishing human relations organizations and programs in state and local associations. The pamphlet (No. 873-24844) is designed for use with a 15-minute film, *The Teacher Is Between: The Role of the Educator and Education Associations in Human Relations* (produced by the center to help state and local associations organize for action), and with the *Report of the Task Force on Human Relations*.

The American Federation of Teachers (AFT), a long-time supporter of civil rights and school integration, passed several resolutions concerning human relations at its 1971 convention. The organization resolved to work toward equitable racial balance of school staffs, and to become actively involved in creating jobs for minority group members through programs that include career ladders and paraprofessionals. It resolved to expand its fight to develop curriculum and materials that accurately reflect the contributions and history of minority groups, and to demand the elimination of racially biased instructional materials wherever they exist.

The AFT has published research studies, monographs and curriculum materials with strong human relations components. *Programs To Alter Negative Attitudes Toward Integration* is an exploratory study of what some school districts are doing – and not doing – to improve staff attitudes toward working with and teaching members of other races. The survey was based on field trips to seven school districts and questionnaires sent to 75 others. It includes a review of other similar research, studies of teachers' and administrators' attitudes toward

integration, and the effects of racial interaction on attitudes.

Focusing on learning materials, the AFT has published the following: *The Negro in Modern American History Textbooks; The Treatment of Black Americans in Current Encyclopedias;* and *Children's Interracial Fiction.* All four publications are available from AFT, AFL-CIO, 1012 14th St., NW, Washington, D.C. 20005.

As part of its human relations activities, the National School Boards Association (NSBA) has set up an Office of Human Resources and Minority Affairs. One function of this office has been to prepare a compendium for local school boards of individuals with expertise in the area of human relations. The compendium, entitled *Human Resources for U.S. School Boards,* lists individuals who have a broad range of expertise in school administration and educational philosophy, as well as a "deep commitment and sensitivity to the needs of children and young people." The human resources booklet is available from NSBA, State National Bank Plaza, Evanston, Ill. 60201.

In 1969 the National Council of Teachers of English formed a Task Force on Racism and Bias in the Teaching of English. Responsibilities of this task force included preparing a statement on the nature and frequency of racism in English textbooks; providing a set of guidelines for publishers, selection committees and others; and defining the council's position on the issue.

As a result of the task force's work, the council has adopted criteria for teaching materials in reading and literature so that texts and other materials will reflect more accurately the racial and ethnic diversity of the United States.

At the state level, the California Teachers Association (CTA), beginning with the establishment of a Human Relations Commission in 1967, has embarked upon an ambitious "program of action" to "correct social and educational inequalities."

CTA's Human Relations Commission, made up of 11 appointed members (including one student), is responsible for studying, evaluating and defining policies as they relate to human relations within an educational perspective. Commissioners are concerned particularly with programs designed to:

Advocate and promote the principle that every child in California schools should be given equal educational opportunities.

Study underlying economic and social conditions which undermine and deny such opportunities to individuals and groups within American society.

Help actively toward creating a climate of public understanding and cooperation for achieving equality of opportunity and positive racial and ethnic school integration in accordance with CTA policy.

Promote within affiliates and chapters the creation of organizational designs and structures for the study of human relations problems and to assist such groups in developing effective programs in this area.

Encourage teaching and practice of the basic principles of human rights and related responsibilities in schools.

Examine and evaluate critically curriculum materials, teaching methods, preservice and inservice education of teachers, and other resources for their probable contribution toward concepts of the worth of the individual and of appreciation of differing cultural attributes.

Aid in developing motivation and opportunities for young people of minority groups to enter the teaching profession.

Advance the placement of qualified minority group teachers in schools throughout California in order to achieve racially and culturally balanced teaching staffs within all school districts.

CTA has also enacted human relations policies concerning involvement of minorities in the association, recruitment, hiring and upgrading of minority personnel, fair housing, displacement of professional personnel in crisis situations, and ethnic studies in the school curriculum.

In other steps to promote human relations, CTA has called for activation of human relations committees at all levels of its organizational structure

Some Do's and Don'ts for Teachers

- Do be just in requirements and assignments of lessons
- Do be fair in all situations
- Do show courtesy in relations with pupils
- Do consult parents and in so doing use tact.
- Do be consistent in discipline in all situations.
- Do show trust and confidence in the pupils.
- Do make efforts to draw out and to encourage the shy and submissive child.
- Don't talk about the misdeeds of a pupil except to those who have a right to know.
- Don't give school work as a punishment.
- Don't criticize the work of another teacher
- Don't show dislike for any pupil
- Don't speak slightingly of parents
- Don't say or do anything to a child that you would not care to have anyone else hear or see.

(From the Buffalo, N.Y. Public Schools.)

and has suggested that establishment of good human relations practices be a matter for negotiation between the professional association and the school district. The Research Department of CTA recently conducted a study, in cooperation with the California Association of School Administrators, to determine what school districts throughout the state are doing to promote human relations.

Additionally, CTA has developed a comprehensive *Human Relations Handbook* to guide local chapters in setting up human relations committees and councils and to stimulate chapter thinking and action. The handbook includes a series of recommendations considered "vital to success" for any human relations committee, an explanation of the human relations dimension, a definition of chapter need, a checklist of resources and their use, and a list of organizations and agencies furnishing human relations materials.

In Massachusetts, the state teachers association cosponsors and helps staff a newly formed cooperative venture, the Massachusetts Committee on Education and Human Relations. This committee, which works in the schools and in the community, provides human relations training, develops conferences and seminars, intervenes in crises, offers curriculum and program ideas in the area of human relations, and helps build alliances between school and community groups.

The Massachusetts Teachers Association (MTA) also sponsors its own human relations workshops and conferences. MTA's Human Relations Committee, in cooperation with other organizations, recently held a statewide conference for educators and students on "Ethnic Factors in Education."

The Human Relations Committee of the Wisconsin Education Association (WEA) is currently involved in:

- Identifying and prescribing methods for elimination of school and community factors which are discriminatory to a child's culture, race or socioeconomic background.
- Identifying problems related to the "dehumanizing effect of school structures, policies and practices upon teachers and children.
- Developing an inservice program in human relations.

The association has stated that because of its wide membership at all levels of public education, and through its contacts with colleges and universities, it is in an "exceptionally good position to assume the leadership for bringing about structural changes in administrative policies in order to promote more human relations practices within the schools."

A new Administrative Code in the Wisconsin Department of Public Instruction requires that prospective teachers be provided with human relations courses in each of the state's 32 colleges and universities, as a prerequisite to certification. This ruling has given added impetus to the WEA's human relations inservice training program. In March 1972, the WEA cosponsored a statewide conference on human relations for teachers, administrators and school board members. In May it cosponsored a statewide conference for teachers. Its theme: "Exploring the Nature of Human Relationships in the Classroom."

A *Position Paper on Human Relations*, prepared by the WEA Human Relations Committee and adopted by the WEA Executive Committee, appeared in the special human relations issue of the *Wisconsin Journal of Education*, January 1972.

One of the main activities of the Human Relations Committee of the Arizona Education Association (AEA) is sponsoring an annual human relations seminar for teachers and administrators. The statewide conference is conducted in cooperation with Arizona State University and the Anti-Defamation League of B'nai B'rith. The committee also assists in developing and implementing local inservice training programs and serves as a resource unit which furnishes printed materials, films and speakers to local chapters.

AEA reports that it has played a key role in gaining national recognition of the need for bilingual education programs – particularly in the Southwest, where there is a large Spanish-speaking population – and has a long record of activities in behalf of minority rights.

The Oklahoma Education Association (OEA) is currently reorganizing its Human Relations Committee into a commission to provide for greater continuity of involvement. The association is now developing a policy and position paper covering human rights and the specific rights of teachers and students. The association has formally declared that one of its basic purposes is to foster "affirmative action programs to bring about equality of educational opportunity and the advancement of

human relations at all levels in Oklahoma schools and society."

To help achieve its human relations goals, OEA presents annual awards to local education associations for outstanding action programs and activities in the area of human relations. In addition, the state association works with local chapters in developing inservice programs and encourages active recruitment and employment of minority-group members.

A *Teacher-Community Interaction Model* has been designed and published by the Michigan Education Association (MEA) to serve as a "recommended approach" to curriculum reform, teacher-community involvement, human relations and behavioral modifications. The model suggests a means through which parents and students can be involved in determining school curricula and in the educational process as a whole.

MEA's Human Relations Division has also made available copies of a report on racism in the classroom. The report – prepared by a task force of experts in the areas of education, civil rights and human relations – lists examples of racism in the classroom and within the educational system.

Federal funds were awarded under the Emergency School Assistance Program for 1971-72 to the Florida Education Association's (FEA) Center for Human Relations. These funds are being used to hire additional staff to permit expansion of programs aimed at improving community-school relationships throughout the state.

"Our programs are designed to prevent problems before they start," explains one center official. "We find that peaceful desegregation can be one of the toughest problems a school must face, so we therefore concentrate a great deal of our resources for helping in that area."

FEA's Center for Human Relations has been in operation for two years. During that time, staff members have participated in and helped plan conferences, workshops and seminars, usually in cooperation with school officials and community organizations.

The New Jersey Education Association (NJEA) has enacted strong policy statements in such human relations areas as staff recruitment and the selection of instructional materials. The association has prepared guidelines on these subjects for local chapter use. NJEA has also formed a statewide Committee on Human Rights in the belief that through "determined action on the part of the teaching profession . . . we can hasten the achievement of a completely open society."

The Texas State Teachers Association (TSTA) has developed a handbook for local and district units to assist in the formation and operation of human relations committees. The handbook deals with such subjects as role playing, committee organization and membership, evaluation, techniques, and the teaching of minority children.

Furthermore, the association has formed a statewide Human Relations Committee which seeks to encourage and aid the development of programs and projects. The statewide committee conducts workshops for educators and/or students in human and intergroup relations.

Administrative Leadership

"Inasmuch as the human relations program will deal with social skills, attitudes and issues which many teachers will find themselves ill-equipped to handle, it becomes the responsibility of the administrator to exert positive and creative leadership in setting up school policies and practices which are conducive to intergroup education. Some provisions must be made to enable teachers to acquire the training and skill necessary for working in this sensitive area. . . ." **–Improving Human Relations in the Desegregated School**, State Department of Public Instruction, Raleigh, N. C.

Each year, the Oregon Education Association (OEA) joins with the Anti-Defamation League of B'nai B'rith in sponsoring a Human Rights Conference. The conference includes presentation of awards for outstanding individual and school efforts to promote human relations and also features human relations training sessions.

The Human Relations Commission of the Washington Education Association (WEA) assists local associations in planning their human relations activities and planned a conference for minority teachers to determine what services are needed and wanted from the state association.

The association is a member of the Coalition Against Discrimination, a group of some three dozen organizations pledged to the immediate objective of "ending state involvement in discriminatory practices," such as granting liquor licenses to clubs that discriminate.

The Pennsylvania State Education Association's (PSEA) Board of Directors in 1972 adopted a position paper which asks the educational community to include mandatory preparation in human and intergroup relations in programs leading to the initial certification of teachers. The paper declared that "if schools are to help young people participate in a new and healthier level of mutual understanding and respect among all groups in society, a dramatic change in the preparation of educators is essential."

PSEA's Intergroup Relations Commission has listed six priorities for training educators in human and intergroup relations:

A study of the values, life styles and contributions of racial and cultural groups in American society.

Direct involvement with members of ethnic and low-income groups in the community and with organizations working to improve intergroup relations.

Experiences in evaluating the ways in which racism, prejudice and discrimination can be reflected in instructional materials.

Development of skills and techniques so that knowledge of human and intergroup relations can be translated into learning experiences for students.

An analysis of the forces of racism, prejudice and discrimination in American life and the impact of these forces on the experience of the white majority and minority groups.

Structured experiences in which educators have opportunities to examine their own attitudes and feelings about issues of racism, prejudice and discrimination.

In cooperation with the National Education Association the Virginia Education Association (VEA) has been sponsoring regional workshops in human relations to aid local association members in developing their own human relations skills and in working out a plan of action for their organization.

Chapter 8

The following agencies and organizations are concerned with furthering human relations and may be able to provide materials and/or services to educators in the area of human relations:

American Civil Liberties Union
156 Fifth Ave.
New York, N.Y. 10010

American Committee on Africa
211 E. 43d St.
New York, N.Y. 10017

American Council on Education
One Dupont Circle
Washington, D.C. 20006

American Council for Nationalities Service
20 W. 40th St.
New York, N.Y. 10018

American Ethical Union
2 W. 64th St.
New York, N.Y. 10023

AFL-CIO
Department of Civil Rights
815 16th St. NW
Washington, D.C. 20006

American Federation of Teachers
1012 14th St. NW
Washington, D.C. 20005

American Friends Service Committee
160 N. 15th St.
Philadelphia, Pa. 19102

American Indian Historical Society
1451 Masonic Ave.
San Francisco, Calif. 94117

American Jewish Committee
165 E. 56th St.
New York, N.Y. 10022

American Jewish Congress
15 E. 84th St.
New York, N.Y. 10028

American Society of African Culture
101 Park Ave.
New York, N.Y. 10017

Americans for Indian Opportunity
1820 Jefferson Pl. NW
Washington, D.C. 20036

Anti-Defamation League of B'nai B'rith
315 Lexington Ave.
New York, N.Y. 10016

Asian American Research Project
University of California
Davis, Calif. 95616

Association on American Indian Affairs
432 Park Ave. South
New York, N.Y. 10016

Association of Mexican American Educators, Inc.
26728 Rolling Vista Dr.
Lomita, Calif. 90717

Association for Study of Negro Life and History
1407 14th St. NW
Washington, D.C. 20005

Board of Christian Social Concerns
The United Methodist Church
100 Maryland Ave. NE
Washington, D.C. 20002

Brotherhood-in-Action, Inc.
560 Seventh Ave.
New York, N.Y. 10018

Bureau of Indian Affairs
Washington, D.C. 20240

Catholic Interracial Council of New York
55 Liberty St.
New York, N.Y. 10005

Center for Urban Education
105 Madison Ave.
New York, N.Y. 10016

Civic Education Service, Inc.
1735 K St. NW
Washington, D.C. 20006

Commission on Social Action of Reform Judaism
838 Fifth Ave.
New York, N.Y. 10021

Common Council for American Unity
20 W. 40th St.
New York, N.Y. 10018

Community Renewal Society
116 S. Michigan Ave.
Chicago, Ill. 60603

Congress of Racial Equality
200 W. 135th St.
New York, N.Y. 10030

Council for American Unity
70 Fifth Ave.
New York, N.Y. 10011

Council for Christian Social Action
of the United Church of Christ
289 Park Ave. South
New York, N.Y. 10010

Council on Christian Social Progress
American Baptist Convention
Valley Forge, Pa. 19481

Council of the Southern Mountains
Berea, Ky. 40403

Educational Heritage, Inc.
733 Yonkers Ave.
Yonkers, N.Y. 10704

Encampment for Citizenship
2 W. 64th St.
New York, N.Y. 10023

Episcopal Society for Cultural and Racial Unity
5 Forsyth St. NW
Atlanta, Ga. 30303

Fellowship of Reconciliation
P.O. Box 271
Nyack, N Y. 10960

Folkways Scholastic Records
50 W. 44th St.
New York, N.Y. 10036

Hispanic American Institute
100 E. 27th St.
Austin, Tex. 78705

Indian Rights Association
1505 Race St.
Philadelphia, Pa. 19102

International League for the Rights of Man
777 United Nations Plaza
New York, N.Y. 10017

Japanese American Citizens League
1634 Post St.
San Francisco, Calif. 94115

Leadership Conference on Civil Rights
2027 Massachusetts Ave. NW
Washington, D.C. 20036

League of United Latin American Citizens
P.O. Box 53587
Houston, Tex. 77052

League of Women Voters of the United States
1730 M St. NW
Washington, D.C. 20036

Lutheran Human Relations Association
of America, Inc.
Valparaiso University
Valparaiso, Ind. 46383

National Association for the Advancement of Colored People
1790 Broadway
New York, N.Y. 10019

National Association of Intergroup Relations Officials
142 Sylvan Ave.
New Haven, Conn. 06519

National Association for Puerto Rican Civil Rights
939 Eighth Ave.
New York, N.Y. 10019

National Catholic Conference for Interracial Justice
1307 S. Wabash Ave.
Chicago, Ill. 60605

National Child Labor Committee
145 E. 32d St.
New York, N.Y. 10016

National Civil Liberties Clearing House
1346 Connecticut Ave. NW
Washington, D.C. 20036

National Committee for Children and Youth
1145 19th St. NW
Washington, D.C. 20036

National Community Relations Advisory Council
55 W. 42d St.
New York, N.Y. 10036

National Conference of Christians and Jews
43 W. 57th St.
New York, N.Y. 10019

National Congress of American Indians
1346 Connecticut Ave. NW
W. gton, D.C. 20036

National Congress of Parents and Teachers
700 N. Rush St.
Chicago, Ill. 60611

National Council of Churches of Christ in the U.S.A.
475 Riverside Dr.
New York, N.Y. 10027

National Council of Jewish Women, Inc.
One W. 47th St.
New York, N.Y. 10036

National Council of Negro Women, Inc.
Suite 832
1346 Connecticut Ave. NW
Washington, D.C. 20036

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, Ill. 61801

National Education Association
Center for Human Relations
1201 16th St. NW
Washington, D.C. 20036

National Indian Youth Council
3102 Central SE
Albuquerque, N.M. 87106

National School Boards Association
Office of Human Resources and Minority Affairs
State National Bank Plaza
Evanston, Ill. 60201

National Urban League
55 E. 52d St.
New York, N.Y. 10017

Negro Bibliographic and Research Center, Inc.
117 R St. NE
Washington, D.C. 20002

Philadelphia Fellowship Commission
Community Services Department
260 S. 15th St.
Philadelphia, Pa. 19102

Public Affairs Committee
381 Park Ave. South
New York, N.Y. 10016

Puerto Rican Research and Resources Center
1519 Connecticut Ave. NW
Washington, D.C. 20036

Science Research Associates, Inc.
Customer Service Department
259 E. Erie St.
Chicago, Ill. 60611

Southern Christian Leadership Conference
334 Auburn Ave. NE
Atlanta, Ga. 30303

Southern Conference Educational Fund, Inc.
3210 W. Broadway
Louisville, Ky. 40211

Southern Education Foundation, Inc.
811 Cypress St. NE
Atlanta, Ga. 30308

Southern Regional Council, Inc.
5 Forsyth St. NW
Atlanta, Ga. 30303

Southwest Educational Development Laboratory
800 Brazos St.
Austin, Tex. 78767

Southwestern Cooperative Educational Laboratory
1404 San Mateo Blvd. SE
Albuquerque, N.M. 87108

U. S. Catholic Conference
1312 Massachusetts Ave. NW
Washington, D.C. 20005

U. S. Commission on Civil Rights
1121 Vermont Ave. NW
Washington, D.C. 20425

U. S. Department of Health, Education, and Welfare
Office of Education
400 Maryland Ave. SW
Washington, D.C. 20202

U. S. Department of Justice
Washington, D.C. 20530

Urban Coalition
2100 M St. NW
Washington, D.C. 20037

Women on Words and Images
P.O. Box 2163
Princeton, N.J. 08540

Several of the agencies and organizations listed above have local and regional offices or branches. There also are numerous official state, county and municipal agencies with responsibilities in the area of human relations. School officials might consult their telephone directory for addresses and telephone numbers of local resource agencies.

In addition, many state departments of education and state education associations can provide information and materials on human relations.

School desegregation centers have been established at a number of universities under Title IV of the Civil Rights Act to provide consultative help and technical assistance to school personnel on problems occasioned by school desegregation. Also, many universities have human relations centers that provide materials and/or services to educators. School officials may inquire of nearby universities as to whether such services are available from them.