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ABSTRACT

The description provides information on the elementary social studies one-year program designed for use as the basis of curriculum or as a supplement to an existing program. A long term goal is for students tc develop democratic human relations. Terminal objectives include affective and cognitive developments, helping students to understand the governing process, develop positive self concepts, reduce stereotypic thinking, acknowledge differences among people, and participate in the learning process. Although the political science concept of the "governing process" forms the lesson core, an interdisciplinary approach is pursued involving concepts of psychology, sociology, anthropology, history, science, and language arts. Teaching strategies emphasize inductive methods that involve students in the learning process through the discussion method. Students, actively involved in learning activities which stress racial and social problems, take part in roleplaying activities, games and simulations, films, and student reports. Brief information is also included on organization of content, description of program materials, a typical lesson, student testing and evaluation, implementation and costs of the projects, and program development and evaluation. (SJM)

INTERGROUP RELATIONS CURRICULUM

Program Report

Margaret Bye

Information/Utilization Division
Far West Laboratory for
Educational Research and Development
Berkeley, California

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The Utah State Board of Education

INTRODUCTION

A mother, father, and daughter are seated at the dinner table. The son hurries in, out o

Father: You're late for dinner! What happened?
Son: My bike broke down and I had to walk home from the football field.
Father: This has happened once too often! Go to your room without dinner!
Son: But, Dad, my bike . . . (he leaves the room).
Mother: Perhaps Junior needs a new bike.
Father: Well, we'll see.

This family scene is actually a class of third graders in Winchester, Mass., engaged in a situation from the Intergroup Relations Curriculum. Acting out this family vignette, children "the governing process" operates in their homes: the role of the ruler, the role of the ruled, influencing the ruler.

A fifth grade activity on protest demonstrations shows a class becoming aware of its own s teacher shows the class a large photograph of a peace demonstration. Many of those pictured ha long hair. The teacher opens discussion about the picture noncommitally.

"Who is this a picture of?"
"Communists."
"Why do you think the people in the picture are Communists?"
"Because they have beards."
"What are the people in the picture doing?"
"They are demonstrating, marching."
"What for?"
"Peace."
"Why?"
"Because of the war in Vietnam. They think we should stop fighting."
"Whose decision was it that we get involved in the war in the first place?"
"The government."
"Okay. So what would you say these people are trying to do?"
"Change a policy."

INTRODUCTION

laughter are seated at the dinner table. The son hurries in, out of breath.

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ds."
the picture doing?"
, marching."

ietnam. They think we should stop fighting."
hat we get involved in the war in the first place?"

u say these people are trying to do?"

"Do you think a demonstration is a good way of trying to affect government policie

An open discussion follows in which opinions are voiced freely. The teacher does stated generalization about Communists, but weakens it through his questions. As other imagined--in support of changing a school policy or a civil rights issue--the students democracy. The class is led to realize that perhaps Communists take part in demonstrat label of Communists for all demonstrators cannot hold up in light of numerous examples.

The curriculum developers believe that frank, outspoken participation in the class learn better, prepares him for active citizenship, and reduces his prejudicial thinking

demonstration is a good way of trying to affect government policies?"

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n about Communists, but weakens it through his questions. As other demonstrations are
of changing a school policy or a civil rights issue--the students see them as an aspect of
is led to realize that perhaps Communists take part in demonstrations, but the overall
or <u>all</u> demonstrators cannot hold up in light of numerous examples.

levelopers believe that frank, outspoken participation in the classroom helps the student
s him for active citizenship, and reduces his prejudicial thinking and behavior.

BASIC INFORMATION

Program Name:

Intergroup Relations Curriculum

Format:

Book for teachers containing a series of "governing process" questions for t
the curriculum; 20 lesson topics and several suggested activities for each (
level); and two complete teaching units.

Uniqueness:

Students participate in activities and discussions concerning their feelings
"different" to reduce prejudicial and stereotypic thinking. Political scien
for democratic group interaction.

Content:

Government; psychology of self-awareness, self-acceptance; sociological and
behavior; history.

Suggested Use:

Complete one year program in social studies or supplementary units to be use

Target Audience:

Students of all abilities, grades 1-6.

Length of Use:

Twenty minutes in grade one to fifty minutes in grade 6, three or four times

Aids for Teachers:

Instructions for use of curriculum in Vol. II of *The Intergroup Relations Cur*
II) which comprise a teacher's manual; inservice seminar program available to

Availability:

Teacher's manual available; classroom kit projected for fall 1971.

BASIC INFORMATION

Relations Curriculum

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ılum; 20 lesson topics and several suggested activities for each (to be adapted for any grade
i two complete teaching units.

rticipate in activities and discussions concerning their feelings toward those who are
to reduce prejudicial and stereotypic thinking. Political science theory taught as foundation
tic group interaction.

psychology of self-awareness, self-acceptance; sociological and cultural problems; group
istory.

e year program in social studies or supplementary units to be used throughout the school year.

all abilities, grades 1-6.

tes in grade one to fifty minutes in grade 6, three or four times a week for one year.

s:
s for use of curriculum in Vol. II of *The Intergroup Relations Curriculum* (*Green Book*
omprise a teacher's manual; inservice seminar program available to school districts.

anual available; classroom kit projected for fall 1971.

Director/Developer:
John S. Gibson/Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Mass. 02155.

Publisher:
Same as developer.

Information in this Report current as of July 1971.

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TABLE OF CONTENTS

The developers' goals are discussed here in three sections: "long-
students' lives after they have completed the program; "terminal objecti
the time they complete the program; and "detailed objectives," which sho
the program's learning activities.

1.1 Long-range goals.

The major goal of the Intergroup Relations Curriculum program is fo
relations"--to interact among people in a manner which reflects respect
avoids prejudicial thinking and discriminatory behavior. In the words o

> . . . the future of the democratic civic culture in the United
> upon relations and interactions among American citizens based
> and human dignity. If the abrasive and often violent nature o
> and among people from different groups continues, then the ver
> civic culture eventually will be torn to shreds. Although man
> endeavors in our society have sought to advance democratic huma
> our greatest national problem, prejudice and discrimination, c
> is imperative, therefore, that we do everything possible to so
> [through the process of education] . . . [and to orient student
> and democratic living and human relations in a racially and cul
> society and world.[1]

1.2 Terminal objectives.

The specific objectives of the Intergroup Relations Curriculum progr
(a) cognitive skills; (b) attitudes and values; and (c) the process of di

Cognitive skills. Students should learn to understand the "governin
principles of how people are governed--who does the ruling, what rulers a
selves) can influence the ruling persons. Students should also acquire a
and present, including the contributions by people from a wide variety of

1. GOALS AND OBJECTIVES

opers' goals are discussed here in three sections: "long-range goals" which related to the s after they have completed the program; "terminal objectives," that students should achieve by complete the program; and "detailed objectives," which should be achieved from studying each of learning activities.

ge goals.

goal of the Intergroup Relations Curriculum program is for students to develop "democratic human interact among people in a manner which reflects respect for human dignity and worth and which cial thinking and discriminatory behavior. In the words of the developers:

> . the future of the democratic civic culture in the United States must rest relations and interactions among American citizens based upon mutual respect human dignity. If the abrasive and often violent nature of relations between among people from different groups continues, then the very fabric of our c culture eventually will be torn to shreds. Although many programs and avors in our society have sought to advance democratic human relations . . . greatest national problem, prejudice and discrimination, continues. It mperative, therefore, that we do everything possible to solve this problem ough the process of education] . . . [and to orient students toward] effective democratic living and human relations in a racially and culturally diverse ety and world.[1]

objectives.

fic objectives of the Intergroup Relations Curriculum program can be divided into three groups: skills; (b) attitudes and values; and (c) the process of discovery and inquiry.

skills. Students should learn to understand the "governing process"; that is, to understand the now people are governed--who does the ruling, what rulers are, and how people (including them- fluence the ling persons. Students should also acquire a realistic understanding of the past ncluding the contributions by people from a wide variety of groupings and nations to the

development of America.

Attitudes and values. Students should develop a "positive self-concept," reduce prejudicial thinking, and realize that there are many differences among people within

The process of discovery and inquiry. The developers believe that the students' ment and group relationships should grow out of real experiences in the classroom. Su practice for adult citizenship.

1.3 Detailed objectives.

The objectives for each learning activity are listed at the beginning of each les *The Intergroup Relations Curriculum*, Vol. II. For example, the objectives for Lesson #18 on Poverty are:

> To help the children to achieve some perspective about the value of money by cal income needed to support a family.
>
> To create empathy for the poor by helping the children to understand what a life is like and discover for themselves the obstacles which prevent a family from ove condition of poverty.

es. Students should develop a "positive self-concept," reduce their stereotypic and
nd realize that there are many differences among people within groupings.

covery and inquiry. The developers believe that the students' understanding of govern-
ships should grow out of real experiences in the classroom. Such experiences give him
zenship.

s.

each learning activity are listed at the beginning of each lesson in section II-E of
s *Curriculum*, Vol. II. For example, the objectives for Lesson 1 of Learning Activity

en to achieve some perspective about the value of money by calculating the
upport a family.

for the poor by helping the children to understand what a life of poverty
er for themselves the obstacles which prevent a family from overcoming its
ty.

2. CONTENT AND MATERIALS

2.1 Content focus.

The developers of the Intergroup Relations Curriculum have drawn most heavily upo political science, and in particular, the concept of the "governing process" from that developers believe that concepts such as participation, protest, influence, political interest group pressure, and public control of education tie the fundamentals of polit for improving man's relations with man. "Political science has much to offer in any c intergroup relations, and it has been our concern to draw upon this discipline for the about the fundamental issues of this field."[2]

Other disciplines are also woven into the curriculum--psychology (in discussion o concept), sociology and anthropology (in discussion of ideals, realities, and myths), of past and present of any group), science (in discussion of the role of melanin in de of the lens of a camera functioning like the human body), and language arts (in discuss of words describing how individuals feel and what they are).

2.2 Content and organization of the subdivisions.

The curriculum is organized around the "governing process" concept from the field governing process involves (a) the people, or the governed, (b) the governing officials cess, (d) the structure of government, and (e) decision-making policy. Closely related idea are the concepts of (a) similarities (universal and group); (b) differences (group interactions (conflictive, competitive and cooperative); (d) ideals, myths, and realiti of life and society to the ideals of the democratic doctrine), and (e) the "here and no of the past to those of the present). These ideas (or "methodological tools" as they a pers) can be used to explain why the governing process operates differently in differen places.

The material in the curriculum consists of three major components: 100 "governing Learning Activities (some of which are divided into daily lessons); and two complete in Learning Activities and governing process questions can be adapted to suit any grade le designed for use in an intermediate level course in United States history and are suffi

2. CONTENT AND MATERIALS

s of the Intergroup Relations Curriculum have drawn most heavily upon the discipline of and in particular, the concept of the "governing process" from that field [See 2.2]. The that concepts such as participation, protest, influence, political power, national policy, ssure, and public control of education tie the fundamentals of political science to measures relations with man. "Political science has much to offer in any curricular program in ns, and it has been our concern to draw upon this discipline for the teaching and learning al issues of this field."[2]

nes are also woven into the curriculum--psychology (in discussion of individuals and self- and anthropology (in discussion of ideals, realities, and myths), history (in the discussion of any group), science (in discussion of the role of melanin in determining skin color, and mera functioning like the human body), and language arts (in discussion of roots of words and how individuals feel and what they are).

ganization of the subdivisions.

is organized around the "governing process" concept from the field of political science. The nvolves (a) the people, or the governed, (b) the governing officials, (c) the political pro- ture of government, and (e) decision-making policy. Closely related to the governing process ts of (a) similarities (universal and group); (b) differences (groups and individuals); (c) ictive, competitive and cooperative); (d) ideals, myths, and realities (which relates realities to the ideals of the democratic doctrine), and (e) the "here and now" (which relates issues e of the present). These ideas (or "methodological tools" as they are called by the develo- o explain why the governing process operates differently in different groups, times, and

n the curriculum consists of three major components: 100 "governing process" questions; 20 (some of which are divided into daily lessons); and two complete instructional units. The and governing process questions can be adapted to suit any grade level, 1-6. The units are an intermediate level course in United States history and are sufficiently flexible for use

in the fourth through sixth grades.

The governing process questions are provided to launch the curriculum. Th students formulate in their own words some basic ideas about how people are gov the home, school, city, state, and nation? How can people influence governing that although he does not label them as such, the elementary school student is six components of the governing process in his everyday life: He knows he is g there are rulers and ways of influencing them. Study of government thus starts about his own life.

The questions begin with governing in that societal institution with which home. The teacher asks, introducing the idea of a ruler: "What was the first morning? Who told you to get up? What are some rules in your house? Are you governing takes place in the home, the governing process questions proceed to e the family, neighborhood, school, city, state, and nation.

Although this part of the curriculum emphasizes the process of government serves as an entree to discussions about sameness and difference, interactions, example, the teacher introduces discussion about the government of a city throu the mayor represent? Why do the people need a ruler? What would happen if a m take place?" The teacher then asks the class: "In what ways are all the peopl ways is each one of us different? What are some ways in which people get toget city would you <u>like</u> to be in?" Emphasis throughout is placed upon helping the tial person in <u>many</u> kinds of societal institutions.

Short paragraphs called "interchanges" are placed at intervals in the sequ questions for the convenience of the teacher. They explain what the governing at," how the teacher might further discussions at different grade levels, and w introduced at a certain point. For instance, after discussing sameness and dif the teacher might turn to the Learning Activity, "Sameness and Difference," and city.

The bulk of the curriculum consists of Learning Activities, which stress r United States. They are designed to help students to give thoughtful considera involving *me, we, he, she,* and *they* and to develop an understanding of these re

grades.

uestions are provided to launch the curriculum. The teacher can use them to help own words some basic ideas about how people are governed: Who makes the rules in e, and nation? How can people influence governing officials? The developers believe bel them as such, the elementary school student is engaged in most or all of the ing process in his everyday life: He knows he is governed and regulated; he knows influencing them.. Study of government thus starts with the student's thinking

h governing in that societal institution with which the child is most familiar, the roducing the idea of a ruler: "What was the first thing that happened to you this t up? What are some rules in your house? Are you a ruler?" After discussing how home, the governing process questions proceed to explore processes of governing in hool, city, state, and nation.

he curriculum emphasizes the process of government at different levels, it also ssions about sameness and difference, interactions, ideals, and realities. For ces discussion about the government of a city through such questions as "Who does the people need a ruler? What would happen if a mayor wouldn't let an election en asks the class: "In what ways are all the people in our city the same? In what rent? What are some ways in which people get together in the city? What kind of ?" Emphasis throughout is placed upon helping the student see himself as an influen- societal institutions.

"interchanges" are placed at intervals in the sequence of governing process e of the teacher. They explain what the governing process questions are "getting urther discussions at different grade levels, and what Learning Activities might be t. For instance, after discussing sameness and difference among people in the city, e Learning Activity, "Sameness and Difference," and then return to discussing the

lum consists of Learning Activities, which stress racial and social problems in the gned to help students to give thoughtful consideration to all kinds of relationships nd *they* and to develop an understanding of these relationships. While

advancing student pride in *me* and *we*, the lessons aim to convey the knowledge and student that the behavior of a *he* or *they* is often misjudged because it is stereo Learning Activities are as follows: (1) "Sameness and Difference" helps children among people as well as differences (hair, skin, and eye color for example). (2) lates the children to begin distinguishing between things people do, what they ar have. (3) "Groups" points out the basic similarities of people yet the differenc cans" develops an awareness of what it means to be an American and how one become Activities deal with the concepts of self ("Who Am I"), perception of self and ot discrimination and poverty.

The two instructional units deal with two aspects of U.S. history--American Independence. The first tells about family structure, values, child rearing, sta of four Indian tribes--Zuni, Kwakiutl, Iroquois and Dakota--to point out that all not alike. It is intended that the singular, stereotyped picture of the American unit entitled "The Declaration of Independence," children study the causes that l independence, read a paraphrase of the Declaration, discuss the meaning of the De compare life during the time of the Declaration of Independence with that of toda states then and now, the nationalities of the people in this country then and now then and now. It is pointed out that our government still in reality does not gi in the Declaration of Independence.

The developers state that the teacher should begin the curriculum with the g each grade level. Even though it is repetitious to start the curriculum each yea the developers say that the composition of class members at each grade level is s and even if it is repetitious they believe it is a process which students enjoy d one that relates to the realities of everyday life. After introducing the curric questions in the home, the teacher can proceed in one of two ways. He can contin process questions in sequence with the class, then introduce the Learning Activit do not have to be taught sequentially), and end with the instructional units. Or the governing process questions and interweave appropriate Learning Activities an cussing the governing process questions on the nation, the class might get into a is an American. At this point, the Learning Activity on Americans might be intro American Indians. However, it would take an experienced teacher to be able to int the curriculum successfully. Participation in the inservice seminar program [See if not essential.

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es to the realities of everyday life. After introducing the curriculum with the governing process
he home, the teacher can proceed in one of two ways. He can continue to discuss the governing
ons in sequence with the class, then introduce the Learning Activities (they are numbered 1-20 but
be taught sequentially), and end with the instructional units. Or, the teacher can begin with
process questions and interweave appropriate Learning Activities and units. For instance, in dis-
verning process questions on the nation, the class might get into a discussion of Americans and who
. At this point, the Learning Activity on Americans might be introduced as well as the unit on
ns. However, it would take an experienced teacher to be able to interweave the various parts of
successfully. Participation in the inservice seminar program [See 4.3] would seem to be valuable
al.

2.3 Materials provided.

Student materials. No printed materials are provided for pupils. However, the curr *Green Book II* contains photographs, stories, plays, diagrams, and exercise sheets which c distributed to each student. A large set of photographs for use in the classroom is avai lopers at a cost of $25.00.

Materials to supplement the Learning Activity on photography will include a camera, developing film, and a classroom kit containing prototypes of objects which students can are expected to be available by Fall 1971.

Teacher materials. The teacher's curriculum guide is contained in *Green Book II* (Vo publication contains mainly background materials on the program--an introduction to the c critiques, and recommendations concerning intergroup relations in the U.S., the history o program, and implementation and evaluation of the curriculum.) *Green Book II* contains th of the theoretical framework of the curriculum materials. Suggestions are presented for process questions to introduce the curriculum. The process questions are numbered from 1 two columns. The left-hand column presents questions which the teacher is to ask the cla column lists actual student responses based on four years of experience in teaching the c instance:

	TEACHER	USUAL STUDENT RESPO
85.	What do the officials in government do?	Give orders; make laws o enforce laws.
86.	Give some examples.	Fight or get out of Vietn crisis areas; pay taxes; citizens; obey laws; etc.

The "interchanges" [See 2.2] placed at intervals throughout the governing process que for sequencing additional activities, and directions in which the teacher might lead the d example, after a list of questions dealing with governing in the home, Interchange 1 reads

No printed materials are provided for pupils. However, the curriculum as set forth in photographs, stories, plays, diagrams, and exercise sheets which can be reproduced and lent. A large set or photographs for use in the classroom is available from the deve-.00.

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The teacher's curriculum guide is contained in *Green Book II* (Volume I of the same nly background materials on the program--an introduction to the curriculum, propositions, lations concerning intergroup relations in the U.S., the history of the development of the ion and evaluation of the curriculum.) *Green Book II* contains the developers' statement work of the curriculum materials. Suggestions are presented for using the governing roduce the curriculum. The process questions are numbered from 1-100 and presented in and column presents questions which the teacher is to ask the class. The right-hand ent responses based on four years of experience in teaching the curriculum. For

TEACHER	USUAL STUDENT RESPONSES
What do the officials in government do?	Give orders; make laws or policies; enforce laws.
Give some examples.	Fight or get out of Vietnam or other crisis areas; pay taxes; be good citizens; obey laws; etc.

[See 2.2] placed at intervals throughout the governing process questions are suggestions l activities, and directions in which the teacher might lead the discussion. For questions dealing with governing in the home, Interchange 1 reads:

> Questions 1-10 can be used from grades 3 through 6, and teachers of grade K through 2 can decide how to develop this sequence for their students. has been our experience that kindergarten, first grade, and second grade students can respond well and discuss these questions, although their wri abilities will be limited. At this point, teachers can take students int the methodological tools relating to the home, family, school, and neighb . . . Or if the teacher prefers to delay getting into the Learning Activi and units at this stage, he or she may take students into the following questions. [*Green Book II*, p. 48].

The Learning Activities are numbered and presented in an outline which starts and the materials needed. Questions to ask the class, along with diagrams to be wr in a left-hand column. Possible teaching procedures, reasons for asking the questi children have given in the past are presented in the right-hand column. For instan "Discrimination," one of the quesions the teacher might ask the class is: "Are all not, how are they different?" The right-hand column reads: "Classes which discuss volunteered that cities had colored sections and slums as well as wealthy [sections areas. Children from urban areas should also be able to discuss a city's different them to explore these differences." Additional exercises which the teacher might w the end of some of the Learning Activities.

Green Book II also contains the two complete instructional units on the Americ of Independence. The units include learning objectives, materials needed, and acti tion. *Green Book II* contains (a) 20 photographs depicting people of different races ties; (b) stories and plays; (c) diagrams and exercise sheets which can be reproduc (d) bibliographies of both children's and teachers' books on American minority grou and the Declaration of Independence; (e) a list of instructional resources; and (f) grade levels the Learning Activities and units might be taught and interwoven with questions.

2.4 Materials not provided.

Although materials are provided in *Green Book II* to be reproduced for the stud suggest that each student develop his own notebook--his collection of pictures, dia visual material [See 3.1]. The school must supply the paper, pencils, crayons, etc

1-10 can be used from grades 3 through 6, and teachers of grades
2 can decide how to develop this sequence for their students. It
ur experience that kindergarten, first grade, and second grade
an respond well and discuss these questions, although their writing
will be limited. At this point, teachers can take students into
ological tools relating to the home, family, school, and neighborhood.
f the teacher prefers to delay getting into the Learning Activities
at this stage, he or she may take students into the following
[*Green Book II*, p. 48].

tivities are numbered and presented in an outline which starts with a list of the objectives
eded. Questions to ask the class, along with diagrams to be written on the board are listed
n. Possible teaching procedures, reasons for asking the questions, and answers which
in the past are presented in the right-hand column. For instance, in Lesson Activity 17
e of the quesions the teacher might ask the class is: "Are all neighborhoods the same? If
fferent?" The right-hand column reads: "Classes which discussed this topic readily
ies had colored sections and slums as well as wealthy [sections], and rural or suburban
m urban areas should also be able to discuss a city's different ethnic sections. Encourage
e differences." Additional exercises which the teacher might want to pursue are listed at
he Learning Activities.

lso contains the two complete instructional units on the American Indians and the Declaration
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contains (a) 20 photographs depicting people of different races engaged in various activi-
d plays; (c) diagrams and exercise sheets which can be reproduced for use in the classroom;
f both children's and teachers' books on American minority groups, poverty, American Indians,
of Independence; (e) a list of instructional resources; and (f) a chart indicating at what
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rovided.

als are provided in *Green Book II* to be reproduced for the student [See 2.3], the developers
udent develop his own notebook--his collection of pictures, diagrams, and other written or
3.1]. The school must supply the paper, pencils, crayons, etc. necessary for such a

project. Some Learning Activities call for clippings from newspapers and magazines, pho
money, etc., which the students or teacher would have to supply. *Green Book II* also sug
several films, filmstrips, books, and records which are not provided by the developers.

g Activities call for clippings from newspapers and magazines, photographs, maps, play
students or teacher would have to supply. *Green Book II* also suggests the use of
ips, books, and records which are not provided by the developers.

3.1 Teaching/learning strategy.

The Intergroup Relations Curriculum calls for inductive teaching and fo students in role playing, discovery, inquiry, game playing, and other classr that discovery and inquiry, rather than exhortation, are fundamental to acqui basic elements of relations among many different kinds of people. The proces in the program, involves the teacher asking leading questions. The teacher i the answer to the questions, but to ask further questions to lead them to the is allowed for discussion of the students' ideas, but the teacher always brin central theme. [See 3.2]

Since the student's ability to accept differences in others is dependent himself, the teacher must establish a classroom atmosphere in which feelings discussed with respect for everyone's ideas and experiences. The developers doing. The student engaged in classroom discussion about sameness and differ is actually experiencing a democratic interchange and thus practicing the rud representative democracy.

Generally, the teacher introduces the Lesson Activities in one of three as "What is a group?" and "Who are the members of your family?" to stimulate be explored; (b) by confronting the class directly with examples of the concep films, maps, or stories; or (c) through role-playing situations to enable stud being presented. Further questions, class discussions, and additional audiovi expand upon the concept. Although lesson plans are offered in detail, the dev Activities are intended to suggest possibilities to the teacher, not to presen the governing process questions and Learning Activities are presented in *Green* tions for the teacher to ask the class. An inexperienced teacher is advised t a more experienced teacher will use the specific questions to build his own le

Teacher's role. In the classroom, the teacher (a) asks questions, (b) in cussions, (c) reads stories, shows audiovisual material, and (d) encourages st lize for themselves. The teacher must foster an atmosphere which encourages s

3. CLASSROOM ACTION

g/learning strategy.

rgroup Relations Curriculum calls for inductive teaching and for very active participation of ole playing, discovery, inquiry, game playing, and other classroom activities. The developers state y and inquiry, rather than exhortation, are fundamental to acquiring an ability to sort out the s of relations among many different kinds of people. The process of discovery and inquiry, as used m, involves the teacher asking leading questions. The teacher is instructed not to *tell* the class the questions, but to ask further questions to lead them to the point he is trying to make. Time r discussion of the students' ideas, but the teacher always brings the discussion back to the . [See 3.2]

e student's ability to accept differences in others is dependent on his feeling of being accepted teacher must establish a classroom atmosphere in which feelings about differences can be openly n respect for everyone's ideas and experiences. The developers believe that students learn by tudent engaged in classroom discussion about sameness and differences rather than with a textbook, xperiencing a democratic interchange and thus practicing the rudiments of participation in a e democracy.

, the teacher introduces the Lesson Activities in one of three ways: (a) by asking questions such group?" and "Who are the members of your family?" to stimulate children to think about the idea to (b) by confronting the class directly with examples of the concept to be learned by using pictures, r stories; or (c) through role-playing situations to enable students to identify with the idea d. Further questions, class discussions, and additional audiovisual examples lead students to e concept. Although lesson plans are offered in detail, the developers stress that the Learning intended to suggest possibilities to the teacher, not to present a cut-and-dried course. All of process questions and Learning Activities are presented in *Green Book II* with step-by-step ques- teacher to ask the class. An inexperienced teacher is advised to follow the manual closely, while nced teacher will use the specific questions to build his own lesson plans.

role. In the classroom, the teacher (a) asks questions, (b) initiates and guides class dis- reads stories, shows audiovisual material, and (d) encourages students to ask questions and genera- elves. The teacher must foster an atmosphere which encourages students to express their views and

respect those of others.

Student's role. The student is actively involved. He answers q activities and role-playing situations, reads and listens to stories, completes worksheet exercises. In addition, each student should deve many of his own responses (written answers to such questions as "What you a ruler?") and his collections of pictures, diagrams, and other f

3.2 Typical lesson.

Some of the following activities might be used to teach the Learn designed to help children see the basic similarities among people as w

The teacher begins the lesson by asking, "How are *all* of us in th Children will probably respond with such answers as "We all have noses "We all have feelings." If they say something which is true for some can pursue this and ask if what was said is true for all of us. Next, different-looking people (color, age, sex, nationality, etc.) and ask After hearing and exploring answers from students, the teacher then as and some of us different? Are these things true also for the picture? those suggested in the manual. The manual reminds the teacher that th are important. The teacher may guide the class by asking general ques increase the children's perceptions.

Now the teacher inquiries of the class how each one of them is di fingerprints, clothes, etc.) and then are asked if the same things are used includes such exotic figures as an African chief with painted face discover that in some ways American women are like the African chief (" What is lipstick? Does your mother put color on her eyes?").

To summarize the lesson and instill the concepts presented, the te people?" If the class can't remember, the teacher reminds them: "We m arms, legs, etc." stimulating the class to state (in their own words) t The teacher goes on: "And we talked about hair color and skin color an respond that in some ways *each* of us is different.

hers.

. The student is actively involved. He answers questions, participates in class discussions, -playing situations, reads and listens to stories, watches films and filmstrips, and exercises. In addition, each student should develop his own notebook in which he places ponses (written answers to such questions as "What are some rules in your house?" and "How are his collections of pictures, diagrams, and other flat or visual materials.

.

llowing activities might be used to teach the Learning Activity, "Sameness and Difference," ildren see the basic similarities among people as well as the differences.

gins the lesson by asking, "How are *all* of us in this class alike? How are we all the same?" bly respond with such answers as "We all have noses, mouths, eyes, etc." "We are all people." gs." If they say something which is true for some of the class and not for all, the teacher ask if what was said is true for all of us. Next, the teacher might show a picture of very eople (color, age, sex, nationality, etc.) and ask how the people in the picture are the same. xploring answers from students, the teacher then asks the class, "How are some of us the same erent? Are these things true also for the picture?" Students may list different items from the manual. The manual reminds the teacher that the things students see are the ones which teacher may guide the class by asking general questions, but the purpose of the lesson is to en's perceptions.

r inquiries of the class how each one of them is different. They respond (feelings, name, es, etc.) and then are asked if the same things are true for the picture. If the picture exotic figures as an African chief with painted face, the teacher should lead the students to me ways American women are like the African chief ("Do you know anyone who paints her face? Does your mother put color on her eyes?").

he lesson and instill the concepts presented, the teacher asks "What have we learned about ass can't remember, the teacher reminds them: "We mentioned something about people's having timulating the class to state (in their own words) that in some ways all of us are the same. : "And we talked about hair color and skin color and height," leading the students to e ways *each* of us is different.

The teacher is instructed in *Green Book II* to go over these three
story, a classroom incident, or discussion of a religious or national h

3.3 Student testing and evaluation.

The basic objective of the curriculum is to help students not to p
are different from them. To see whether it is achieved, the developers
techniques which may be administered before beginning the program and a
grades (4, 5, and 6) these consist of: (a) *stereotype sorting exercise*
tives to selected minority, racial, ethnic, and cultural groups and ran
children's drawings in which the student draws pictures of his own grou
tence-completion measure in which the child completes sentences about g
lower grades, the evaluation techniques consist of: (a) *oral interview*
groups and group differences; and (b) *children's drawing.*

There are no paper-and-pencil tests included with the Lesson Activ
of grading students.

3.4 Out-of-class preparation.

Teacher. The teacher should read Vol. II of *The Intergroup Relati*
contains the rationale, structure, Learning Activities, units, and gove
group Relations Curriculum is usually supplemental, the teacher will nee
which will weave in with his regular social studies program. In additio
governing process questions in with the Learning Activities and units.
three parts of the curriculum in *Green Book II*, but every teacher will h
and arranging the curriculum for his own class. [See 2.2] As no studen
want to duplicate stories, poems, diagrams, and worksheets presented in
member of the class. In addition, many of the activities suggest films
teacher to read to further his own knowledge.

Student. There are no explicit homework assignments for students.
bring pictures or newspaper clippings to class or to finish worksheets a

nstructed in *Green Book II* to go over these three concepts whenever they are relevant to a
cident, or discussion of a religious or national holiday.

nd evaluation.

ve of the curriculum is to help students not to prejudge and thus to misjudge people who
m. To see whether it is achieved, the developers devised several attitudinal evaluation
e administered before beginning the program and again at its completion. For the upper
hese consist of: (a) *stereotype sorting exercises* in which the student attributes adjec-
rity, racial, ethnic, and cultural groups and ranks them in order of preference; (b)
which the student draws pictures of his own group, a friend, and a Negro; and (c) *sen-
re* in which the child completes sentences about groups, government, slums, etc. For the
uation techniques consist of: (a) *oral interviews* to determine children's awareness of
rences; and (b) *children's drawing*.

r-and-pencil tests included with the Lesson Activities or units, nor is any mention made

aration.

cher should read Vol. II of *The Intergroup Relations Curriculum* (*Green Book II*), which
, structure, Learning Activities, units, and governing process questions. As the Inter-
ulum is usually supplemental, the teacher will need to organize it into a year-long unit
th his regular social studies program. In addition, the teacher may want to weave the
tions in with the Learning Activities and units. There are suggestions for combining the
riculum in *Green Book II*, but every teacher will have to spend a good deal of time adapting
iculum for his own class. [See 2.2] As no student materials are provided, teachers may
ies, poems, diagrams, and worksheets presented in *Green Book II* to distribute to each
In addition, many of the activities suggest films and books for students and books for the
ther his own knowledge.

re no explicit homework assignments for students. However, students might be asked to
paper clippings to class or to finish worksheets at home.

4. IMPLEMENTATION: REQUIREMENTS AND

4.1 School facilities and arrangements.

No special type of classroom, school, or staff organization is necessary.

4.2 Student prerequisites.

There are no special student prerequisites for using the Intergroup Relat
success of the curriculum depends on student participation and willingness to
must be cooperative and able to discuss their feelings regarding sameness and

In an effort to provide for the needs of individual classes and students,
procedures and teaching methods. Interchanges placed at intervals throughout
suggest ways in which the material can be adapted for us at various grade leve
suggestions placed throughout the Learning Activities for adapting the materia
grades. If the reading material for students in *Green Book II* seems too eleme
class, other commercial reading materials which could be substituted are liste
activities.

Late-entering students. These students should not experience difficulty
as they may not be accustomed to openly expressing their feelings concerning d
teacher should make an effort to include them in class discussions.

4.3 Teacher prerequisites and training.

Teacher background and training. Teachers are urged to read through the
course. Although no special subject-area background is required, special teac
curriculum is highly recommended. The developers provide a packaged Seminar i
in the form of a *Manual for the Seminar Director* and several films. [See 4.5]
10 two-hour sessions. Teachers participating in the seminar learn the objecti
and participate in discussions about their own prejudices and the "black exper
films prepared for the seminar outlines the structure of the curriculum, shows
classroom through use of the governing process questions, and demonstrates som

4. IMPLEMENTATION: REQUIREMENTS AND COSTS

d arrangements.

lassroom, school, or staff rganization is necessary.

s.

student prerequisites for using the Intergroup Relations Curriculum. However, since depends on student participation and willingness to respond to questions, the class ble to discuss their feelings regarding sameness and differences.

de for the needs of individual classes and students, the project offers a variety of ethods. Interchanges placed at intervals throughout the governing process questions material can be adapted for us at various grade levels [See 2.3]. There are also hout the Learning Activities for adapting the material for primary and intermediate aterial for students in *Green Book II* seems too elementary or advanced for a particular ading materials which could be substituted are listed at intervals throughout the

ts. These students should not experience difficulty adjusting to the program. However, omed to openly expressing their feelings concerning different groups of people, the fort to include them in class discussions.

s and training.

d *training.* Teachers are urged to read through the *Green Books* before teaching the al subject-area background is required, special teacher training in the use of the mmended. The developers provide a packaged Seminar in Intergroup Relations Education r *the Seminar Director* and several films. [See 4.5] The seminar is designed for chers participating in the seminar learn the objectives and theory of the curriculum sions about their own prejudices and the "black experience" in America. A series of minar outlines the structure of the curriculum, shows how to introduce it into the he governing process questions, and demonstrates some Learning Activities being taught

in the classroom. Teachers participating in the seminar are required to teach Lea
own classes and report their experiences to fellow participants.

The seminar, including the rental of teacher training films, the director's ma
Books, and one set of photographs is available from the Lincoln Filene Center at a
can be made with the Center for presentation of different kinds of seminars at diff

Special teaching skills. The developers believe that the curriculum depends u
This is defined as one who is concerned about intergroup relations and willingly as
students' open discussions about all kinds of opinions and feelings, especially abo
In order for the program to work, the teacher must be able to lead and spark discus
them and without judging students. The teacher needs to become aware of his own pr
also know his students' academic and social abilities well in order to choose and a
rials. He must be flexible and creative in order to interweave the curriculum into
program, and he must have confidence in his students' ability and willingness to le

4.4 Background and training of other classroom personnel.

Administrators. Because relevant education in intergroup relations definitely
educational administrators, the developers of the program strongly advise that admi
Intergroup Relations Education Seminar [See 4.3].

4.5 Cost of materials and equipment.

The char: on the following page itemizes information about the use and cost of

Teachers participating in the seminar are required to teach Learning Activities to their ort their experiences to fellow participants.

ncluding the rental of teacher training films, the director's manual, five sets of *Green* of photographs is available from the Lincoln Filene Center at a cost of $500. Arrangements e Center for presentation of different kinds of seminars at different costs.

ng skills. The developers believe that the curriculum depends upon the "sensitive teacher." one who is concerned about intergroup relations and willingly assumes the responsibility for ussions about all kinds of opinions and feelings, especially about those who are "different." ogram to work, the teacher must be able to lead and spark discussions without controlling dging students. The teacher needs to become aware of his own prejudice. The teacher must nts' academic and social abilities well in order to choose and adapt the instructional mate- flexible and creative in order to interweave the curriculum into his regular social studies t have confidence in his students' ability and willingness to learn.

training of other classroom personnel.

Because relevant education in intergroup relations definitely requires support from rators, the developers of the program strongly advise that administrators participate in the Education Seminar [See 4.3].

ls and equipment.

e following page itemizes information about the use and cost of materials:

MATERIALS, EQUIPMENT, SERVICES, etc. COSTS

Required Items	Quantity Needed	Source	C P
Teacher's guide (Vol. II of *The Intergroup Relations Curriculum*)	1 per class	Lincoln Filene Center	$
Large photographs, 1 set	1 per class	Lincoln Filene Center	$
Films		User must rent from film rental libraries	
Student-created materials--writings, art, clippings, etc.		User	
Recommended Supplementary Items	**Quantity Needed**	**Source**	**C P**
Seminar preservice course for teachers (10 2-hour sessions)*	1 per district	Lincoln Filene Center	$

Discussion: *This cost includes rental of teacher training films and of films re
of teacher's manuals and photographs, and a seminar director's manual. The semin
separately at a cost of $1.00.

Other costs. In addition to the materials and costs listed in the chart, sc
film projector and a filmstrip projector. Schools may also want to purchase othe
in *Green Book II* such as books, photographs, and records available from commercia

4.6 Community relations.

School officials and parents (especially parents of minority-group children)
of the Intergroup Relations Curriculum into the schools because of its reliance u

MATERIALS, EQUIPMENT, SERVICES, etc. COSTS

	Quantity Needed	Source	Cost Per Item	Replacement Rate
l. II of *tions*	1 per class	Lincoln Filene Center	$ 7.50	Reusable
l set	1 per class	Lincoln Filene Center User must rent from film rental libraries	$25.00	Reusable
erials-- pings, etc.		User		

	Quantity Needed	Source	Cost Per Item	Replacement Rate
course for sessions)*	1 per district	Lincoln Filene Center	$500.00	

cost includes rental of teacher training films and of films recommended in manual, five sets s and photographs, and a seminar director's manual. The seminar director's manual is available t of $1.00.

In addition to the materials and costs listed in the chart, schools will need to have a 16mm l filmstrip projector. Schools may also want to purchase other instructional resources listed ch as books, photographs, and records available from commercial publishers.

tions.

ls and parents (especially parents of minority-group children) may object to the introduction elations Curriculum into the schools because of its reliance upon frank discussions of

individual and group differences. The developers recommend that school authorities be curriculum and be allowed to review the materials. Parents should be informed that the is to discuss sameness and difference in the classroom and thus reduce "harmful tags" a and to help children overcome feelings of hostility toward those who are different.

In homogeneous schools, the developers recommend cocurricular and extracurricular among students from different racial and ethnic groups. The rationale for this practic explained to administrators and parents.

ences. The developers recommend that school authorities be fully informed about the
o review the materials. Parents should be informed that the objective of the program
difference in the classroom and thus reduce "harmful tags" attached to differences
me feelings of hostility toward those who are different.

, the developers recommend cocurricular and extracurricular programs and visitations
nt racial and ethnic groups. The rationale for this practice should also be carefully
and parents.

5. PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Intergroup Relations Curriculum intends to start improving democratic
mentary school classroom. The developers at the Lincoln Filene Center believed
materials were inadequate in dealing realistically with racial and cultural div
most elementary school teachers were inadequately prepared to teach about democ

The program is principally based on the work of Hilda Taba, who developed
effective intergroup relations. According to Taba's theory, the fundamentals o
defined in terms of the behaviors called into play in the relationship between
Patterns of acceptance and rejection of groups stem from: (a) fear of social a
learned and not instinctive; (b) gratification of needs for status by assigning
tics to an out-group; and (c) finding relief for one's own feelings of frustrat
one's unconscious guilt impulses and desires onto on out-group. In Taba's word

> By using interpretive concepts to examine and relate facts, teachers
> information and knowledge and at the same time, modify existing feeli
> provoke new feelings and attitudes. Feelings and facts together crea
> orientation.[3]

The curriculum also draws on many other studies: (a) the 1968 Kerner Repo
of intergroup relations in the United States; (b) studies by Gordon W. Allport
City, New York: Doubleday, Anchor Books, 1958.) revealing that social experien
forces in shaping early childhood attitudes and values; (c) a study by Robert J
and Jacqueline Falk, entitled *Society and Education* (Boston: Allyn & Bacon, 19
school as the agent of socialization and change in society; and (d) the work of
importance for the school to adopt specific objectives for its educational prog

5.2 Program development.

Although the Lincoln Filene Center has tried to improve intergroup relatio
education since 1945, the immediate origins of this present project stem from t

5. PROGRAM DEVELOPMENT AND EVALUATION

nale.

ntergroup Relations Curriculum intends to start improving democratic intergroup relations in the ele-
hool classroom. The developers at the Lincoln Filene Center believed that available social studies
ere inadequate in dealing realistically with racial and cultural diversity in American life and that
ntary school teachers were inadequately prepared to teach about democratic human relations.

rogram is principally based on the work of Hilda Taba, who developed a theory and techniques of
ntergroup relations. According to Taba's theory, the fundamentals of intergroup education are
terms of the behaviors called into play in the relationship between the in- and the out-group.
t acceptance and rejection of groups stem from: (a) fear of social and cultural differences, which is
d not instinctive; (b) gratification of needs for status by assigning inferior roles and characteris-
out-group; and (c) finding relief for one's own feelings of frustration and inadequacy by projecting
nscious guilt impulses and desires onto on out-group. In Taba's words:

> y using interpretive concepts to examine and relate facts, teachers can add to
> nformation and knowledge and at the same time, modify existing feelings and
> rovoke new feelings and attitudes. Feelings and facts together create a new
> rientation.[3]

urriculum also draws on many other studies: (a) the 1968 Kerner Report revealing the critical nature
oup relations in the United States; (b) studies by Gordon W. Allport (*The Nature of Prejudice.* Garden
ork: Doubleday, Anchor Books, 1958.) revealing that social experiences (not biological) are powerful
haping early childhood attitudes and values; (c) a study by Robert J. Havighurst, Bernice Neugarten,
ine Falk, entitled *Society and Education* (Boston: Allyn & Bacon, 1968), stating the importance of the
he agent of socialization and change in society; and (d) the work of Melvin Tumin (1968) stating the
for the school to adopt specific objectives for its educational programs.

am development.

ugh the Lincoln Filene Center has tried to improve intergroup relations through the process of
ince 1945, the immediate origins of this present project stem from the Center's September 1963

conference on "Negro Self-Concept." At that time it was pointed out that schools, ins
teachers were inadequate in coping with racial and cultural diversity in the United St

Phase I of this project, from March 1, 1965 to April 30, 1966, involved Center st
teachers and concerned: (a) identifying principles of human behavior in intergroup re
K-6 instructional materials, and exploring new instructional materials dealing with cu
determining basic guidelines for pursuing objectives; (c) organizing working parties t
materials for students and evaluating student and teacher responses to the material; (
change of students engaged in pilot use of the materials; and (e) disseminating materi
use on a provisional basis.

Phase II, which ran from September 15, 1966 through September 14, 1967, involved
the second grade level on the community, and one at the fifth grade level on U.S. hist
tive evaluation data on the materials based on actual use of them in the classroom.

During Phase III to the present, the Center has concentrated on refining, modifyi
instructional materials and teaching strategies and developing the inservice program f
teachers.

Supplementary kits and additional material for the Learning Activity on photograph
projected to be available to schools in the fall of 1971. [See 2.3]

The Lincoln Filene Center has also developed student and teacher instructional pr
based on the governing-process approach to human relations. For information about the
Lincoln Filene Center.

5.3 Program evaluation.

Although no formal field testing or evaluation has been conducted by the Center,
from teachers participating in inservice training programs and from try-outs of attitu
Center.

In January-May 1968, the Center conducted a 15-session institute for all (170) ele
ministrators of the Arlington, Massachusetts, school system and a one-session institute
chers and administrators from the Rhode Island school system. Teachers were asked to t

elf-Concept." At that time it was pointed out that schools, instructional materials, and ite in coping with racial and cultural diversity in the United States.

roject, from March 1, 1965 to April 30, 1966, involved Center staff and elementary school l: (a) identifying principles of human behavior in intergroup relations, reviewing existing rials, and exploring new instructional materials dealing with cultural diversity; (b) delines for pursuing objectives; (c) organizing working parties to plan and develop pilot and evaluating student and teacher responses to the material; (d) evaluating affective gaged in pilot use of the materials; and (e) disseminating materials to school systems for asis.

an from September 15, 1966 through September 14, 1967, involved preparing two units--one at on the community, and one at the fifth grade level on U.S. history--and providing affec- n the materials based on actual use of them in the classroom.

to the present, the Center has concentrated on refining, modifying, and expanding the s and teaching strategies and developing the inservice program for elementary school

s and additional material for the Learning Activity on photographs are being developed and ble to schools in the fall of 1971. [See 2.3]

e Center has also developed student and teacher instructional programs for high schools -process approach to human relations. For information about the programs, contact the

n.

l field testing or evaluation has been conducted by the Center, feedback has been obtained ating in inservice training programs and from try-outs of attitudinal tests devised by the

968, the Center conducted a 15-session institute for all (170) elementary teachers and ad- lington, Massachusetts, school system and a one-session institute for 80 elementary tea- rs from the Rhode Island school system. Teachers were asked to teach those parts of the

curriculum most relevant to their classrooms. Forty-seven percent of the Rhode
of the Arlington, Massachusetts teachers reported in the postaudit that because
inservice training, they were more aware of their own sensitivities and prejudi
Rhode Island participants and 75 percent of the Arlington participants said tha
introduce Center and other materials in developing an intergroup relations prog

Winchester, Massachusetts teachers engaged in the December 1968 seminar fe
attitudes. They commented that their students seemed more tolerant and aware a
Some teachers, however, expressed the belief that more time and more materials
any significant change in students' attitudes.

A 1967 summer evaluation program was carried out in the Boston area to dev
cedures of the curriculum [See 3.3]. Seventy-five students in three Medford, M
Brooks, 23; and Columbus, 27) took the Sentence Completion Instrument before an
Intergroup Relations Curriculum. The Instrument requires writing answers accor
such questions as "Most Negroes _____," "Most American Indians _____," "Wh
and "Why do people live in slums? _____." Part Two of the test lists six gr
may describe them. The student is required to write the phrases that "you thin
line after each group of people.

After being exposed to the Intergroup Relations Curriculum, the following

1. A slight decrease in undifferentiated, global responses of the type "

2. A marked increase in all three schools in the number of responses emp
geographical factors, and cultural characteristics. This change is directly at

3. In two schools (Columbus and Brooks) there was an increase in respons
istics and in Columbus school a substantial increase in positive or neutral per

4. In Osgood there was a notable decrease in negative personal character

5. In Columbus there was a marked increase in perceptions of minority gr
and an increase in positive personal characteristics mentioned.

relevant to their classrooms. Forty-seven percent of the Rhode Island teachers and 72 percent , Massachusetts teachers reported in the postaudit that because of their participation in ng, they were more aware of their own sensitivities and prejudices. Sixty-six percent of the ticipants and 75 percent of the Arlington participants said that they intended to revise and and other materials in developing an intergroup relations program.

Massachusetts teachers engaged in the December 1968 seminar felt that it had changed their commented that their students seemed more tolerant and aware after the curriculum was taught. owever, expressed the belief that more time and more materials were needed before they would see change in students' attitudes.

r evaluation program was carried out in the Boston area to develop and try out evaluation pro- rriculum [See 3.3]. Seventy-five students in three Medford, Massachusetts schools (Osgood, 25; olumbus, 27) took the Sentence Completion Instrument before and after being exposed to the ons Curriculum. The Instrument requires writing answers according to the "way you feel" to "Most Negroes _____," "Most American Indians _____," "What is a government? _____," e live in slums? _____." Part Two of the test lists six groups of people and phrases which . The student is required to write the phrases that "you think describe that group" on the roup of people.

exposed to the Intergroup Relations Curriculum, the following evaluation data was obtained:

t decrease in undifferentiated, global responses of the type "same as everybody else."

d increase in all three schools in the number of responses emphasizing physical attributes, ors, and cultural characteristics. This change is directly attributable to instruction.

schools (Columbus and Brooks) there was an increase in responses reflecting economic character- umbus school a substantial increase in positive or neutral personal characteristics.

od there was a notable decrease in negative personal characteristics.

mbus there was a marked increase in perceptions of minority groups as being socially victimized n positive personal characteristics mentioned.

6. Government is viewed in terms of concrete references rather than
both before and after exposure to the Curriculum. It would be worthwhile
is being fostered in the program.

7. An increase in social processes as reasons for slum dwelling is
characteristics as reasons. This may reflect a greater understanding of t

5.4 Project funding.

The Intergroup Relations Curriculum has been funded by the United Sta
Lincoln Filene Center's private resources.

5.5 Project staff.

Those who have had principal responsibility for the program include J
Filene Center; Major Morris, Director of the Intergroup Relations programs
Southard; Ann Chalmers; Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Sea
Kvaraceus.

s viewed in terms of concrete references rather than in terms of processes and functions exposure to the Curriculum. It would be worthwhile to determine whether this type of idea he program.

in social processes as reasons for slum dwelling is matched with a decrease in personal sons. This may reflect a greater understanding of the wide range of social processes.[4]

lations Curriculum has been funded by the United States Office of Education and by the private resources.

d principal responsibility for the program include John S. Gibson, Director of the Lincoln orris, Director of the Intergroup Relations programs at the Center; Damaris Ames; Joyce ; Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Seasholes; Miriam Berry; and William C.

FOOTNOTES

1. Gibson, J. S. *The Intergroup Relations Curriculum: A Program for Elementar* Medford, Mass.: Lincoln Filene Center for Citizenship and Public Affairs, T

2. Gibson, J. S. *The Intergroup Relations Curriculum: A Program for Elementar* Medford, Mass.: Lincoln Filene Center for Citizenship and Public Affairs, T

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FOOTNOTES

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