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**AUTHOR** Meinke, Dean L.; Glick, I. David  
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**ABSTRACT**

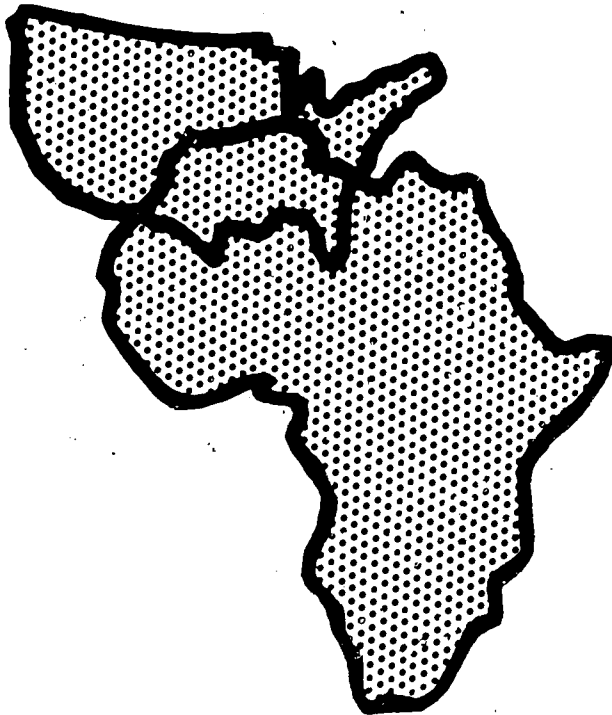
The Afro-American Curriculum Office and Resource Center, funded under Title III of the 1965 Elementary Secondary Education Act, had the general purpose of upgrading the instructional level and the material resources concerning the black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo Public Schools, it was designed to service all public, private and parochial school systems in the metropolitan area. A staff of seven people was hired to operate the project: a project director, three teachers, a certified librarian, a secretary, and a library aide. The project operated specifically in the Ninth Congressional District which includes approximately 432,619 people. There are about 54,710 blacks within this area, most of whom live in well-defined areas within the city limits of Toledo. The project was designed to reach not only this core area of blacks but also the suburban areas of whites. A central resource center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audio-visual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared criteria. Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area. In order to provide teachers and other interested personnel with the background to handle the instructional materials a series of inservice methods have been employed, including presentations, demonstrations, speakers, and long-term institutes. (Author/JH)

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# AFRO-AMERICAN

CURRICULUM OFFICE  
AND  
RESOURCE CENTER



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FRANK DICK  
SUPERINTENDENT

RUSSELL A. WORKING  
STATE AND FEDERAL PROGRAMS

WESLEY J. JONES, JR.  
PROJECT DIRECTOR

ESEA TITLE III

TOLEDO PUBLIC SCHOOLS

TOLEDO, OHIO

UD 014057

## PREFACE

The Final Evaluation Report for the Afro-American Curriculum Office and Resource Center was submitted to the Ohio Title III Office in September 1973. It represented a description and evaluation of project activities for a period of three years from June 1970 to June 1973. Although the Report was basically organized on the format recommended by the Ohio Title III Office, the various parts were indicated in the Table of Contents, which should allow those individuals interested in one particular aspect to find that information. The Appendices contain examples of project publications and all Interim Evaluation Reports for the three years of the project.

The Report represented the efforts of a number of individuals, who worked directly in and for the project for the three years and whose names appear in the text. Unable to be included were the names of all teachers and administrators in the various school districts of the Ninth Congressional District, without whose participation the project could not have been implemented. This Report was therefore written with those individuals in mind. The changes they have wrought in the curriculum of our schools must be recognized. It is hoped that the total effort of the project has met the needs of the students in making the society of the Toledo Metropolitan Area more responsive to all its citizens. Further information on any part of this Report may be obtained by contacting Wesley J. Jones, Jr. of the Toledo Public Schools.

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Afro-American  
Curriculum Office  
and  
Resource Center

ESEA Title III  
Toledo Public Schools  
Toledo, Ohio

PART I

DESCRIPTION

A. SUMMARY

The Afro-American Curriculum Office and Resource Center had the general purpose of upgrading the instructional level and the material resources concerning the black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo Public Schools, it was designed to service all public, private and parochial school systems in the metropolitan area. A staff of seven people was hired to operate the project: a project director, three teachers, a certified librarian, a secretary, and a library aide.

The project operated specifically in the Ninth Congressional District which includes approximately 432,619 people. There are about 54,710 blacks within this area, most of whom live in well-defined areas within the city limits of Toledo. The project was designed to reach not only this core area of blacks but also the suburban areas of whites.

A central resource center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audio-visual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared criteria. Resources in the center are periodicals, books, films, filmstrips, records, visuals and games to supplement art, music, language arts, social studies, human relations and physical education. Any of the instructional materials may be used by educational personnel, including students, teachers or administrators, and by interested community people.

Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area. A newsletter-bulletin is utilized to keep the materials current. In order to provide teachers and

and other interested personnel with the background to handle the instructional materials a series of inservice methods have been employed, including presentations, demonstrations, speakers and long-term institutes.

Results of the program have been (1) a general awareness of the void in the curriculum of our schools (2) the establishment of the means to fill that void and (3) the actual attempt by many classroom teachers to fill that void both for themselves as individuals and for their students. These results can be illustrated by the growth in circulation of instructional materials from the resource center and by the assistance provided by the center personnel in individual classroom demonstrations to begin, summarize and/or highlight units on minority contributions. Although a monthly user index indicates the widespread, on-going implementation of instruction on minorities, the immense amount of planned, human relations-type activities reported during February 1973 has been particularly gratifying. Every school in the Toledo Metropolitan Area observed in some fashion African-American History Week. These observations took place in schools with all types of racial composition and with no racial conflict.

Evaluation reports have indicated that the students are growing in their perspective of self-worth and of human value. One teacher in a third grade setting asked her students to draw pictures of cowboys as an art-oriented pre-test. She reported that fifty-four (54) per cent of her class of all black students drew pictures with only white cowboys represented. After the instruction of a unit on "Blacks in the West", the post-test drawings showed that only nine (9) per cent of her class drew only white cowboys ---- a forty-five (45) per cent shift toward increasingly accurate representations of historical antecedents as they had actually occurred.



Another school reported that after instruction on "Afro-Americans in American Life", a unit of several weeks duration presented in an all white school at the sixth grade level, students wrote and published articles in their school newspaper which extolled the virtues and contributions made by Afro-Americans. This culmination of the unit was not an activity planned by the teacher but initiated by the students.

The relative success of the program justifies a recommendation that the project be continued at as high a level as possible. Continuation activities will seek a greater inclusion of those people who may not have been touched by the initial efforts.

B. CONTEXT DESCRIPTION

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Located in Toledo, Ohio, the Afro-American Curriculum Office and Resource Center is designed to serve the Ninth Congressional District which includes the following suburban areas of Toledo: Sylvania, Maumee, Swanton, Ottawa Hills and Oregon. This group of cities composes the majority of the total population of Lucas County in northwestern Ohio along the Maumee River and Lake Erie. Of the 484,370 people living in Lucas County, approximately 432,619 live in these urban or well-populated suburban areas; the remaining are in completely rural situations. Although the population increase of about 50,000 people between the 1960 and 1970 censuses is not extremely significant, there has been in the same period a growth in the suburban areas with a proportional drop in population in the heavy urban areas of Toledo itself. The number of blacks within these areas is 54,710. Although this figure is close to the national percentage, approximately ninety-nine percent of these blacks live in well-defined areas within the city limits of Toledo.

The economy of the Toledo Metropolitan Area is rather diversified. There are represented the major oil, steel, and automobile companies; many large department stores and other businesses; and three universities. The local governments and local school districts also offer many opportunities for employment. For this reason, the local unemployment rate has been four and one-half percent, which is well below the national average. The rate of welfare recipients in all categories (including aid to the blind, disabled, aged, dependent children, etc.) is about six percent.

Eight school districts are served by the project: Toledo City, Washington Local, Toledo Roman Catholic, Sylvania City, Springfield Local, Ottawa Hills City, Maumee City and Oregon City. The number of students in

these school districts, serving approximately 116,763 pre-school children to adults, has been relatively stable with some lowering over a three year period. The average per pupil cost in these districts is presently \$728.72. In the past three years voters have generally responded positively to renewal of operating levies but have many times rejected requests for new millage.

Within the generally healthy situation in the Toledo Metropolitan Area, one problem is evident: the black and white populations are not integrating. Since most of the black population is concentrated within certain areas of Toledo and much of the white population in suburban Toledo, or in the surrounding cities, the premise of the National Advisory Commission on Civil Disorders in 1968 has been achieving reality within the Toledo Metropolitan Area. Charges have been lodged that public institutions are not relevant and/or are fostering racism; and the schools have received a major portion of these charges.

It has been felt that the schools should be primary vehicles in developing pride and a positive self-image for black children and in reducing the ignorance caused by separation among the white children. School systems should regularly receive requests from teachers for materials which could enable them to present issues on minorities fairly and objectively. Principals should be eager for materials which allow them to present school programs that would assist in developing a responsible school community.

Resources for coping with this two-fold problem have not been readily available. Too often programs designed to meet such needs were not born in a system's curriculum meetings or in the classroom but on the steps of an Administration Building. There has been a need for time to construct

thoughtfully a series of courses that would delineate sensitive areas of interpretation and would specify where carefully selected resource materials could be best utilized in the school curriculum. This work should come before the critical stage of confrontation is reached by a school system.

The professional staff of all schools have faced this urgent need with a profound sense of inadequacy. Teachers, either through lack of knowledge or through lack of self-evaluation, have not been familiar with materials that explode the myths of the "happy minority" or that of the "melting pot" of ethnic groups. What has been needed is a way to inform the current teaching staff as to what teaching materials are available and what instructional approaches can be employed to create empathy for those they teach and for those about whom they teach.

A series of meetings were held in 1969-1970 with community leaders from the Toledo Model Cities Agency, the Chamber of Commerce, the Toledo-Lucas County Public Library, the University of Toledo, Harambee, the NAACP, the Toledo Catholic Diocese, the World Affairs Council and the International Institute of Toledo. Representatives from these organizations gave direction and reinforcement to the above-stated needs. The Citizen's Advisory Committees of each of the schools and the Council of Instruction also set goals for the schools in the area of black contributions and human relations.

To meet the above-stated needs, the Toledo Public Schools instituted in June, 1970, the Afro-American Curriculum Office and Resource Center, an Ohio ESEA Title III Project, for the general purpose of upgrading the instructional level and material resources concerning the black American's contributions

to this country's past and present life. Although the Project is directly administered through the Toledo school system, it is designed to service all public, private and parochial school systems in the Metropolitan area.

The Afro-American Curriculum Office operates under the philosophy that instruction on the Afro-American should be integrated into the regular curriculum on all grade levels throughout the school year. Special times, such as Negro History Week and Brotherhood Week, can be used to highlight activities of the total year.

On the elementary level, this instruction can center around human relations as a general appreciation of the contributions of various minorities in American society. There are numerous opportunities in social studies, language arts, music and art whereby these concepts can be introduced. Elementary concepts can be continued on the junior high level, while adding more specific information and facts about Afro-Americans for discussion and study. Although high school students should have the option of a well-disciplined Afro-American studies program, instruction should continue within the required curriculum on an integrated basis, especially in the social studies and language arts. This philosophy of curriculum should transcend racial composition of specific classrooms and would permit teachers of all students to make their instructional content more coincidental with American society.

C. PROGRAM EXPLANATION

1. DESCRIPTION

2. ACTIVITIES

3. COOPERATIVE EFFORTS

## 1. Description

The specified objectives of the program are as follows:

1. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community.
2. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to be used in the regular classrooms in grades K-12.
3. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools.
4. To initiate self-awareness sessions among the educational personnel in order that they may recognize and understand the status of the Afro-American and thereby realize their own importance in promoting better understanding and relations among the races.
5. To effect changes in attitude in teachers, students and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

Although in theory the program was designed to reach all members of the educational, social and community groups in the Ninth Congressional District, it was decided that a target group must be selected for priority training. This group selected was the educational personnel and specifically the teachers



on all grade levels in the various school systems. In order to fulfill the objectives and provide in-service training for these teachers, an entirely new staff was hired for the program. Recruitment was primarily done from existing personnel within the Toledo Public Schools. Figure 1 provides an organizational chart.

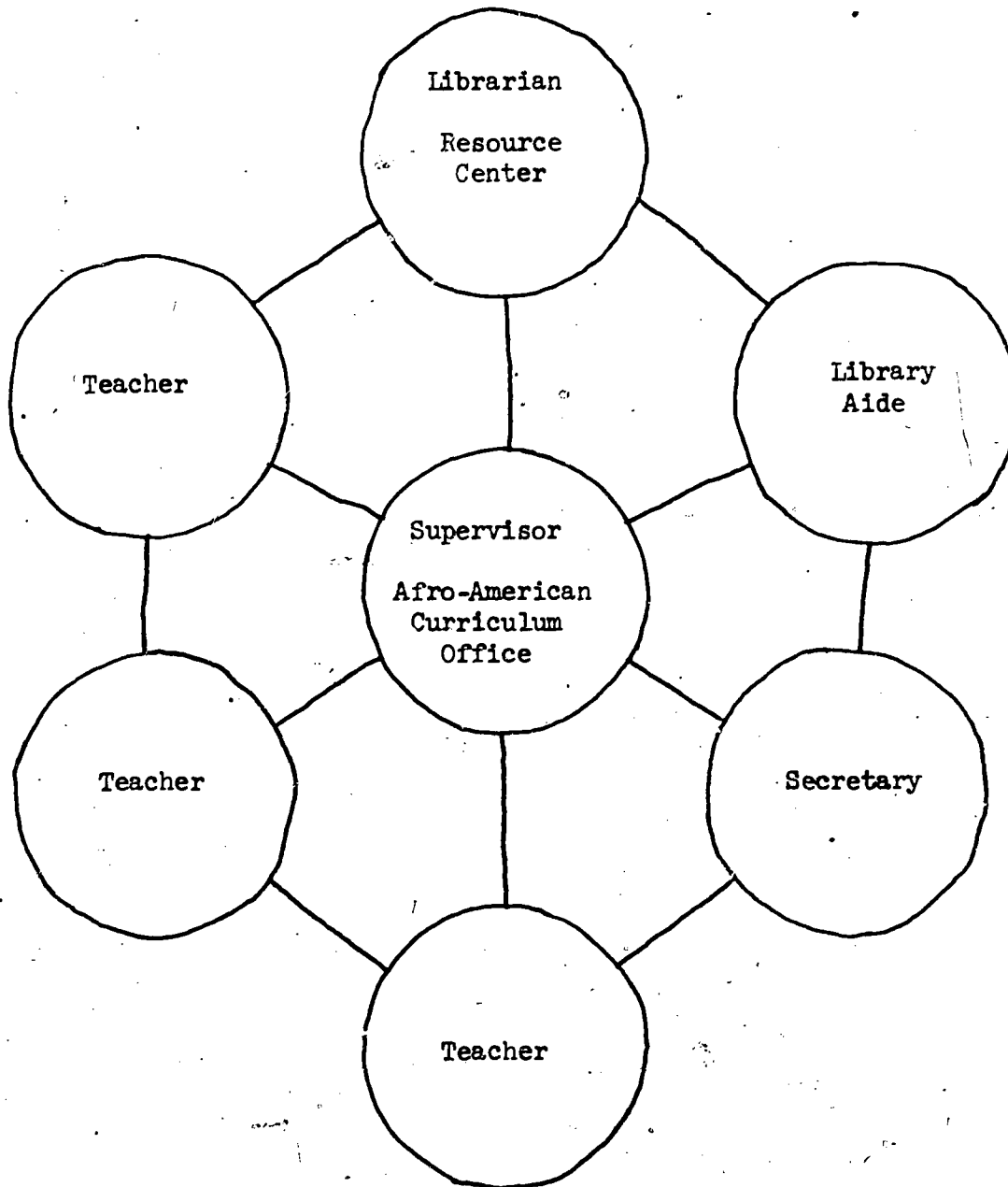


FIGURE 1. Organization Chart for the Afro-American Curriculum Office

Mr. Wesley J. Jones, Jr. served as the Project Supervisor. A full-time employee of the Toledo Public Schools, he was centrally responsible for the total organization of the office, its functions and personnel. The scope of his duties were more inclusive than the specific obligations listed in the original proposal. His major tasks were as follows: coordinator for overall office operations; facilitator and broad outline-guide for the development of curricula; liaison and planning officer for internal and external staff development seminars; principal liaison official for external meetings with citizens' advisory groups and committees and other interested community people; and responsible dispersing officer and monitor of budget allocations and expenditures.

There were three full-time professional teachers on the office staff: Sister Norma Dell, Mrs. Elin Richardson and Mr. Willie E. Green. The duties assigned to these personnel included production of instructional units and curriculum guides; central responsibility for assessment and decision-making regarding all materials in the area of Afro-American history and culture that were acquired by the Toledo Public Schools; development, preparation, and implementation of selected staff development activities; and preparation and presentation of talks and speeches on behalf of the center.

The full-time Resource Center Librarian conducted the internal operation of the center (as her duties were delegated and defined by the Project Supervisor) and specifically initiated the following tasks: purchased materials, supplies and equipment; catalogued holdings and kept records; assisted in materials evaluation; could recommend purchase of materials; codified bibliographies for staff utilization as well as dissemination to classes; directed in-service for school and public librarians; and prepared and delivered talks and speeches on behalf of the center.

The non-professional staff included a full-time secretary and a full-time library aide. The secretary's duties encompassed the usual general office responsibilities (i.e. telephone-answering, general typing, filing, etc.), preparation of selected curriculum materials, bookkeeping for the large amount of purchases and related functions. The library aide assisted in cataloging and preparation of purchased materials, monitored circulation of materials, and gave generalized assistance in the operation of the resource center. Figure 2 provides a summary of the duties of all center staff members.

The project has been located in the Administration Building of the Toledo Public Schools, with special programs occurring in various schools throughout the Ninth Congressional District. Figure 3 outlines the office and resource center physical layout. This report will cover the major procedures and activities of the project from June 1970 to June 1973.

Review of major project activities occurred in the first year through monthly reports filed by each professional staff member, and by a special evaluation from Miss Jean Tilford, Supervisor of Social Studies for the Cincinnati, Ohio, Public Schools. (See Appendix G) In the second year four interim reports were filed by outside evaluators from the University of Toledo in addition to the monthly reports of the center professional staff members. (See Appendices H-K) In the third year three interim reports and a special addendum to Report #2 were filed by the outside evaluators from the University of Toledo. (See Appendices L-O)

A number of important changes were made in project direction based on these reports. For example, information in the monthly reports in October, 1970, determined the need for pilot schools on the various grade levels to

Legend:

R = Responsible for

I = Involved

Task Functions	Director of Social Studies	Project Supervisor	Resource Center Librarian	Teachers	Library Aide	Secretary
1. Monitor operations of the Afro-American Studies Office	R					
2. Organize office of Afro-American Studies		R				
3. Coordinate Activities of Center		R				
4. Monitor of Curriculum Production		R				
5. Program Planning		R				
6. Coordinate with Community Committees		R				
7. Authorize Expenditures		R				
8. Organization and Operation of the Resource Center		I	R			
9. Purchase Curriculum Materials		R	I	I		
10. Evaluate Materials and Equipment		I	R	R	I	
11. Compile Bibliographies			R	R	I	
12. Production of Curriculum Units and Guides				R		
13. Prepare and Conduct Staff Development Experiences		I	R	R		
14. Resource Speakers		I	I	R		
15. General Library Work					R	
16. General Office Work						R

FIGURE 2. Responsibility Chart Related to Functions of Personnel



obtain teacher input on evaluation and utilization of materials. The meetings with the pilot school teachers demonstrated the need for many of the materials to be situated in the individual schools. The center then developed a model book kit to be placed in all schools in the Ninth Congressional District. Miss Tilford's evaluation generated the idea of a newsletter-bulletin to disseminate more widely the wealth of materials in the center and suggestions for implementation of minority studies on all grade levels. The interim reports showed the necessity of a more closely directed program for the Institute on Afro-American Materials and there was a complete reorganization of the format for the second two-week period. Finally, the monthly reports, the evaluation reports, and the pilot school meetings indicated that intense inservice was necessary with the teachers on all grade levels. Therefore for the 1972-1973 school year the professional staff of the center conducted a series of twenty-one sessions with approximately one hundred and sixty teachers for two hours each session. Although each of these changes will be discussed in greater detail in the appropriate sections, this summary should illustrate the importance which the center staff placed on periodic review of their activities.

As stated above, all funds for the program have been obtained from the Ohio ESEA Title III Office in Columbus, Ohio. At present the total cost of the program would be \$161,236 from June 20, 1970 to August 20, 1971 which could be characterized as "start-up" costs; \$145,783 from August 21, 1971 to August 20, 1972 which were the first continuation funds; and \$141,000 which were the second continuation funding from August 21, 1972 to June 19, 1973. These figures make a total of \$448,019. More detailed information regarding budget may be obtained by consulting the Budget Sections of each

continuation grant proposal. Figure 4 provides a general breakdown into broad categories for each budget year. Figure 5 provides a general breakdown of sources of funds for the three project years.

Category	Year			Total
	I	II	III	
Administration	20,600	31,266	29,708	81,574
Instruction	123,000	99,647	96,618	319,265
Operation of Plant	2,036	4,439	3,194	9,669
Fixed Charges	8,600	9,828	10,878	29,306
Equipment	7,000	603	602	8,205
Totals	161,236	145,783	141,000	448,019

FIGURE 4. Breakdown of Budget into Broad Categories

Total Federal support under ESEA Title III	\$448,019
Total Federal support other than under ESEA Title III	-0-
Total non-Federal support	-0-
Total project cost	448,019
Total evaluation cost	39,643

FIGURE 5. Sources of Funds

## 2. Activities

All the program activities have been related to the objectives outlined in Appendix A.

1. In establishing the resource center, contact was made in July, 1970 with many major and minor publishing and multi-media companies about previewing materials on the Afro-American and/or minority groups in general. A preliminary list was obtained from the Director of Social Studies; however, once the operation became known, many other companies began to send materials for preview without initial contact by the center. Since the project director has maintained a good working relationship with these companies, he is regularly informed of new materials produced by the various companies. Subscriptions were entered for selected periodicals upon evaluation and recommendation. The professional staff consumed numerous hours in the previewing of audio-visual materials and in reading the printed materials. With the assistance of teachers (outlined under the pilot schools), the materials were evaluated and the best in all areas (approximately forty percent) was purchased for placement in the center. The staff has attempted to facilitate the selection of materials by persons visiting the center by writing evaluations and annotations on audio-visuals and books.

A unit was constructed to house these materials in October, 1970 (See Figure 3). Physical equipment includes shelving, a card catalog, a filmstrip cabinet, a large file cabinet and a record cabinet. Although the center had not anticipated being operational to any great extent before the 1971-1972 school year, the number of requests for materials burgeoned during the middle of the 1970-1971 school year to the point where services



had to be supplied before operational techniques were fully developed. Eventually a system of circulation was developed with the cooperation of the Visual Aids Department of the Toledo Public Schools in the following format:

1. All materials except films are housed in the resource center and are distributed from there through the interschool mail system of the Toledo Public Schools or through personal pick-up by personnel outside the Toledo Public Schools.
2. Films are catalogued, stored and distributed through the Visual Aids Department.

Although the Visual Aids Department has provided excellent leadership and services in obtaining, previewing and ordering films, there have been occasions when they have circulated films without the knowledge of the librarian. However, since about four thousand five hundred individual pieces of material have circulated from the center since February, 1971 through May, 1972, some failure is to be expected in an otherwise smooth operation. Figures 6 and 7 illustrate the frequency of use and the number of materials used during the three years of the project.

January 1971 - August 1971	500
September 1971 - August 1972	1,474
September 1972 - June 1973	2,211
Total	4,185

FIGURE 6. Frequency of Use  
Individuals

January 1971 - August 1971	1,176
September 1971 - August 1972	4,720
September 1972 - June 1973	7,999
Total	13,895

FIGURE 7. Number of Materials Used

As stated above, the center offers preliminary evaluations and annotations on all materials to assist visitors in selecting for their professional needs. This area has become a major activity of the staff, particularly the librarian. Recommendations are regularly made for individual school and for public library purchase of the best books, periodicals, filmstrips, etc. Selected lists of available materials have been compiled for dissemination to the various schools. (See Appendices C and D)

Model book lists and kits were compiled for the various grade levels and sent to all schools in the IEA district. The reasons were as follows: to relieve the circulation load from the center itself; to provide teachers with these materials in their own environment; to offer recommendations for further purchase by the individual schools; and finally to attract more educational personnel for further use of the center.

Besides the regular coordination duties, the librarian in the fall of 1971 and in the fall of 1972 conducted inservice meetings for high school and elementary librarians in the IEA district. This activity was coordinated through the Language Arts Department. She has also developed an Audio-Visual Handbook on Afro-American Materials to describe completely by content,

grade level and type all the audio-visual materials in the center.

2. Before developing any new curriculum materials, the staff in August 1970 contacted a number of large city school systems which had already instituted some type of program for the history and culture of the Afro-American. Cities contacted included New York, Chicago, and Los Angeles. The major problem with the materials received from these places was that they seemed designed specifically for the blacks within those school systems. Since the direction of curriculum development for the Afro-American Curriculum Office would be one to be taught to all students, some adjustments were necessary in approach. The decision was reached that the approach be multi-ethnic with the Afro-American an integral part.

Since the Afro-American Curriculum Office realized that teachers should be involved in any curriculum changes and/or additions in the various subjects and on different grade levels, the staff selected pilot schools for concentration of efforts. Selection was made on the basis of racial differences, economic similarities and geographic location (See Appendix B). In October 1970 nine teachers were selected for the high schools; in November 1970 five schools were chosen on the junior high level and six schools on the upper elementary level; and in September 1971 five schools were picked on the primary level. The teachers have assisted the staff during regular monthly meetings in evaluation of materials; in production of curriculum units and annotated bibliographies; and in implementation, evaluation and re-writing of tentative curriculum units. Materials have been taken to these teachers who exchanged ideas about the effectiveness of the materials among the students. These ideas have been instrumental in determining whether materials should be purchased in quantity and then recommended to all teachers. Visitations were made by the staff to each

school for observation or demonstration on the use of the materials.

Although the staff spent a regular amount of time working with the pilot school teachers, they have also been available for the same services for any educational, social or community group in the IEA district.

Figure 8 summarizes the number and types of such assistance for the three years of the program.

Dates	Consultations	Demonstrations	Presentations	Total
October 1970 - August 1971	36	35	6	77
September 1971 - May 1972	196	34	60	290
September 1972 - May 1973	227	49	63	339
Total	459	118	129	706

FIGURE 8. Demonstration, Consultative, and Presentation Activities

The Afro-American Curriculum Office attempted to give some direction to the existing programs in Negro History at the secondary level of the Toledo Public Schools. Although such courses had been offered in Toledo for approximately three years, each teacher was operating his own program with a minimum of assistance, probably because knowledgeable aid was unavailable. Enrollment had been high when the courses were first introduced but had decreased each year.

With these thoughts the office began meeting with the Negro History teachers in November 1970 with the following results:

1. A set of general objectives was formulated.

2. A new textbook was selected, one which would allow the teachers to fulfill more easily the primary objectives. This textbook, entitled Black Dialogues: Topics in Afro-American History, was purchased for all schools by the Toledo Public Schools at the request of the Office.
3. A curriculum guide was developed, tried and revised under the title Guide to Afro-American Studies.
4. From nineteen semester courses in eight high schools in 1970-1971 the number of classes rose to twenty-eight semester courses in nine high schools for 1971-1972.
5. For 1972-1973 there were thirty-two sections in ten high schools.

A major task of the Office has been the stimulation of sufficient enrollment for an Afro-American Studies course in the eleventh high school in Toledo which presently is ninety-nine percent white.

Pilot school work under staff direction has also produced two other curriculum guides: Correlation of Afro-American Studies With Rise of the American Nation, designed to be used in the American History classes on the high school level; and a Guide for Junior High Grades: Minority Studies Supplement. On the elementary level a Materials Handbook for Intermediate Grades has been distributed to all fourth, fifth and sixth grade teachers. A Materials Handbook for Primary Grades was compiled for distribution to all kindergarten through third grade teachers in September 1972.

A series of eleven newsletter-bulletins were distributed during the 1971-1972 and 1972-1973 school years. Included in these newsletters were suggestions on how to incorporate materials dealing with the Afro-American

and/or other minority groups into the regular teaching schedule. The format was a mini-curriculum guide on various topics with comments for teachers and librarians on the elementary, intermediate and secondary levels. It was felt that this document could serve as a tool for the teachers and as an instrument of dissemination for the center. (See Appendix E)

3. The first task in developing the evaluation system was the establishment of criteria upon which to base evaluations. This form is reflected in Figure 9. From that a quick check-list was formed when evaluating books (Figure 10) and audio-visual materials (Figure 11). The staff has assisted in the screening of textbooks selected by the following curriculum departments of the Toledo Public Schools: Language Arts, Mathematics, Science and Social Studies. Various other departments have contacted the center regarding the instructional development, materials purchase and/or more effective utilization of services within their areas, including the Safety Department, the Music Department, Family Life Education, Pupil Personnel Services, the Art Department, the Mexican-American Curriculum Office, the Visual Aids Department, the Adult Education Division, Human Relations Department and the In-School Youth Work Program Organizations outside the Toledo Public Schools, which have requested evaluation assistance in purchasing materials for specific needs are as follows: surrounding school systems, such as Oregon, Sylvania, Washington Local, Perrysburg and Ottawa Hills; the Toledo Diocesan Office; the University of Toledo, Mary Manse College; Kent State University; Bowling Green State University; Archbold (Ohio) Public Schools; Bedford (Michigan) Public Schools; Mason (Michigan) Consolidated Schools and the Toledo-Lucas County Library System.

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

CRITERIA FOR EVALUATING MATERIALS

Do materials....

1. Indicate that America is a multi-racial and multi-cultural society?
2. Reveal broad commonalities of all races and cultures, and present the environmental and historical influences that shape group differences?
3. Avoid the use of negative stereotypes and caricatures in portraying group differences?
4. Adequately represent the contributions of black Americans to our society; particularly giving credit to individuals for their past accomplishments?
5. Develop a positive self-image for blacks?
6. Present the factors which have forced the black American into a disadvantaged position in our society?
7. Develop understanding, acceptance, empathy, and respect for the black community?
8. Motivate examination of our attitudes and behavior in regard to prejudice?
9. Analyze conflict situations honestly and objectively with emphasis on possible solutions?
10. Emphasize prejudice as an obstruction to mutual understanding?
11. Help develop values conducive to the wholesome and peaceful interrelationships of all groups in America?

FIGURE 9

**BOOK EVALUATION**

Title \_\_\_\_\_ Pages \_\_\_\_\_  
 Author \_\_\_\_\_ Copyright \_\_\_\_\_  
 Publisher \_\_\_\_\_

	EXCELLENT	GOOD	FAIR	POOR
1. Overall Rating				
2. Pupil Interest				
3. Pupil Comprehension				
4. Illustrations				

Type of Book \_\_\_\_\_ Grade Uses \_\_\_\_\_  
 Subject Area \_\_\_\_\_  
 Recommendation \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

(remarks on back)

FIGURE 10

**FILM EVALUATION**

Title \_\_\_\_\_ Minutes \_\_\_\_\_ Frames \_\_\_\_\_  
 Producer \_\_\_\_\_ Year \_\_\_\_\_ b&w \_\_\_\_\_ Color \_\_\_\_\_

	Excellent	Good	Fair	Poor	Remarks
1. Overall Rating					
2. Fits Curriculum					
3. Accurate Content					
4. Content Organized					
5. Number of Concepts					
6. Length of Film					
7. Pupil Interest					
8. Pupil Comprehension					
9. Photography					
10. Quality of Sound					

Grade Uses (circle) K 1 2 3 4 5 6 7 8 9 10 11 12 College

Subject Areas \_\_\_\_\_

Recommend for use in \_\_\_\_\_ Class (high school only)

Recommended for Purchase Yes \_\_\_\_\_ No \_\_\_\_\_

School \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

FIGURE 11



The staff has also attended national, regional and local professional meetings to express interest and need for multi-ethnic studies and thereby to exert pressure for future integrated textbooks and other instructional materials. Examples are the Ohio State Library Conference, the National Conference for the Social Studies, the Toledo Urban Ethnic Study, the NEA Human Relations Institute, American Library Association Workshop, the Ohio Conference for the Social Studies and the National Conference on Ethnicity. Directly related to this activity the staff regularly writes letters of critical comment to publishers on the merits and/or defects of printed and audio-visual materials.

4. Inservice training has been one of the major activities of the center. A series of six methods has been employed: pilot schools (see above under the discussion of objective two); an Afro-American Resource Center Speaker Series; Professional Growth Seminars through the Toledo Public Schools; inservice meetings for school and public library personnel; presentations to educational, social and community groups; and Institutes on Instructional Materials Regarding the Afro-American. On all grade levels the first few meetings of the pilot school teachers were devoted to the concepts upon which the center is based and to the preparation of those teachers to serve as evaluators and consultants.

The Afro-American Resource Speaker Series has covered a variety of topics, including "Communicating with Inner-City Youth", "Images of Africa", "Society At War With Its Children", "What Is Modern Africa", "Eye of the Storm", and "African Art in the Modern American Classroom". Three programs were scheduled for each of the first two project years covered by this report.

For the 1970-1971 series attendance figures were as follows: 367 teachers from the Toledo Public Schools, 105 teachers from other school systems in the LEA district and 38 community visitors. For the 1971-1972 series attendance figures were as follows: 318 teachers from the Toledo Public Schools, 325 teachers from other school systems in the LEA district and 70 interested community visitors. These meetings were held at various school auditoria throughout the city.

Presentations are an important means of providing inservice (See above Figure 8). These programs have been designed individually and in groups for various organizations. Examples include a luncheon for administrative personnel of the Toledo Public Schools, a meeting of the Teacher Council on Instruction for the Toledo Public Schools, the National Council for the Social Studies Regional Meeting, the University of Toledo Teacher Corps, University of Toledo Methods classes and the Toledo Area Council for the Social Studies.

The Toledo Public Schools instituted in 1970 a new program of staff development called Professional Growth Seminars. The Office has conducted two courses up to this point. The first in 1971 entitled Black History: Then and Now was held for eight consecutive Saturdays with twenty-six participants from the Toledo Public Schools and two auditors from outside the system. The second in 1972 entitled Black Dialogues also lasted through eight Saturdays with forty participants.

The first Institute on Instructional Materials regarding the Afro-American was conducted from July 19-30 at the Administration Building of the Toledo Public Schools. From over two hundred applications, one hundred

and six participants were selected. Of these, ninety-five actually attended and completed the workshop. The program was directed by Dr. I. David Glick, Associate Professor at the University of Toledo. Offering the participants a choice between inservice stipend or three quarter hours of graduate credit from the University of Toledo, announcements were sent to all Toledo Public School teachers, to the Toledo Diocesan Office and to seven of the surrounding school systems. Selections of participants was based on grade level, subject matter, school, and date of registration. Participants broke down into the following distribution: nineteen on the secondary level, nineteen on the junior high level, sixty-two on the elementary level and six administrators. Sixty-five different schools in the IEA district were represented.

Specific goals were that teachers would be familiarized with the instructional materials, would be instructed how to develop curriculum units utilizing these materials and would produce definite lesson plans which could be taught on their grade levels and in their subject matter. Although the greatest concentration of teachers on the junior high and secondary levels was in the fields of language arts and social studies, there were included music and art teachers in order to cover as many subject areas as possible in which materials from the center could be well-utilized.

Evaluations by the participants indicated that all thought the Institute was of great benefit to their personal knowledge and would aid tremendously in their teaching during the regular school year. The three most frequently mentioned positive aspects were: (1) the familiarization with the great amount and variety of available materials, (2) the group work which allowed for an excellent exchange of ideas on methodology, and

(3) a greater awareness of the problems of all minorities. The two significant negative comments were that the physical facilities were not adequate and that there was too much preliminary testing. Follow-up evaluation data contained in Appendices J, K and L indicated that the implementation of the units did not occur as should be expected.

The second of these Institutes took place June 12 to June 23 with the same general outline. However, the internal format was adjusted so that the staff could provide intensive direction in the use of the materials and so that the participants could have the opportunity to test parts of their units within Institute time. This new format gave the teachers more confidence in their abilities and increased their desire for implementation. Figure 12 presents an outline of activities for the Institute. Evaluation by the participants and by the center are available in Interim Reports (See Appendices M-0). It should be stated that there were over four hundred applications submitted by interested teachers in the IEA district for the second institute.

5. All the activities listed under the other four objectives were designed specifically to achieve this final objective, i.e. to effect changes in attitude in teachers, students and if possible, the community. The mailing list reflects the many educational, social and community groups which have been contacted about ideas for implementation of the program; to which the objectives of the program have been submitted for comment; and to which the newsletter-bulletin, bibliographical listings, and criteria for evaluation have been sent. Good relations have been cultivated with the printed, auditory, and visual news media in the IEA district. Presentations have been given for a variety of community organizations including the

League of Women Voters, Lutherans for Human Dignity and Black Pride, Incorporated. Instruments for measuring the cognitive and attitudinal growth have been prepared in the attempt to determine the amount of success the project has achieved under this objective (See Evaluation Section, page 22f).

Afro-American Curriculum Office  
 Institute on Instructional Materials Dealing with the Afro-American  
 Administration Building Toledo Public Schools

8:30 - 11:30

June 12-23, 1972

MONDAY June 12	TUESDAY June 13	WEDNESDAY June 14	THURSDAY June 15	FRIDAY June 16
<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Welcome and Announcements</li> <li>Introduction - Dr. I. David Glick</li> <li>Coffee Break</li> <li>Orientation - Afro-American Curriculum Office Staff</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Dr. Glick</li> <li>Group Work -                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> <li>8-12 - Bd. Room</li> </ol> </li> <li>Library Orientation by Groups</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Group Work -                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> </ol> </li> <li>Board Room Stage Room 212</li> <li>8-12 - Bd. Room</li> <li>Library - Room 305</li> <li>Library Research by Individuals</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Group Work -                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> </ol> </li> <li>Board Room Stage Room 212</li> <li>8-12 - Bd. Room</li> <li>Library - Room 305</li> <li>Library Research by Individuals</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Group Work -                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> </ol> </li> <li>Board Room Stage Room 212</li> <li>8-12 - Bd. Room</li> <li>Library - Room 305</li> <li>Library Research by Individuals</li> </ol>
<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Library Research by Individuals</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Mini-Labs                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> <li>8-12 - Bd. Room</li> </ol> </li> <li>Library - Room 305</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Mini-Labs                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> <li>8-12 - Bd. Room</li> </ol> </li> <li>Library - Room 305</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Mini-Labs                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> <li>8-12 - Bd. Room</li> </ol> </li> <li>Library - Room 305</li> </ol>	<p><u>BOARD ROOM</u></p> <ol style="list-style-type: none"> <li>Announcements</li> <li>Lecture - Discussion Dr. Glick</li> <li>Mini-Labs                     <ol style="list-style-type: none"> <li>K-3 - Room 308</li> <li>4-7 - Bd. Room</li> <li>8-12 - Bd. Room</li> </ol> </li> <li>Library - Room 305</li> </ol>

### 3. Cooperative Efforts

A number of educational, social and community organizations have cooperated with the project, including the following:

1. Kent State University
2. University of Toledo
3. Bowling Green State University
4. Mary Manse College
5. Toledo Diocesan Office
6. Toledo-Lucas County Public Libraries
7. Various Churches
8. Model Cities
9. League of Women Voters
10. Lutherans for Human Dignity
11. Black Pride, Inc.
12. News Media
13. Toledo Red Cross

A brief description of these cooperative endeavors follows: The librarian has often advised the different colleges and universities in the area regarding materials on Afro-Americans appropriate for their needs. Students from these educational institutions have also consulted with the staff members regarding instructional techniques and materials, especially student teachers and Teacher Corps personnel. Presentations have been made to six methods classes in the University of Toledo College of Education methods classes. The Black Studies Department at Bowling Green State University asked to use certain parts of the Guide to Afro-American Studies

in their program. Mary Manse College has requested staff participation in special programs and methods classes and has checked our materials for special programs.

The Toledo Diocesan Office submitted several series of social studies textbooks for staff evaluation. Many presentations and consultations have been developed or held with representatives of various churches in the IEA district. The Toledo-Lucas County Library personnel participated in the librarian's inservice programs and have requested further advisory assistance on a fairly regular basis. Presentations, exchange of newsletters, etc., have occurred with the Model Cities Residents Association, the League of Women Voters, the Lutherans for Human Dignity, Black Pride, Inc. and the Toledo Red Cross.

The local television stations --- WTOL-TV, WSPD-TV, WGTE-TV --- have covered all the Afro-American Resource Center Speaker Series. WSPD-TV with the cooperation of the Afro-American Resource Center produced a program for February, 1972 Human Relations Month. WGTE-TV, the educational television station, regularly uses materials from the center for its human relations and minority studies programs. WTOL-TV was assisted in developing profiles on famous black Americans broadcast at various times. Finally the Toledo Blade, one of the local newspapers interviewed the project director and featured the center in an article in the Sunday Supplement during the month of September, 1972. Personnel from the Center were interviewed on all the television stations at various times during the three project years.



The Afro-American Curriculum Office has offered its services and has been used by the following local education agencies besides the ones mentioned above:

1. Maumee Public Schools
2. Maumee Valley Country Day School
3. Oregon Public Schools
4. Ottawa Hills Public Schools
5. Sylvania Public Schools
6. St. Philips Lutheran School
7. Washington Local Schools
8. Springfield Local Schools
9. Archbold Ohio Public Schools
10. Perrysburg Ohio Public Schools
11. Bedford Michigan Public Schools

The newsletter-bulletin has been distributed to all these organizations and institutions. The mailing list provides the complete scope of the newsletter distribution. For the six Afro-American Resource Center Series for 1971-1972 four hundred thirty teachers from school systems other than the Toledo Public Schools and one hundred six community visitors have been in attendance.

One of the primary objectives of the staff called for a curriculum that could be utilized by teachers of both black and white students. The large number of teachers who have requested services from the center for all or nearly all white schools both in and outside the Toledo Public Schools indicates that some degree of success has been attained.

D. DISSEMINATION

The primary dissemination objectives for the 1971-1972 project year were the distribution of a newsletter-bulletin and the production of a descriptive brochure. The total effort for dissemination was conducted through the following methods:

1. Newsletter-Bulletin
2. Brochure
3. Resource Center Speaker Series
4. Presentations for various organizations
5. Distribution of bibliographies
6. Local news media
7. Toledo Public Schools publications
8. Comments sent to publishers
9. State and national conferences
10. Title III Dissemination Meeting

Possibly the most effective means of dissemination for the second two project years has been the newsletter-bulletin. Sent to as wide a variety of organizations and personnel as possible, it brought a number of requests for advisory services. It was especially effective in disseminating certain materials, since the librarian noticed that materials emphasized in the newsletter suffered heavy circulation. Evaluation D offers further comments on its effectiveness. Although the brochure was distributed only at the end of the 1971-1972 school year, it has generated favorable comment. It was selected for inclusion as an example in the packet supplied to the participants of a Communication Skills Seminar sponsored by the Ohio ESEA Title III Office.

The two most important presentations made by the staff during the 1971-1972 school year were for (1) the Cincinnati Ohio Public Schools and (2) the National Council for the Social Studies Regional Meeting in Cleveland, Ohio. These two presentations generated almost one hundred requests for materials from outside the IEA district. Various other presentations within the IEA district for one organization led to requests by another. This situation occurred specifically when the project director spoke for the Lutherans for Human Dignity and was almost immediately asked to do the same for the League of Women Voters. All presentations by individual staff members or by the whole group utilize some type of audio-visual display, such as slides, overhead transparencies, filmstrips, charts, etc. These techniques tend to retain the attention of the audience for the speaker or speakers.

During the final project year the personnel participated in five interviews on various programs offered by the four television stations in Toledo. These programs included Minority Report and Blacklifelines. The personnel also gave presentations at the North Central Ohio Education Association Meeting at Ashland Ohio College and the Ethnic Studies Conference at the University of Toledo. A group of inservice presentations were developed for the Toledo Red Cross and a class in minority studies was conducted by the Staff at Siena Heights College in Adrian, Michigan.

The project was one of twelve selected by the Ohio ESEA Title III Department for special display at three state conferences: The Statewide Conference on Alternatives for Educational Redesign, the Ohio Education Association Professional Development Seminar and the Ohio Department of

Education Inservice Conference. A special display depicting the activities of the project was developed and also shown at the University of Toledo and the Black Expo at the Toledo Sports Arena.

The Afro-American Resource Center Speaker Series provided excellent dissemination means and the coverage by the local news media was especially effective. The weekly Staff Bulletin and the monthly School Report published by the Public Relations Department of the Toledo Public Schools were always open to news from the center. The center has also become well-known among various publishing companies because of the letters of critical comment. The publishers have generally responded positively to these letters since the letters attempt to illustrate the good points of the materials as well as the objectionable.

Articles on the activities of the project have been featured in the following publications: The Toledo Blade; the University of Toledo College of Education Educational Comment/1973; and the Title III Quarterly on Cultural Education, published by the National Advisory Committee for Title III.

The estimated financial expenditure for dissemination during the past grant period is \$3822. For the total project period the cost of dissemination was \$6,014.

PART II  
EVALUATION

A. EVALUATION

An Evaluation Report  
of  
The Afro-American Curriculum Office and Resource Center  
Toledo Public Schools

Prepared for Mr. Wesley J. Jones, Jr., Supervisor

by

Dean L. Meinke and I. David Glick  
Program Evaluators

# An Evaluation of the Afro-American Curriculum Office and Resource Center (AACO/RC) of the Toledo Public School System

## Introduction

The Toledo Public Schools has established with the aid of a grant from the U.S. Office of Education's Elementary and Secondary Education Act (ESEA, Title III) an Afro-American Curriculum Office in the Toledo Metropolitan Statistical Area (TMSA). This unit, a division of the Toledo Public Schools' Social Studies Department, is an integral part of the total public school framework. Services of this agency are available to all elementary and secondary students in both public and parochial schools.

The plan for evaluation of this project was based upon the specification of the objectives of the program as they pertained to the functions of management, program process, and program product. Sources of information were specified for each of the functions according to the particular target group of persons, that is, students, teachers, community representatives and professional staff members. (See Appendix H)

This report will include sections on:

1. an analysis of the objectives for the purpose of clearly specifying the biases of the program developers as reflected in the objectives of the program.
2. a documentation of evidence toward the progress of the program in attaining its general objectives.
3. a presentation of information organized from an analysis of data from the user index.
4. a discussion of curriculum material production.
5. an analysis of the impact of the Newsletter of the center.



- 6. a discussion of staff activities.
- 7. an evaluation of inservice activities, including a recapitulation of the impact of the summer institutes supported by the center.
- 8. a statement on instrumentation with students.
- 9. a statement on the impact of the project.
- 10. a recapitulation

An Analysis of Objectives for Bias

It is generally accepted that the objectives one specifies for an innovative program reflect the biases of the program developer. Obviously, the values of the writers of the objectives for the AACO/RC would be an internal force affecting the particular objective conceived and chosen for inclusion in the proposal for the project. An analysis of the objectives, although also reflecting a bias, may be valuable information for the decision making process if the biases are articulated. With this rationale an analysis of the objectives of the AACO/RC was attempted and the following biases have been delineated.

- 1. It is clear that there is a bias toward the belief that information is valuable. It should be obtained, stored, transmitted, shared, disseminated, and communicated.
- 2. There is a bias for printed and audio-visual materials. One might speculate about Marshall McLuhan's reaction to this.

3. Obviously, it is not unreasonable that a project for Afro-American Studies would reflect a bias for materials related to the history and culture of the Afro-American and the African. This bias is tempered with the later articulation of a bias toward a multi-ethnic approach.
4. Importantly, there is a bias toward information sharing within the schools. Specifically, school librarians, teachers, and pupils were singled out as users or benefactors of the program. Community groups are, however, included in the later objectives.
5. There is a bias for the organization of the information collected.
6. There is a bias indicating that all information is not equal since evaluation procedures will be used to determine what information will be selected for the center. The user, then, should be aware that the center has only a biased sample of the total amount of information available.
7. There is a bias for integrated texts and curricula.
8. There is a bias that information should have practical utility.
9. There is a bias that feedback should filter back to information sources.
10. There is a bias toward understanding through inner awareness. This may reflect the notion of autonomous man and, therefore, the responsibility for one's actions is placed squarely on the person acting.

- 4
11. There is bias toward knowledge and understanding of others as an important ingredient of the educated man.
  12. There is a bias toward the possibility of changes in attitudes of people.

The user of this information must be cognizant of two important constraints. First, the biases of the analyzers are reflected in this analysis. Second, no judgment of worthiness or goodness of any of the objectives was intended. To do so, also reflects a value judgment.

#### Evidence of Progress in Meeting General Objectives

There were five major and far-reaching goals set forth in the original (1970-1971) list of objectives established for the Afro-American Curriculum Office and Resource Center (AACO/RC). This final evaluation report is written within the framework of those objectives:

- I. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community;
- II. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to supplement the material used in the regular classrooms in grades K-12;
- III. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools;

- IV. To initiate self-awareness sessions among the education personnel in order that they may recognize and understand the status of the Afro-Americans and thereby realize their own importance in promoting better understanding and relations among the races; and
- V. To effect changes in attitude in teachers, students, and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

It is essential to note that the original list of five major objectives was established, presumably, for the "life" of the center, and that these goals are perhaps best described as both accomplished facts as well as being in a continuous process of being constantly re-evaluated and re-achieved. In a very real sense, AACO/RC goals are not to be seen as definitive and immutable products; but as products that are forever being re-designed and up-dated.

The frequency and amplitude of review and purchase of materials is succinctly contained in the following figures. In the first year of its operation, AACO/RC obtained 1,127 book titles during the period of September, 1970 to May, 1971. During the second year of 1971-1972, an additional 274 book titles were added to the AACO/RC collection. It is obvious that the bulk of book purchases was achieved in the first year of the center's operation; probably due to availability of current titles coupled with increased selectivity and careful analysis by the center staff in accepting titles from publishers (as testified by letters of criticism to publishers). In these first two years of AACO/RC activity, four-hundred

and ninety-five (495) audio-visual packages, programs, and kits were obtained. The dollars expended for materials and supplies during the first two years reflects the rates of acquisition for the center's library. A brief summary of these rates of acquisition and expenditure is contained in the following table.

TABLE 1

Expenditures and Acquisitions  
for Materials and Supplies

	1970-71	1971-72
Book titles received	1,127	274
Audio-visuals purchased		495 (total for both years)
Audio-visuals previewed and rejected		216 (total for both years)
Expenditures	\$52,814.83	\$15,978.65

One of the instrumentations developed in the first year's operation of the AACO/RC was the user's index---a checklist device that monitored which materials were being circulated from the center's library and who was borrowing these curricula. (See Tables 2 and 3) For the period of January, 1971 to April, 1972 a total of 2,097 curricula loans were recorded at the AACO/RC. For the period of September, 1972 to May, 1973 a total of 7,226 curricula loans was noted. These two figures---2,097 and 7,226---indicate approximately 300 per cent (290.2) growth in the recorded numbers of curricula loans for the two reporting periods mentioned. Furthermore,

User's Index January 1971 - June 1973

1970-1971	Toledo Public Schools	Toledo Area and Catholic Schools	Community	Other	Total
January	6	8			6
February	45	16			53
March	64	4			80
April	36	11			40
May	65	60			76
June, July, August	185	23			245
September	56	29			79
October	46	27			75
November	76	7			103
December	83				90
1972					
January	149	42			191
February	169	34			203
March	94	31			125
April	80	25			105
May	90	60			150
June, July, August	269	84			353
September	122	41			163
October	152	51		3	203
November	180	38		8	221
December	114	30			152
1973					
January	213	51		3	267
February	433	63		3	499
March	136	81		5	222
April	114	56		3	170
May	122	62	2	101	187
June	19	5			127
Total	3,118	939	2	126	4,185

TABLE 3

Materials Circulated From AARC - January 1971 - June 1973

1970-1971	Films	Filmstrips	Books	Other	Total
January	11	1	3	5	19
February	19	69	1	40	121
March	13	80	55	31	185
April	32	40	22	17	92
May	37	32	102	14	180
June, July, August	23	46	447	59	589
September	32	50	252	60	385
October	42	96	88	51	267
November	52	72	113	35	262
December		53	55	33	193
1972					
January	86	162	180	90	518
February	107	129	242	146	624
March	79	105	150	69	403
April	62	100	146	41	349
May	72	51	173	98	394
June, July, August	64	91	967	203	1,325
September	64	111	266	88	529
October	98	149	303	324	874
November	98	154	342	307	901
December	58	53	194	375	684
1973					
January	82	155	245	626	1,108
February	123	210	241	523	1,097
March	155	160	348	184	847
April	120	115	206	102	543
May	153	165	199	188	705
June	24	102	379	206	711
Total	1,706	2,551	5,719	3,919	13,895

the 2,097 figure reflects a 16 month period, while the 7,226 figure is a 9 month tabulation.

A finite breakdown for materials circulated in this latest 9 month reporting period is found in Table 4.

A graph depicting the rates of curricula borrowed follows:

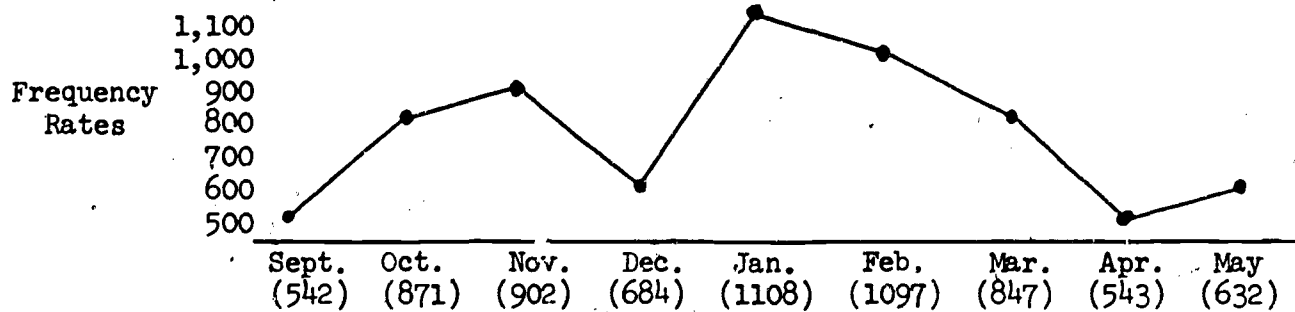


FIGURE 1. Rate of Curricula Borrowed, September 1972 - May 1973

The data on who visited the center and which level of schooling as well as location are displayed in Table 5.



TABLE 4

Materials Circulated by AACO/RC - September 1972 - May 1973

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May*
Books (2326)	269	303	343	194	245	241	348	206	177
Films (948)	64	98	98	58	82	123	155	120	150
Filmstrips (1269)	111	149	154	53	155	210	160	115	162
Records (160)	11	33	16	12	32	22	11	8	5
Maps (18)	4	4	3	1	3	4			1
Pamphlets (150)	2	27	23	2	16	10	11	9	50
Visual Sets (258)	24	31	25	10	52	68	21	6	21
Games (30)	10	7	3	1	3		3		3
Transparencies (36)	7	2	7	1	4	10	2		3
Comic Book Sets (1)	1								
Cassettes (20)	1	9	3	2	1	5	2	2	
Periodicals (92)	1	8	51	22	1		4		
Bibliographies (461)	10	106	107	101	22	66	17	16	16
Photocopies (346)	5	42	44	64	131	21	3	35	1
Study Kits (35)	6	3	1	2	1	3	3		16
Book Cover Sets (67)	3				37	27			
Teachers' Guides (244)	12	49	23			160	2	1	
Slide Sets (7)			1		1	2			
Artifacts (57)	1			15	40	1			5
Newsletters (199)				64	37	81		12	7
Handbooks (497)				82	246	44	105	13	15
Brochures (15)									
Total 7,226	542	871	902	684	1,108	1,097	847	543	632

\* Indicates circulation up to May 20, 1973

TABLE 5

User's Index - September 1972 - May 1973

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May*
T.P.S. - El. (841)	66	78	105	61	147	230	70	34	50
T.P.S. - J.H.S. (140)	8	10	15	6	15	19	13	42	12
T.P.S. - S.H.S. (425)	36	37	45	21	35	166	43	0	42
T.P.S. - Other (150)	12	27	15	26	16	18	10	16	10
Ohio - at Large (431)	41	51	38	30	51	63	81	22	54
Out-of-State (81)			3	8	3	3	5	56	3
Total 2,068	163	203	201	152	267	499	222	170	171

\* Indicates circulation up to May 20, 1973

Some discussion of the data in Table 5 seems warranted at this point. It was made clear by participants in the two AACO/RC sponsored summer institutes that most of the materials in the center's library seemed more appropriate for secondary than elementary age children. This suggestion was noted and the evaluation team subsequently made specific recommendations that elementary oriented curricula be increasingly included in the center's holdings. This was done. The data in Table 5 reveal that elementary teachers from the Toledo Public Schools (T.P.S. - El.) accounted for more than a third of the users for this reporting period. In fact, the elementary teachers (841) exceeded the combined total for both junior and senior high school teachers in the Toledo Public Schools (T.P.S. - J.H.S. and S.H.S. = 565). This finding is altogether too familiar and is reflected in other reports of curriculum innovations---changes are most readily facilitated by elementary school personnel. To further compound the problem,

it appears logical on the face of it that Afro-American Curricula are more generally available in formats appropriate for secondary students! The generally held hypothesis that secondary teachers are more "textbook-bound" than elementary teachers is given further credence by these data.

It is refreshing to note, however, that a significant increase in February, 1972 on the part of high school teacher use was evident. The high schools which represented this increase were noted in the raw data: DeVilbiss, Start, Woodward, Libbey, Whitmer, and St. Francis.

A graph detailing the monthly user profile follows.

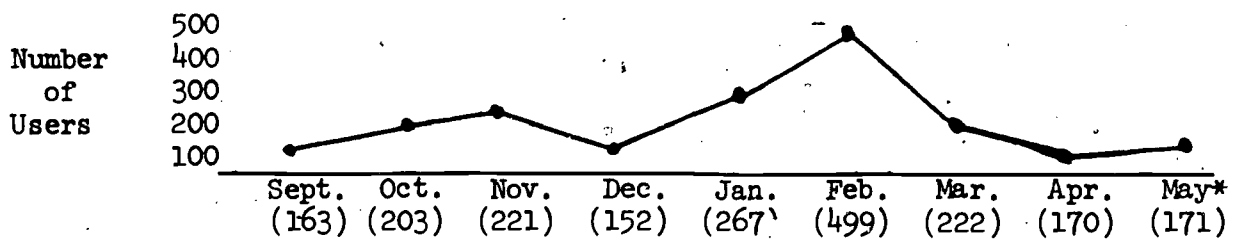


FIGURE 2. Monthly - User Profile, September 1972 - May 1973

\* Indicates circulation up to May 20, 1973

### Curriculum Material Production

Many of the goals subsumed under the second major objective (on curriculum materials) from the original list have been realized. News about recent materials, bibliographies, workshops, curriculum guides and in-service activities is disseminated to a mailing list of three hundred addresses. The mailing list includes public and parochial school people, university personnel, public school administrators (at the central office level) and many private groups and individuals. It is probably the case that a fool-

proof communications network has not nor ever will be devised, but the AACO/RC cannot be faulted for not making the effort. The "word" is there for any consumer who wants to take the time to avail himself/herself of it.

Five major curriculum guides have been developed by the AACO/RC staff. Consultations with teachers and central office staff have been an on-going part of this effort. The curriculum guides are not included in this report as they are too voluminous, but they are available from the center upon request. These units were piloted, evaluated and distributed to teachers on all grade levels throughout the metropolitan area. Titles include Guide to Afro-American Studies and Correlation of Afro-American Studies With American History on the high school level; Guide to American History: Minority Studies Supplement on the junior high level; Materials Handbook for Intermediate Grades and Materials Handbook for Primary Grades on the elementary level. In order to keep the units current with new materials and methodology, the staff publishes a periodic newsletter-bulletin with further suggestion on how teachers can include the contributions of various minorities in the normal course of study. Specialized bibliographies of instructional materials have been distributed on American History, American Literature, African Arts and Crafts, African and Afro-American Art and African and Afro-American Music. (See Appendix D)

Twenty-five (25) schools constituted the "pilot schools" list: five (5) designated as primary grades; six (6) as upper elementary; five (5) as junior high schools; and, nine (9) high schools. These schools included both urban and suburban schools, public and parochial schools, and "well-to-do" as well as "poverty schools. The complete list is attached as Appendix B.

### Impact of Newsletter

The Afro-American Resource Center Newsletter continues to be an important dissemination vehicle. Many feed-back letters denote the relatively positive reception this pamphlet enjoys. The format of the Newsletter bears some comment. Each issue specifies an overall theme such as Civil Rights or Black Leadership in America or African Heritage. Following an overview statement, each edition has a section solely devoted to elementary, junior high, and senior high materials most appropriate for the teaching of that topic to that specific grade or grades. At the end of each Newsletter there is a section devoted to new materials that have been recently received, dates of in-service activities forthcoming, or announcement about center staff's special activities. (See Appendix E)

Additionally, there are several useful suggestions made by some Newsletter recipients that merit AACO/RC staff attention. A detailed summary of the analysis of feedback based upon a questionnaire sent to Newsletter mailing list addresses follows:

1. The majority of the teachers surveyed had received at least 5 copies of the Newsletter. (49 received five or more copies)
2. The most frequently read sections of the Newsletter by teachers in the public schools were the: overview, the section appropriate to their teaching level, and the center notes.
3. The data from the parochial schools indicated a negative attitude towards or dissatisfaction with the newsletter. The majority of the respondents from these school checked all sections of the newsletter as "seldom" read. The majority of these teachers also reported that they had neither ordered materials listed in the

Newsletter nor implemented suggestions expressed in the Newsletter. It appeared, however, that these results were influenced by the relatively heavy sampling of teachers at all grade levels in one particular school. The respondents from this one school were almost uniformly negative in their attitudes towards the Newsletter as compared to teachers in two other parochial schools surveyed. Consequently the data may have been influenced by non-measured factors operative in one particular school and may not be a reflection of attitudes towards the Newsletter of the majority of teachers in Toledo area parochial schools.

4. Although the majority of the public school teachers surveyed had not ordered materials listed in the Newsletter bibliographies they did indicate that they had implemented some of the suggestions expressed in the Newsletter.
5. If silence might be interpreted as satisfaction, it would appear that the majority of the respondents were pleased with the overall merit of the Newsletter, as few teachers surveyed made comments or suggestions for improvement or listed topics for inclusion in future issues. Fourteen commented to the effect that they felt the Newsletter was doing a fine job as compared to only four derogatory comments. Among the suggestions were:
  1. Greater attention to contemporary issues - 2
  2. Focus on blacks in Toledo and the community - 2
  3. Discuss programs and lessons actually being taught - 2
  4. List or order more materials adopted for use at primary level - 3
  5. Supply materials for use in each building - 2

6. Discuss how to adopt Afro-American studies to the predominantly white school - 2
7. List materials by all possible subject area uses, list all new materials available.

### Staff Activities

The activities of center staff for in-service teachers and other interested parties goes on unabated. A review of monthly reports attests to these professionalizing efforts during the second year of the project.

TABLE 6

#### Analysis of Monthly Reports

	9/71	10/71	11/71	12/71	1/72	2/72	3/72	4/72	5/72	Total
Presentations	1	9	8	6	4	18	5	8	1	60
Demonstrations	4	1	4	7	8	5	1	3	1	34
Consultations	23	18	15	19	20	31	19	32	19	196
<b>TOTAL</b>	<b>28</b>	<b>28</b>	<b>27</b>	<b>32</b>	<b>32</b>	<b>54</b>	<b>25</b>	<b>43</b>	<b>21</b>	<b>290</b>

As earlier noted, the in-service contacts for the first two months of 1972 accounted for thirty-five (35) percent of the total in-service episodes and may partially explain the precipitate rise in resource materials usage as indicated in Table 5 for these same two months

Center staff have also continued their preview, evaluation and consumption of new materials as they come on to the market. Table 7 gives a resume of these activities during the second year of the project.

TABLE 7

## Frequency and Disposition of Evaluation of Materials

	10/71	11/71	12/71	1/72	2/72	3/72	4/72
Audio-visual materials were perceived (132)	25	9	20	20	15	33	10
Audio-visual materials were recommended (for purchase)(75)	11	6	13	11	13	13	8
Audio-visual materials were rejected (57)	14	6	6	7	2	20	2
Books were read and annotated (120)	14	6	3	6	18	57	16

A breakdown by staff members for the individual activity in the areas included in Tables 6 and 7 are attached as the monthly reports. It should be noted that Table 7 also is pertinent in fulfilling the sub-objective of continuous evaluation of materials as called for in the third major objective from the original objectives list. In fact, most of the sub-objectives have already been spoken to in the preceding narrative.

Guidelines and forms for evaluating curricula are still operating as described in the first annual report, and are not being re-included herein. Assistance in evaluating and screening textbooks for the Toledo Public Schools has already been described. Articulation with other curriculum supervisors has been noted and letters to publishers which enumerate criticisms have been earlier noted.



The center staff has also been active at local and regional professional meetings. Formal presentations and cooperative demonstrations have been made with/at: National Council for the Social Studies Regional Convention, Model Neighborhood Residents Association, Lutherans For Human Dignity, the League of Women Voters, Toledo Area Council for the Social Studies, Siena Heights College, Delta Kappa Gamma, and Toledo Teacher Corps. These data were retrieved from the monthly staff reports. The complete picture of in-service activity is too large to do more than highlight.

The center staff reported 31 site visits to the schools after the academic year ensued following the summer, 1972 workshop. Additionally, 13 letters, clippings, programs, or brochures testify to the AACO/RC staff's involvement in dissemination activities.

#### In-Service Activities

At the writing of this final report, there are data which reflect a very positive (continuing) satisfaction on the part of participants in special in-service programs conducted by AACO/RC staffers.

Data from three diocesan schools (O.L.P.H., St. Adalbert's, and St. Ann's) are generally congruent with data reported in previous in-service activities (annual reports for 1971 and 1972). A summary for all three schools on the Interest Index device follows.

TABLE 8

Interest Index For Teachers Attending Institutes Sponsored  
By The Afro-American Curriculum Office

Items	Frequencies
A. The method of presentation was appropriate and acceptable.	1 0 44
B. The setting for the presentation was pleasant and functional.	3 1 41
C. The topic or concepts in the presentation were useful to me and to my class.	0 6 39
D. I liked the type of audience assembled for this presentation.	1 7 36
E. The speaker(s) was(were) <sup>d</sup> genuinely committed to the topic(s).	0 1 44
F. The material appears to be honestly and openly presented.	0 1 43
G. I can adapt the material or concepts for my students.	2 9 30
H. My students will be interested in this material.	1 9 34
I. My fellow teachers in my school will also be probably interested in this information.	1 8 34
J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum.	3 11 29
K. The community in my school's attendance area will like having this material included in our school's curriculum and classes.	6 16 22
L. More institutes and workshops like this one are necessary and would be meaningful.	0 4 40
M. I would attend other institutes and workshops like this one - dealing with similar but not identical topics and concerns.	0 3 42
N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature.	5 9 28
	0 1 2*

\* 0 - dislike or disagree  
1 - don't know or don't care  
2 - like or agree

As was previously reported on an earlier occasion, the greatest degree of uncertainty exists for items G. through N. Again, it is strongly suggested that unless teachers "feel" confident about positive reactions from parents and administrators in terms of program innovation then affective barriers remain which may impede such innovations. Either administrators and parents must be included in planning and implementing curricular innovation or the teachers will go on not being certain of where they stand traditionally, teachers have low-risk and low-political-involvement profiles. This factor is obviously inextricably confounded with any and all questions of how to modify or innovate curricular programs. It is an issue that bears closer scrutiny and systematic accounting as school programs are upgraded and changed.

The AACO/RC conducted two-workshop-institutes for a total of 208 teachers and school administrators in the summers of 1971 and 1972. Complete rosters of those who participated (as well as the names of their schools) are attached as Appendix F. All participants, in both workshops, volunteered to attend and a systematic procedure was used to insure equitable representation on the criteria of school building, geographic location of the building and grade level taught by the participant. It is noteworthy that both institutes were over-subscribed during the respective pre-registration periods. The specific instruments which were administered to the institute participants included: the Edwards Personal Preference Schedule, the Hall, Vernon, Lindzey Study of Values, the Minnesota Teacher Attitude Inventory, and a Self-Concept device (previously used in the Toledo Teacher Corps program). The findings of the pre- and post-test administrations of these instruments for the summer, 1971 institute were reported in the Second Interim Evaluation Report, December 1, 1971. The

singularly interesting finding that was distilled from the data was to note that, "The need for change was significantly lower on the post-test (EPPS) compared to the pre-test. It is possible that the effect of participation in a dynamic seminar situation in which participants become involved in tasks related to changes which seem important to the respective individual is to reduce the individual's need for change." That particular report went on to note, "...a serious implication (of this finding)...would be the placating of individuals desiring change so as to preclude change."

With the foregoing discussion and finding in mind, the Third Interim Evaluation Report, February 1, 1972, noted that only 2 out of a random sample of 30 participants had implemented curriculum units at the writing of that report. Very strong contingency management recommendations were delineated as being sine quo non prior to the second summer workshop which was to be held in the summer 1972.

The data on the second AACO/RC sponsored institute were significant in two areas:

1. All participants were required to sign a personal affidavit that specified which month the curriculum units developed in the workshop would be implemented. (At the writing of this final report, it is safe to say that at least 60 curriculum units out of the 99 developed have been implemented.)
2. A second administration of the Edwards Personal Preference Schedule to sub-groups of the 1972 institute did not reflect a "decreased need for change" that was reported in the 1971 participants. Just the reverse was the case. This finding was eventually supported as the rate of curriculum unit

implementation consistently increased during the subsequent 1972-73 school year. (It is worth noting again that 18 quasi-experimental field-based research projects were carried out by classroom teachers and 3 master's degree projects have been implemented as a direct outgrowth of this 1972 institute.)

The 1972 summer participants were also administered the Zucker Paired Hands Test (the same instrument was used as the criterion instrument in the 18 field-based quasi-experimental studies by teachers).

#### Instrumentation

Activities designed to meet the sub-objectives listed under the fifth and final major objective have also been met and are being met. Content examinations for both senior high school and junior high school students have been constructed and administered by center staff members.

In April, 1973, a three-hour clinic on writing test items was conducted for the AACO/RC staff. This clinic was designed to show how items might be written at levels of difficulty (and type) other than recall or memory. Each staff member was asked to write at least 3 items for this final report. These items were to reflect the skills acquired in the clinic. It is clear that the staff indeed appears able, by virtue of the nature of the following test items, to be able to write items which requires analysis, analogy-making, and synthesis behaviors.

Black power is the descriptive phrase used when one attempts to explain the means that black people have of garnering their resources for self-determination.

1. Given the diversity of the black community and the above statement, Black Power, can mean:
  - a. the same thing as White Supremacy.
  - b. that the Afro-Americans want some control over their economic and educational situation.
  - c. violence to the American society.
  - d. all of the above.
  - e. none of the above.
  
2. When Malcolm X, and later Stokeley Carmichael, said "arm yourselves", they could have meant:
  - a. stay in school and fight the system through education.
  - b. "Don't take no stuff", use self-defense as a method of protection (blacks should fight violence with violence).
  - c. invest in black businesses in black communities.
  - d. all of the above.
  - e. none of the above.
  
3. People seem to fear the idea of "Black Power":
  - a. because they are afraid of violence.
  - b. the word, black, has a negative connotation.
  - c. whites don't want to give up the power they have.
  - d. they often misunderstand what is meant by the phrase, "Black Power".
  
4. "Dead Eye" Dick was a black man who lived during the period of American History of westward expansion. "Dead Eye" Dick is to Jesse James as Martin Luther King is to:
  - a. Shirley Chisholm.
  - b. George Wallace.
  - c. Mahatma Gandhi
  - d. Hubert Humphrey.
  
5. Africa is a large, diverse, continent consisting of many peoples, each with long and rich cultural histories. Since the continent of Africa is historically and geographically very much like the other continents, one could hypothesize that when whites first came to Africa they found:
  - a. no large towns or cities.
  - b. no strong kingdoms.
  - c. some strong kingdoms and large cities.
  - d. none of the above.

1. After the collapse of Reconstruction governments, southern whites began gradually to legalize the informal practices of segregation. Plessy vs. Ferguson tested the constitutionality of this trend in southern legislation. The Supreme Court upheld the conviction of Plessy. The Plessy vs. Ferguson Court decision of 1896:
  - a. affected only Plessy.
  - b. became the legal basis for racial segregation in many areas.
  - c. affected only railroads.
  - d. affected all poor people.
  
2. It was, in part, the Negro reaction to white prejudice and violence that sparked "The Harlem Renaissance". It was in New York in 1923, that Paul Robeson began his career on stage. And it was in 1926, that another young man in Harlem, Langston Hughes, finished his first book of poems. Which of the following cannot be associated with "The Harlem Renaissance"?
  - a. Claude McKay
  - b. Denmark Vesey
  - c. Countee Cullen
  - d. James Weldon Johnson

True - False

3. \_\_\_\_\_ To have black cowboys appearing on "Gunsmoke" would be historically inaccurate.
4. \_\_\_\_\_ Africa is a vast country nearly four times the size of the United States.
5. \_\_\_\_\_ The slave traders were generally not respected members of their communities because their profession was distasteful.

History is the accumulated, written and oral collection of facts and events of people of the past which are examined in the present.

Black history is the accumulated, written and oral collection of facts and events of black people of the past which are examined in the present.

1. Black history includes the events which have happened in Africa over the last two million years.

\_\_\_\_\_ True  
 \_\_\_\_\_ False

2. Since there were men of African origins with Christopher Columbus and Coronado, we can assume that "black" history and "white" history will be interwoven in American History from 1492 on to the present.

\_\_\_\_\_ True  
 \_\_\_\_\_ False

3. The story of slavery in America is "black history" only according to the definitions above and not be categorized under the heading of "history".

       True  
       False

Oftentime curriculum intervention and innovation makes an impact in terms of attitude changes of participants rather than achievement of curricular content objectives. The question was, therefore, raised concerning measures of attitudes and the self-concept in relation to curriculum units implemented in schools as part of the summer institute agreement and commitment. Accordingly, a number of attitude measures developed by Popham were used on a pre and post-test basis for curriculum units implemented in four classes at Bowsher in the seventh grade. The Indiana Paired Hands test was also used on a pre and post-test basis. Two other instruments designed by Popham were given only once.

The two instruments given only once were the Parent Approval Index and What Would You Do Index. The means and standard deviations for these instruments are shown in Table 9. It can be seen that the highest mean for the Parent Approval Index was scored by the third class period while class periods two and four tied for low means. The highest mean for the What Would You Do Index was also served by the third class period and the low mean was found for the first class period.



TABLE 9

Means and SDs for Parent Approval and What Would You Do Indices

Index	Class Period							
	One		Two		Three		Four	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Parent Approval	21.28	7.77	19.88	7.47	25.54	9.01	25.40	8.75
What Would You Do	14.48	2.69	14.72	2.11	15.24	2.88	14.80	2.78

The Indiana Paired Hands Test was administered on a pre and post-test basis. The means and standard deviations for both the pre-test and post-tests are shown in Table 10.

TABLE 10

Means and SDs for Pre-Post Tests of Indiana Paired Hands

Class Periods	Pre-Test		Post-Test		t-value
	Mean	SD			
1	9.04	1.77	9.44	2.42	0.464
2	10.24	2.15	9.68	2.38	0.595
3	9.38	2.39	9.12	2.17	1.677
4	11.12	2.42	11.56	2.72	0.917

It can readily be observed that there were no significant differences found between pre and post-test scores for any of the four class periods.

The Popham Self Appraisal Scale was also administered on a pre and post-test basis. The scale measures objectives related to self appraisal as they are related to peers, family, school, and general appraisal. The means and standard deviations for each of these sub-categories for each class period on a pre and post-test basis are shown in Table 11. It can be seen in Table 11 that significant differences from pre to post-test scores

were found in class periods two and four. Significant changes were noted for sub-categories of the Self Appraisal Scale related to peers and general for class period two and related to family and general for class period four. Scores were raised significantly for peer and general categories but were lowered for the family category. How much of these changes can be directly attributed to the curriculum innovation units remains unknown. It is interesting to note that lowered post-test scores obtained for only three of the sixteen comparisons. In thirteen comparisons post-test scores were higher. It is unfortunate that no significant changes were observed on the subcategory of the school in spite of that fact that post-test scores were higher for all four class periods.

TABLE 11

Means And SDs For Self Appraisal Scale On Pre And Post-Tests

Class Period	Sub-Category	Pre-Test		Post-Test		t-value
		Mean	SD	Mean	SD	
One	Peer	52.84	7.72	53.32	7.85	.512
	Family	55.32	7.98	55.68	6.56	.273
	School	51.88	8.22	52.96	5.10	.260
	General	55.72	6.06	54.24	7.55	.867
Two	Peer	50.36	9.95	53.80	8.73	2.627**
	Family	54.32	10.05	52.12	9.32	1.039
	School	48.80	10.28	51.84	8.43	.980
	General	51.72	11.00	54.32	7.12	2.398*
Three	Peer	54.36	6.28	54.44	5.94	.068
	Family	54.72	5.76	56.56	6.65	1.542
	School	52.40	9.79	53.60	9.60	.689
	General	54.56	5.56	56.72	6.44	.979
Four	Peer	55.00	8.79	56.68	9.15	1.554
	Family	54.40	9.50	57.12	11.43	2.340*
	School	56.16	10.04	57.68	8.89	1.632
	General	55.20	7.71	58.60	8.14	2.175*

\*p &lt; .05

\*\*p &lt; .01

A Choose A Job Inventory was also administered to all class periods. Again there was not much difference observed between means for each class period. The means and standard deviations are shown in Table 12. The highest mean was found for class period three and the lowest mean was found for class period one.

TABLE 12  
Means And SDs For Choose A Job Inventory

Class Period	Mean	SD
1	20.26	3.17
2	22.34	3.53
3	22.82	3.23
4	22.32	2.76

The results have produced some descriptive data to attitudes of students in the seventh grade at Bowsher. No significant differences were found for the Indiana Paired Hands test. It is likely with this age group that students can see through the test and manipulate the outcome. However, it clearly fits with the findings of the many other times this instrument was used during this year. No significant differences were found for pre and post-test scores on the Indiana Paired Hands test. One can conclude that greater controls are necessary for the curriculum innovation treatments if this instrument is to be sensitive to the desired changes or even, more simply, one might conclude that this instrument should not be used as the criterion for evaluation of the curriculum innovation.

Finally, the results of the Popham Self Appraisal Scale produced some significant differences when comparing pre and post-test scores. There is also inherent in these data the problem of deciding how much, if any, of these changes can be directly attributed to the curriculum unit under study and evaluation.

### Impact of the Project

The greatest impact of the project has been its ability to respond to some of the needs of those people — teachers and community workers — who are attempting to overcome the affects of racism within American society. As was stated in the original proposal, many people, either through ignorance or through lack of self-appraisal, have been condoning an insidious disease which has permeated many unknowing minds. The period of the 60's saw much unrest, violence and confrontation; the period of the 70's must find a reasonable means of creating an ethnic and racial mosaic whereby all peoples in America may feel they are one hundred percent American citizens.

Although the Afro-American Curriculum Office has constantly emphasized the importance of teaching and practising good human relations throughout the school year, many people still reserve their primary attention to such activities for the months of January, February and March. The impact of the center can be reflected by the User Index figures for those months during the three years of the project. Note that during those months, circulation of materials increased dramatically each year. The number of people using materials can be inflated in many cases since teachers are either sharing the materials with others in their schools or at least using them with

twenty or more students. The center has become a focus for instruction on minorities and human relations in general. Some comparison is available between January, February and March of the three project years.

	JANUARY	FEBRUARY	MARCH	TOTAL
1971 User Index	6	53	80	139
1972 User Index	191	203	125	519
1973 User Index	267	499	222	988
1971 Materials	9	129	185	323
1972 Materials	518	624	403	1545
1973 Materials	1108	1097	847	3052

FIGURE 3. Comparison of User Index by Months

If to these figures are added the consultations, demonstrations and presentations by staff members for the same three months one sees a great amount of activity in the area of human relations. Of primary importance also is the fact that the values under which the center operates must seem valid to this same number of people. This fact says that basically the procedures are adequate and worthwhile. It can definitely be stated that there is more awareness. The task of the center will always be to increase this awareness until changes in attitude are very evident. There have already been changes in behavior in some.

Data presented in one Interim Evaluation Report (April, 1973) have indicated that the students are growing in their perspective of self-worth and of human worth. One teacher in a third grade setting asked her students to draw pictures of cowboys as an art-oriented pre-test. She reported that fifty-four (54) per cent of her class of all black students drew pictures with only white cowboys represented. After the instruction of a unit on "Blacks in the West", the post-test drawings showed that only nine (9) per cent of her class drew only white cowboys --- a forty-five (45) per cent shift toward increasingly accurate representations of historical antecedents as they had actually occurred. Another school reported that after instruction on "Afro-Americans in American Life", a unit of several weeks duration presented in an all white school at the sixth grade level, students wrote and published articles in their school newspaper which extolled the virtues and contributions made by Afro-Americans. This culmination of the unit was not an activity planned by the teacher but initiated by the students.

The project does not claim to have solved all the problems which have arisen because of the exclusion of minorities from the content of our curriculum. The greatest difficulty has been the alteration of certain values and attitudes operant in our society. The project has concentrated on those individuals who have indicated a readiness for change and a willingness to work for that change. The next phase will be the continuation of project activities with greater inclusion of those people who may not have been touched by the initial efforts.

At the conclusion of Title III ESEA funding, the entire operation of the Afro-American Curriculum Office and Resource Center became an adjunct to the social studies department. Since the project director and his secretary

have divided their time and salaries equally between the Center and the Social Studies Department during the final project year, they will continue the same duties. Their salaries will be assumed completely by the General Fund of the Toledo Public Schools.

The librarian and the library aide will be retained to operate the Resource Center, which fact will permit all circulation activities to be continued at the present level. Since it will be necessary to relocate two of the teachers in classrooms, the duties of the librarian will be expanded. It has been decided that the teacher in charge of high school curriculum will be retained and will assume the duties and activities of the junior high curriculum. The librarian will direct curriculum activities for the primary and intermediate levels in addition to the Resource Center functions. The salaries for these three staff members will be assumed by the Disadvantaged Pupil Public Fund.

Obviously under such an arrangement some of the demonstration services will be curtailed; however, the basic program can be continued without harming the total effectiveness. The resource center will be able to function normally, although acquisition of new materials and duplication of old materials will be at minimum. Curriculum revision and materials evaluation will continue with the assistance of teacher committees, which is the usual process in the Toledo Public Schools. Inservice training will continue on all levels, with the majority of such activities coordinated through the Office of Staff Development.

### Recapitulation

It is clear that the AACO/RC met its objectives and carried out its mission in an admirable fashion these last three years. Thousands of curricula items have been cataloged into the center's library and thousands of loans have been logged. Thousands of visitors have been to the center and have used its facilities. More than 200 people participated in the summer institutes with at least 60.70 curriculum units having been implemented. Three master's projects have been completed along with 18 field-based investigations as a direct consequence of the efforts of the AACO/RC and its staff. Many hundreds of teachers and community people have been in-serviced and assisted by the center's staff. A chapter in a locally published booklet (Comment, '73) is based upon the AACO/RC's mission. Formal presentations at local, state, regional, and national conferences and meetings have been carried out by AACO/RC staffers. Untold thousands of students have experienced new curricula and new ideas and concepts as a result of their teachers' efforts to include Afro-American Studies in their programs and classes.

Were values changed? We don't know. Were inter-racial hostilities ameliorated? We don't know. Can a center be held accountable for these goals? Probably not. The AACO/RC has, however, made a difference----- and, that difference is one of curricular equity and justice through the intervention into traditional programs of factual Afro-American Curricula! To that end, the goals of this Title III ESEA project have been more than met!



B. RECOMMENDATIONS

On the basis of the relative success of the Afro-American Curriculum Office and Resource Center, the following recommendations are proffered:

1. The entire program should be continued at as high a level as possible.
2. The concept of the program should be extended to include more minority groups.
3. The instrumentation for evaluating the success or failure of the final objective should be further sophisticated.
4. Inservice activities should be extended to reach as many prospective teachers as possible. This extension would entail close cooperation with the teacher training components of the three major universities in the Toledo area.



C. ERIC RESUME

The Afro-American Curriculum Office and Resource Center was instituted through ESEA Title III funds in June, 1970 with the general purpose of upgrading the instructional level and material resources concerning the black American's contributions to this country's past and present life. While most black studies programs have directed their efforts into the predominantly black schools, Toledo's program focuses on the idea that both blacks and whites should be exposed to the culture of Afro-American heritage. Efforts of the project were directed toward the establishment of a resource center, curriculum development and inservice training. Results of the program have been (1) a general awareness of the void in the curriculum of the schools (2) the establishment of the means to fill that void and (3) the actual attempt by many classroom teachers to fill that void both for themselves as individuals and for their students. Evaluation was conducted through a user index in the resource center, interviews with and questionnaires distributed to teachers, and student and teacher inventories on hostility, racism and self-appraisal. Two further tasks are the refinement of instruments for evaluation of change of attitude and the development of pre-service activities for prospective teachers.

APPENDIX A

## Objectives

Afro-American Curriculum Office and Resource Center

Title III, ESEA

Toledo Public Schools

- I. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community.
- II. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to supplement the material used in the regular classrooms in grades K-12.
- III. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools.
- IV. To initiate self-awareness sessions among the educational personnel in order that they may recognize and understand the status of the Afro-American and thereby realize their own importance in promoting better understanding and relations among the races.
- V. To effect changes in attitude in teachers, students and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

APPENDIX B

PILOT SCHOOLS

Primary Grades

Blessed Sacrament  
Garfield  
Glendale  
Sherman  
Washington

Upper Elementary

Arlington  
Harvard  
Lincoln  
Ryder  
St. John's  
Washington

Junior High

East Side Central  
Gunckel  
McKinley  
McTigue  
Pickett

High School

DeVilbiss  
Rogers  
Scott  
Spencer-Sharples  
Start  
Waite  
Whitney  
Woodward  
Libbey



APPENDIX C

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

PERIODICALS SUBSCRIPTION LIST

Africa Report. African-American Institute. Washington, D. C. (Nine issues annually)

Widely-read American magazine on African affairs. Objective, country-by-country reports on major developments in Africa; expert analysis of trends with maps and charts; reviews of major books on Africa.

Bibliographic Survey: The Negro In Print. Negro Bibliographic and Research Center. Washington, D. C. (Bimonthly)

Survey of current publications about the Negro.

Black Enterprise. Earl G. Graves Publishing Co., Inc. New York. (Monthly)

Black business magazine.

The Black Panther. Oakland, Calif. (Weekly)

Black Panther party newspaper.

Black Sports. Black Sports, Inc. New York. (Monthly)

Black sports magazine.

Black Times. Albany, California. (Triweekly)

National black newspaper.

Black World. Johnson Publishing Company. Chicago, Illinois. (Monthly)

Black literary and arts magazine. Original works, critical reviews, and notes on books, authors, artists, and the arts.

Bronze Raven. Toledo, Ohio. (Weekly)

Local black newspaper.

Crisis. National Association for the Advancement of Colored People. New York.  
(Bimonthly)

Focuses on civil rights but also contains articles on Negro life and history, book reviews, and an annual list of books by black authors.

Ebony. Johnson Publishing Company. Chicago, Illinois. (Monthly)

A general interest picture magazine which concentrates on stories of primary interest to American Negro readers. Serves as a voice for the Negro leadership elite and has a middle-class orientation. Stresses progress and achievement stories but has some race relations articles.

Ebony, Jr. Johnson Publishing Company. Chicago, Illinois. (Monthly)

Children's magazine.

Freedomways. Freedomways Associates, Inc. New York. (Quarterly)

Reviews the Negro freedom movement mixing together scholarly articles, essays, book reviews, and poetry.

Freeing The Spirit. National Office for Black Catholics. Washington, D. C.  
(Quarterly)

Publication of black lay Catholics.

Integrated Education; Race and Schools. Integrated Education Associates.  
Chicago, Illinois. (Bimonthly)

Special articles and state-by-state report on integration in education. Current bibliography.

Interracial Books For Children. Council on Interracial Books for Children.  
New York. (Quarterly)

Newsletter with articles and book reviews aimed at establishing and maintaining standards of authenticity and quality in the writing and publishing of children's interracial books.

Journal of Negro Education. Howard University. Washington, D. C. (Quarterly)

Promotes the collecting of information and the conducting of investigations concerning the education, life, and welfare of Negroes and other minority groups. Stresses critical studies.

Journal Of Negro History. Association for the Study of Negro Life and History.  
Washington, D. C. (Quarterly)

A major scholarly journal dealing with the history of Afro-American peoples. The Resource Center has bound copies of all back issues.

Liberator. Afro-American Research Institute, Inc. New York. (Monthly)

Provides an outlet for black radical viewpoints of varying degrees. A necessary supplement to magazines of the Ebony type.

Muhammad Speaks. Chicago, Illinois. (Weekly)

National newspaper voice of the Black Muslim movement.

Negro History Bulletin. Association for the Study of Negro Life and History.  
Washington, D. C. (Eight issues annually)

Historical accounts, feature stories, and biographical sketches designed for schools and the lay public. Illustrated.

APPENDIX D

AFRO-AMERICAN RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

AFRICAN ARTS AND CRAFTS

These African arts and crafts resource materials are available from the Afro-American Resource Center. Books marked with an asterisk are also available in all the elementary school libraries as these titles were placed in the elementary school collections by the Afro-American Office.

Books

j 916     A is for Africa. Jean Carey Bond. Franklin Watts. 1969.  
B

Illustrated book about the people and cultures of Africa with colorful pictures of native arts and crafts.

\* j 709     Africa's Living Arts. Anthony Marshall. Franklin Watts. 1970.  
M

Ancient and contemporary African art approached through its functional purposes in the everyday life of the people.

\* j 743.5    African Crafts for You to Make. Janet D'Amato. Julian Messner. 1969.  
D

Illustrated directions for construction of replicas of African houses, clothing, musical instruments, and other artifacts with a background history of each.

960     African Kingdoms. Basil Davidson, ed. Time. 1966.  
D

Well-illustrated survey of the history and culture of African civilizations.

REF     African Folktales and Sculpture. Paul Radin. Pantheon Books. 1964.  
398

R     Contains 187 large black and white plates of African artifacts.

REF     African Sculpture Speaks. Ladislav Segy. Hill and Wang. 1969.  
732.2

S     Profusely illustrated with African art, sculpture, and design.

\* j 709.6    The Art of Africa. Shirley Glubok. Harper and Row. 1965.  
G

Headdresses and masks, statues of kings, brass figures, carved stools and musical instruments are some of the examples of African art in this book.

REF     The Art of Africa. Elsy Leuzinger. Crown. 1960.  
709.6

L     Discusses works from 1,000 A.D. to modern times; with 64 full-color plates.

398-4 The Magic Tree. Texture Films. (Color; Sound; 15 minutes).

African folktale portrayed with animated graphic art based on African style, form and design.

### Filmstrips

African Art and Culture. Warren Schloat. 1968. (Color; Sound; 193 frames).

Three filmstrips on (1) early art, (2) sculpture, and (3) masks.

The Sculpture of Black Africa. Life. (Color; Sound).

Filmstrips on the sculpture of (1) the kingdom of Benin, (2) the Congo, and (3) the equatorial region.

Understanding African Art. Educational Dimensions Corporation. 1970. (Color; Sound; 67 frames).

Introduction to African tribal art.

### Slides

SL African Dress and Design. Society for Visual Education. 1970. (Color;  
745.09 20 slides).  
A

Slides present traditional African dress and design.

SL Discovering the Art of Africa. Society for Visual Education. 1970. (Color;  
732.2 20 slides).  
D

Slides present traditional forms of African art and sculpture.

SL Modern African Carvings. Society for Visual Education. 1970. (Color;  
730.9 20 slides).  
M

Modern wood carvings from the Makonde people.

SL Treasures and Traditions of African Art. Society for Visual Education. 1970.  
732.2 (Color; 20 slides).  
T

Explores some of the great traditional forms of African art, representative of a variety of tribes.

The Creative Africans: Artists and Craftsmen. Mary Louise Clifford and Edward S. Ross. Noble and Noble African Studies Program.

Booklet on the creativity of the artists and craftsmen of Africa, colorfully illustrated with their works.

Creeds and Cultures in Modern Africa: Belief, Tradition, and Change. Mary Louise Clifford and Edward S. Ross. Noble and Noble African Studies Program.

Booklet on African culture and religion containing many colorful photographs of artifacts.

- \* j 398.2  
L Crocodile and Hen. Joan M. Lexau. Harper and Row. 1969.  
Illustrated folktale.
- j 398.24  
C Hat Shaking Dance. Harold Courlander. Harcourt, Brace and World. 1957.  
African folktales with illustrations using African designs.
- j 398.2  
C The King's Drum. Harold Courlander. Harcourt, Brace, and World. 1962.  
Collection of folktales with illustrations using African designs.
- j 398.2  
C Olode the Hunter. Harold Courlander. Harcourt, Brace, and World. 1968.  
Another collection of folktales with African designs used in illustrations.
- \* j 398.2  
H A Story, a Story. Gail E. Haley. Atheneum. 1970.  
Caldecott award-winning, illustrated African folktale.
- j 398.2  
D Why the Sun and the Moon Live in the Sky. Elphinstone Dayrell. Houghton Mifflin. 1968.  
Illustrated African folktale.

### Films

- 916.24-3 Anansi: The Spider. Texture Films. 1969. (Color; sound; 10 minutes).  
African folktale portrayed with animated graphic art based on African style, form and design.
- 709.6-1 Buma. Encyclopaedia Britannica Education Corporation. 1952. (Color; Sound; 9 minutes).  
A presentation of African sculpture in which carved statues and masks are used to depict the life of the natives of West and Central Africa and to reflect their fundamental fears and emotions.



AFRO-AMERICAN RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

AFRO-AMERICAN MUSIC BIBLIOGRAPHY

The materials on this list are primarily concerned with Afro-American music. However, the Resource Center has many other materials which include sections on Afro-American music or musicians. If this list does not provide for your particular needs, consult the librarian.

BOOKS

General Background

- 790.2 Black Magic: A Pictorial History Of The Negro In American Entertainment.  
H Langston Hughes and Milton Meltzer. Prentice-Hall. 1967.

This well illustrated book concentrates on Afro-American music.

- 780.973 The Music Of Black Americans: A History. Eileen Southern. W. W. Norton  
S and Co. 1971.

Emphasizes the variety and vitality of musical life among black Americans from the African heritage to their present day role in the black liberation movement.

- 781.7 The Negro And His Music. Alain L. Locke. Arno Press. 1969.  
L

A classic first published in 1936 and frequently reprinted.

- 784.756 Negro Folk Music, U. S. A. Harold Courlander. Columbia University Press.  
C 1963.

The most comprehensive work on Negro folk music in the United States.

- 700 The Negro In American Culture. Margaret Butcher. Alfred A. Knopf, Inc.  
B 1956.

Describes the Negro's role in American culture and includes chapters on Afro-American music.

- REF The Negro In Music And Art. Lindsay Patterson. Publishers Co. 1968.  
700

P A detailed account of the black American's contribution to music.

- j 781.73 Songs And Stories Of Afro-Americans. Paul Glass. Grosset and Dunlap.  
G 1971.

(This book has been placed in the elementary libraries of the Toledo Public Schools.) Briefly tells the stories of black men and women who made noteworthy contributions to American music and of events in history that inspired various songs. Includes music and words to many representative songs.

## Specialized Works

- 780  
J Black Music. LeRoi Jones. Wm. Morrow and Co. 1967.  
A collection of essays, reviews and musical analyses of contemporary jazz musicians and their works.
- 781.7  
K Black Nationalism And The Revolution In Music. Frank Kofsky. Pathfinder Press. 1970.  
Essays on the relationship of black nationalism and black music.
- 781.773  
J Blues People: Negro Music In White America. LeRoi Jones. Morrow and Co. 1963.  
A sociological approach to black music in America.
- 781.5  
C The Bluesmen: The Story And Music Of The Men Who Made The Blues. Samuel B. Charters. Oak Publications. 1967.  
A definitive book on the blues as musical and social expression, and the musicians' style.
- j 781.509  
B Cool, Hot, And Blue. Charles Boeckman. Luce. 1968.  
A history of jazz for young people.
- 780.0712  
N Dan Emmett And The Rise Of Early Negro Minstrelsy. Hans Nathan. University of Oklahoma Press. 1962.  
Combines history, biography, and music to tell the story of nineteenth century Negro minstrelsy in the United States.
- 784.7  
L Echoes Of Africa In Folk Songs Of The Americas. Beatrice Landeck. David McKay Co. 1969.  
Traces the black man's music through his songs.
- j 785.42  
H The First Book Of Jazz. Langston Hughes. Franklin Watts. 1955.  
The history, development, artists, and materials of jazz music for young readers.
- 781.57  
W Jazz Masters Of New Orleans. Martin T. Williams. MacMillan Co. 1967.  
An introduction to New Orleans jazz and biographies of its outstanding musicians.
- 784.7  
J Lift Every Voice And Sing. John Rosamond Johnson. Hawthorne Books. 1970.  
Historical introduction to the Negro national anthem with illustrated word text and simple piano arrangement with guitar chords. For all readers.

- 781 Musical Instruments Of Africa. Betty Warner Dietz. John Day. 1965.  
D  
The nature, use, and place of musical instruments in the life of the African peoples.
- 784.756 Negro Slave Songs In The United States. Miles Fisher. Cornell University Press. 1958.  
F  
Spirituals seen as revolutionary protests.
- 784.7 The Sound Of Soul. Phyl Garland. Henry Regnery Co. 1969.  
G  
History of soul music and soul singers. With discography.
- j 781.96 That New River Train. Lucy Hawkinson. A. Whitman Co. 1970.  
H  
Illustrated version of the traditional song about loving everything and everyone.
- Biography**
- j 920 Famous Negro Music Makers. Langston Hughes. Dodd, Mead and Co. 1955  
H  
Biographical stories for younger readers of outstanding black musicians or musical groups.
- j 920 Giants Of Jazz. Louis Terkel. Thomas Y. Crowell Co. 1957.  
T  
Biographical stories of twelve jazz men. With discography.
- B Louis Armstrong. Kenneth G. Richards. Children's Press. 1967.  
ARM  
Biography with a bibliography to other literature about Louis Armstrong.
- B Marian Anderson: Lady From Philadelphia. Shirlee P. Newman. Westminster Press. 1965.  
AND  
Biography of the great opera and concert contralto.
- B Movin' On Up: The Mahalia Jackson Story. Mahalia Jackson and McLeod Wylie.  
JAC Hawthorne. 1966.  
Autobiography of the late gospel singer.
- 780.922 Music And Some Highly Musical People. James M. Trotter. Afro-Am Press.  
T 1969.  
A reprint with sketches and portraits of nineteenth century black musicians.
- B My Lord, What A Morning. Marian Anderson. Avon. 1956.  
AND  
Marian Anderson's autobiography.

- B  
COL Nat King Cole. Maria Cole. Wm. Morrow and Co. 1971.  
Biography of singer Nat King Cole by his wife.
- B  
BAI The Raw Pearl. Pearl Bailey. Harcourt, Brace, and Co. 1968.  
Singer Pearl Bailey's autobiography.
- JB  
ARM Trumpeter's Tale. Jeanette Eaton. Wm. Morrow and Co. 1955.  
Story of Louis Armstrong for young readers.
- JB  
HAN William C. Handy; Father Of The Blues. Garrard. 1968.  
Story for young readers.

## AUDIO-VISUALS

## Motion Pictures

- MP  
784.756-1 Afro-American Music: Its Heritage. Communications Group West. 1969.  
16 min. sd. color. 16 mm.  
From the talking drums of West Africa to contemporary "rhythm and blues," 250 years of Black America's contributions to the history and culture of the United States are portrayed. Jazz composer, Calvin Jackson, traces the history and evolution of black music from tribal communications through plantation life origins of spiritual and gospel music to the eras of the "blues," "ragtime," "dixieland," "jazz," and "swing," climaxing with the Afro-Cuban music and the "rhythm and blues" of today.  
Intermediate, junior high, high school, adult.
- MP  
796-6b Body And Soul. Part 2: Soul. Film Associates. 1968.  
25 min. sd. b&w. 16 mm.  
Singer Ray Charles provides an insight into the attitudes and experiences of many Negro performers. He explains what "soul" music is, and an interpretation of its development is illustrated by performances by Billie Holiday, Mahalia Jackson, Duke Ellington, Count Basie, and Aretha Franklin.  
Junior high school, high school, adult.
- MP  
784.4-1 Discovering American Folk Music. Bailey Film Associates. 1969.  
22 min. sd. color. 16 mm.  
Reviews the two main influences--African and English--in the development of American folk music.  
Intermediate, junior high, high school, adult.

MP  
785.42-1

Discovering Jazz. Bailey Film Associates. 1969.

22 min. sd. color. 16 mm.

Traces the history of jazz from its roots in 19th century black America from Dixieland and blues through such styles as swing, bop, cool jazz, funky, and free improvisation.

Intermediate, junior high, high school, adult.

MF  
781.9-1

Discovering The Music Of Africa. Bailey Film Associates. 1967.

22 min. sd. color. 16 mm.

Robert Ayitee, drummer, and his associates present the history, structure and style of African music with an explanation of its complexity.

Intermediate, junior high, high school, adult.

MP  
921-17

Lady In The Lincoln Memorial. Arno Press. 1970.

18 min. sd. color. 16 mm.

Biographical presentation of Marian Anderson's life.

Intermediate, junior high, high school, adult.

MP  
921-26

W. C. Handy. Bailey Film Associates.

14 min. sd. color. 16 mm.

Biography of bluesman, W. C. Handy.

Intermediate, junior high, high school, adult.

#### Filmstrips

FS  
B  
DIX

Dean Dixon: Conductor. Warren Schloat Productions. 1971.

67 fr. color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm., 16 min. (Black experience in the arts).

Black conductor Dean Dixon discusses the frustrations and rewards of his career after 21 years away from American symphony productions.

High school, adult.

FS  
B  
DOU

Folk Songs And Frederick Douglass. Warren Schloat Productions. 1969.

2 filmstrips (pt. 1, 54 fr.; pt. 2, 58 fr.). color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm., 17 min. microgroove.

Biography of the life of Frederick Douglass, Negro author, orator, and abolitionist. Presented against a background of Negro spirituals and ballads. With teacher's guide.

Intermediate, junior high, high school, adult.

FS  
784.4  
F

Folk Songs In The Civil War. Part 1: 1861-1862. Warren Schloat  
Productions. 1967.

70 fr. color. 35 mm. and phonodisc: 2 s., 12 in., 33 1/3 rpm.,  
13 min. microgroove.

Songs about sectionalism, the importance of slavery to cotton economy, Lincoln's victory, the South Carolina secession, creation of the Confederacy, the battles of Bull Run and Antietam, the Monitor and the Merrimac, and the important generals. With teacher's guide.

Intermediate.

FS  
784.4  
F

Folk Songs In The Civil War. Part 2: 1863-1865. Warren Schloat  
Productions. 1967.

69 fr. color. 35 mm. and phonodisc: 2 s., 12 in., 33 1/3 rpm.,  
12 min. microgroove.

Songs about the Emancipation proclamation, Negro regiments in the Union Army, the battles of Chancellorsville, Gettysburg, and Vicksburg, Lincoln's re-election and second inauguration, Sherman's march through Georgia, Appomattox, and John Wilkes Booth. With teacher's guide.

Intermediate.

FS  
781.7  
H

Historical Interpretation of Negro Spirituals and Lift Every Voice  
And Sing. Conlam Enterprises. 1970.

43 fr. color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm.,  
19 min. microgroove.

Reveals the importance of the Negro spiritual as a secret means of communication used by the slaves. Includes the anthem, "Lift every voice and sing," and the songs: Trampin; Steal away; Swing low sweet chariot; Go down Moses; My Lord what a morning; O, Mary don't you weep; Get on board; Wade in the water; Soon a will be done; March on; and Joshua fit the Battle of Jerico. With script and teacher's guide.

Kindergarten, Primary, Intermediate, Junior High, High School, Adult.

#### Records

RD  
781.7  
A

American Negro Songs From Slavery Times. Folkways Records. 1960.

2 s. 12 in. 33 1/3 rpm. microgroove.

Notes on the songs and texts inserted in slipcase.  
Intermediate, Junior High, High School, Adult.

RD  
784  
B

Been Here And Gone. Folkways Records. 1960.

2 s. 12 in. 33 1/3 rpm. microgroove.

A journey through southern music including black sounds and artists. Program notes inserted in slipcase.

Junior High, High School, Adult.

- RD  
780  
B Been In The Storm So Long. Folkways Records. 1967.  
2 s. 12 in. 33 1/3 rpm. microgroove.  
Spirituals and shouts, children's game songs and folktales. Notes and texts of songs inserted in slipcase.  
Primary, intermediate, junior high, high school, adult.
- RD  
372.87  
J Call-And-Response. Rhythmic Group Singing. Folkways Records. 1957.  
2 s. 10 in. 33 1/3 rpm. microgroove.  
Sung by the composer and a group of school children with instruments. Program notes and texts in slipcase.  
Kindergarten, primary, intermediate.
- RD  
785.6  
S Concerto For Orchestra. Silhouettes in Courage. 1970.  
1 s. 12 in. 33 1/3 rpm. microgroove. stereophonic.  
Symphony concerto by black composer, Howard Swanson.  
Junior high, high school, adult.
- RD  
781.7  
C Folk Music U. S. A. Folkways Records. 1959.  
1 s. 12 in. 33 1/3 rpm.  
Program notes and texts of songs in album.  
Intermediate, junior high, high school, adult.
- RD  
781.7  
G Get On Board! Songs Of Freedom. Scholastic Records. 1970.  
2 s. 7 in. 33 1/3 rpm. microgroove.  
"Runaway slave; the story of Harriet Tubman" by Ann McGovern inserted in album.  
Contents: Get on board. Steal away. Didn't my Lord deliver Daniel? Let my people go. Good news, chariot's coming. John Brown's body.  
Primary, intermediate, junior high.
- RD  
780  
J Jazz. Folkways. 1953.  
2 s. 12 in. 33 1/3 rpm. microgroove.  
Volume no. 6 of "Chicago #2. Program notes inserted in slipcase.  
Intermediate, junior high, high school, adult.
- RD  
782.8  
J Jerico-Jim Crow. Folkways. 1964.  
4 s. 12 in. 33 1/3 rpm.  
A presentation of Langston Hughes' musical production, 'Jerico Jim Crow'.  
Junior high, high school, adult.

RD Leadbelly's Last Sessions. Folkways. 1953.

780

L 1 album (4 s.). 12 in. 33 1/3 rpm.

Selections by Huddie Ledbetter, folksinger, in part with guitar accompaniment. Program notes inserted in album.

Intermediate, junior high, high school, adult.

RD Music Down Home. Folkways. 1965.

780

S 4 s. 12 in. 33 1/3 rpm. microgroove.

Contains Negro songs, spirituals, blues, and work-songs. Program notes and texts of songs inserted in album.

Intermediate, junior high, high school, adult.

RD Negro Folk Music Of Africa And America. Folkways. 1951.

781.7

C 4 s. 12 in. 33 1/3 rpm. microgroove.

Program notes inserted in album.

Intermediate, junior high, high school, adult.

RD Negro Folk Songs For Young People. Folkways. 1962.

784.7

N 2 s. 12 in. 33 1/3 rpm. microgroove.

Sung by Huddie Ledbetter (Leadbelly) accompanying himself. Text of the songs inserted in slipcase.

Intermediate, junior high, high school, adult.

RD The Negro People In America Through Their Songs and Ballads. Heirloom.

781.7

N 1965.  
2 s. 12 in. 33 1/3 rpm. microgroove.

Recorded from a performance by students of the Fieldston School, Riverdale, N. Y. Program notes on slipcase.

Intermediate, junior high, high school, adult.

RD P. S. 186. Silhouettes in Courage. 1970.

784.1

P 2 s. 12 in. 33 1/3 rpm. microgroove.

Songs performed by a group of 4th and 5th grade students in a Harlem community school, with instrumental ensemble. Includes: Welcome, welcome; I shall not be moved; Blowing in the wind; Nadneda; Kum ba ya; We shall overcome; Thou shalt not kill; Come to Puerto Rico; Hine mah tov; Come back Liza; It's me ol' Lord.

Kindergarten, primary, intermediate.

RD Ring Games From Alabama. Folkways. 1953.

372.87

R 2 s. 10 in. 33 1/3 rpm. microgroove.

Line games and play-party songs played by the children of Lilly's Chapel School, York, Alabama. Directions for the games and song texts inserted in slipcase.

Kindergarten, primary, intermediate.



- RD  
784  
S      Songs Of The Civil War. Folkways. 1960.  
4 s. 12 in. 33 1/3 rpm. microgroove.  
Notes and texts of the songs in album.  
Intermediate, junior high, high school, adult.
- RD  
781.7  
S      The Sound Of Thunder. Kin-Tei Records, Inc.  
2 s. 12 in. 33 1/3 rpm.  
Bernice Reagan sings representative black music, including work songs,  
spirituals, and blues. Contents on slipcase.  
Junior high, high school, adult.
- RD  
785  
J      Symphony No. 6. Silhouettes in Courage. 1970.  
1 s. 12 in. 33 1/3 rpm. microgroove. stereophonic.  
Symphony by black composer, Charles Jones, which attempts to symbolize  
the quest of black Americans for their rightful place in the society.  
Junior high, high school, adult.
- RD  
784  
W      We Shall Overcome; Songs Of The Freedom Riders And The Sit-Ins. Folkways.  
2 s. 12 in. 33 1/3 rpm. microgroove.  
Historical notes and texts inserted in slipcase.  
Intermediate, junior high, high school.

## Cassettes

- CAS  
B  
HAN      Father Of The Blues. Mike Whorf, Inc. 1970.  
Life and accounts of W. C. Handy.
- CAS  
781.7  
L      Lift Every Voice And Sing. Afro-American Resource Center. 1972.  
Piano accompaniment to Negro national anthem.  
All grade levels.

## Addendum:

- 784  
T      The Blues Bag. Happy Traum. Consolidated Music Publishers. 1968.  
An anthology of traditional blues songs and instrumentals as played  
by the great country blues guitarists. Written for guitar and standard  
music notation.  
Intermediate, junior high, high school, adult.
- 784  
L      Wake Up And Sing! Beatrice Landeck. Wm. Morrow and Co. 1969.  
Folk songs from America's grassroots, selected and adapted for young  
children with teaching suggestions.  
Kindergarten, primary, intermediate.

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

THE NEGRO IN AMERICAN HISTORY

JUNIOR HIGH BIBLIOGRAPHY

The Afro-American in United States History. Benjamin DaSilva.  
Globe. 1969.

Easy reading Negro history textbook.

j 973  
M

An Album of Black Americans in the Armed Forces. Major Donald L.  
Miller. Franklin Watts. 1969.

Excellent pictorial reference on the black soldier.

301.451  
B

Before the Mayflower: A History of Black America. Lerone Bennett, Jr.  
Johnson Publishing Company. 1969.

Good, fastmoving black history survey.

940.5403  
H

Bitter Victory. Florette Henri. Doubleday. 1970.

Non-fiction discussion of U.S. treatment of black soldiers  
during World War I.

398.2  
L

Black Folktales. Julius Lester. Richard Baron. 1969.

African and Afro-American culture written in dialect.

810.8  
G

Bondage, Freedom and Beyond. Addison Gayle, Jr. Zenith. 1971.

Collected prose by black American authors.

j 973.1  
S

The Discovery of Esteban the Black. Elizabeth Shepard. Dodd, Mead  
and Company. 1970.

Adventuresome biography of Estevavico and his exploration of  
the southwest.

j 326  
L

The Dred Scott Decision. Frank Latham. Watts. 1968.

Non-fiction reference. In-depth discussion of sectionalism and  
how slavery related to the conflict.

- j 920  
B  
The Fighting Congressman. Henrietta Buckmaster. Scholastic. 1971.  
Collective biographies of congressmen during the Civil War era with explanation of problems during Reconstruction.
- JB  
FOR  
Forten the Sailor: Pioneer Champion of Negro Rights. Ester Dauty. Rand McNally and Company. 1968.  
Biography of James Forten, pioneer champion of Negro rights.
- 920  
S  
Four Took Freedom. Phillip Sterling and Rayford Logan. Doubleday and Company. 1967.  
Collected biographies of Harriet Tubman, Frederick Douglass, Robert Smalls and Blanche K. Bruce. Easy reading.
- 973.8  
B  
Freedom Bound. Henrietta Buckmaster. Macmillan Company. 1965.  
History of the reconstruction period after the Civil War.
- B  
KIN  
I Have a Dream: The Story of Martin Luther King in Text and Pictures. Charles Osborne, ed. 1968.  
Excellent pictorial history of Dr. King's struggle in the Civil Rights Movement.
- 301.451  
M  
In Their Own Words: A History of the American Negro. Milton Meltzer. 3 volumes. Thomas Crowell Company. 1964.  
Non-fiction reference with prime source interviews.
- JF  
GRA  
Jean Baptiste Pointe DuSable. Shirley Graham. Julian Messner. 1953.  
Historical fiction. Adventurous novel about the founder of the city of Chicago.
- B  
TRU  
Journey Toward Freedom: The Story of Sojourner Truth. Jacqueline Bernard. W.W. Norton and Company. 1967.  
Little known story of an ex-slave woman who lived her life preaching against slavery and for better living conditions.
- 329  
I  
Ku Klux Klan: The Invisible Empire. David Lowe. W.W. Norton and company. 1967.  
Non-fiction reference on the K.K.K. Interviews members of klan and includes many pictures and a short history.

- j 973.7  
L  
Lincoln and the Emancipation Proclamation. Frank Iatham. Watts. 1969.  
Non-fiction reference which portrays Lincoln as the man caught up in political realities.
- jF  
STE  
The Long Black Schooner. Emma Gelders Sterne. Collett. 1953.  
Historical novel about the escape of an African prince and other enslaved Africans on the ship "The Amistad".
- JB  
KIN  
Martin L. King: Fighter for Freedom. Edward Preston. Doubleday. 1968.  
Historical biography. Simplified for slower or younger students. Frank discussion of Dr. King's life.
- j 920  
D  
Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era. Lavinia Dobler and Edgar Toppin. Doubleday. 1965.  
Collected biographies of six black patriots during the Revolutionary War Era.
- 920  
B  
Pioneers in Protest. Lerone Bennett, Jr. Johnson Publishing Co.  
Collected biographies of people involved in the struggle for civil rights 1790-1970.
- j 342.73  
L  
The Rise and Fall of Jim Crow. Frank Iatham. Watts. 1969.  
Non-fiction reference. Survey of laws made to deny black men equal opportunity.
- Story of the Negro. Arno Bontemps. Alfred Knopf. 1948.  
Non-fiction reference written in a interesting manner. Easy to read.
- 811.5  
J  
Soulscript: Afro-American Poetry. June Jordan. Doubleday. 1970.  
Anthology of poetry by black artists.
- j 920  
S  
The Spy, the Lady, the Captain and the Colonel. Richard Stiller. Random House. 1970.  
Collected biographies written in an interesting manner using prime source illustrations and photographs. Stories give insight into personal triumph over obstacles.

j 301.451  
S

They Took Their Stand. Emma Gelders Sterne. Crowell-Collier Press.  
1968.

Short biographies about white Southerners who helped in black liberation.

jF  
PET

Tituba of Salem Village. Ann Petry. Thomas Crowell Co. 1965.

Historical novel, setting in Salem, Massachusetts, during the witchhunts.

326  
L

To Be a Slave. Julius Lester. Dial Press. 1968.

Collected narratives of slaves with short historical sketches throughout.

j 973.7  
M

Worth Fighting For. Agnes McCarthy and Lawrence Reddick. Doubleday.  
1965.

Frank treatment of Negro struggle for freedom during the Civil War.

The Yellow Bone Ring. Genevieve Gray. Lothrop. 1971.

Historical fiction. Setting is the civil war period and the emancipation of the slaves. Story of an ex-slave boy and his exciting search for identity.

j 920  
A

Young and Black in America. Roe Pace Alexander. Random House. 1970.

Collected biographies of contemporary people written to be relevant to problems of today.

Audio-Visual Materials

Films

Black History: Lost, Stolen, or Strayed. Bailey Films. 54 minutes. Narrated by Bill Cosby.

Contemporary black situations with flashback references to Black History.

Harriet Tubman and the Underground Railroad. McGraw Hill. 54 minutes. black/white.

Positive image of black abolitionists. Authentic presentation of actual life of slave, hardship of escape through the underground railroad.

The Hat: Is This War Necessary?. McGraw Hill. 18 minutes. color.

"How and why do people individually and in groups build walls around themselves?"

Filmstrips

Afro-Americans Speak for Themselves. Educational Dimensions Corp. 1969.

Treatment of black history through the eyes of black authors of the different time periods. Set of three filmstrips with records.

Critical Thinking Aids. Modern Learning Aids.

One-hundred historical filmstrips with captions that pose an historical dilemma and, after asking the alternatives, give the historical solution.

Men of Thought-Men of Action. Media Plus. Nine filmstrips.

Black and white experiences in America from 1730 to the present. Compares and contrasts the lives of two important people, one black and one white at a specific time in history.

Rush Towards Freedom. Warren Schloat. 1970.

Set of filmstrips tracing history of civil rights movement from 1954 through Robert Kennedy's assassination.

White and Black Statue. Warren Schloat. 1970.

Human relations. Why is a Negro statue vandalized and what action should its owner take?

Visuals

Illustrated Black History. Instructor Publications.

Three sets of posters. Famous black personalities and historical portrayals.

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER  
TOLEDO PUBLIC SCHOOLS

HIGH SCHOOL LANGUAGE ARTS BIBLIOGRAPHY

THE NEGRO IN AMERICAN LITERATURE

810.8  
M Blackamerican Literature: 1760 to Present. Ruth Miller. Glencoe Press.  
1971.

A comprehensive anthology of black writings. Introduction by John Hope Franklin. Contains a ten minute one act play by Langston Hughes, suitable for classroom production. ("Soul Gone Home").

301.451  
D In White America. Martin Duberman. The New American Library. 1964.

Using quotations from historical documents, this two act play depicts the history of the Negro in America. A recording of the drama is available at the Afro-American Resource Center. (1963, New York play)

F  
ELL Invisible Man. Ralph Ellison. Random House. 1947.

A dramatic story of the progression of a simple, optimistic Southern Negro youth through various stages of disillusionment in a white racist society. For mature readers.

B  
MAL The Autobiography of Malcolm X. Malcolm X. Grove Press, Inc. 1964.

Illustrates the three distinct and interrelated lives of the author as Malcolm Little, Malcolm X and El-Hajj Malik El-Shabazz. The remarkable change from petty criminal to international leader is depicted.

B  
BRA To Sir With Love. E. R. Braithwaite. Prentice-Hall. 1959.

A black high school teacher instills respect in his all white class.

Jazz Country. Nat Hentoff. Harper and Rowe. 1965.

A sixteen year old white boy attempts to enter the jazz music world in this story about racial identity, jazz and the ghetto.

F  
LEE To Kill A Mockingbird. Harper Lee. J. B. Lippincott Co. 1960.

A story of what happens in a small Alabama town when a white lawyer defends and unjustly accused black man. The story is told through the eyes of the lawyer's children.



F  
BAR The Lillies of the Field. William E. Barrett. Doubleday and Company. 1962.

A southern Negro helps some refuge nuns build a church.

F  
PAT Cry The Beloved Country. Alan Paton. Charles Scribner and Sons. 1948.

A novel of a Zulu country parson who finds the evil of segregation in the slums of Johannesburg, South Africa. For mature readers.

810.9  
G Five Black Writers. Donald B. Gibson. New York University Press. 1970.

Essays on Richard Wright, Ralph Ellison, James Baldwin, Langston Hughes and LeRoi Jones. Contains twenty-six essays on these writers with an extensive bibliography. One section is on "The Writer and Social Responsibility."

812.5  
C Black Scenes. Alice Childress. Doubleday and Company. 1971.

A book of selections from plays about black playwrights. Scenes suitable for classroom production include "Purlie Victorious", "Raisin In The Sun", "A Son Come Home" and especially "Day of Absence."

JF  
NEU Edgar Allen. John Heufield. S. G. Phillips, Inc. 1968.

A white minister and his wife adopt a Negro boy. A novel about a good man and a good deed that bring a family and a community close to tragedy.

Black Drama: An Anthology. William Brasmer and D. Consolo. Charles E. Merrill Company. 1970.

Contains plays by Langston Hughes, Adrienne Kennedy and Ossie Davis. Contains a ten scene production of "Native Son" by Paul Green. (A white playwright) Concentrates on serious professional drama by black American playwrights.

809.8  
E Shadow and Act. Ralph Ellison. Randon House. 1964.

Twenty essays and two interviews. Ellison attempts to make the reader understand what it is to be an Afro-American.

F  
WRI Native Son. Richard Wright. Harper and Rowe. 1940.

Has an introduction "How 'Bigger' was Born" by Wright. A Chicago Negro finds himself through a horrible crime. For mature readers.

- B  
ANG I Know Why The Caged Bird Sings. Maya Angelou. Random House. 1969.  
A autobiography describing the childhood and adolescence of a black girl in rural Arkansas.
- 813.5  
C American Negro Short Stories. John Henrick Clarke. Hill and Wang Co. 1966.  
Stories and excerpts from novels ranging from Paul L. Dunbar's "The Lynching of Jube Benson" to "The Screamers" by LeRoi Jones. For mature readers.
- F  
PAR The Learning Tree. Gordon Parks. Harper and Rowe. 1963.  
A lively story of Negro family life in Kansas in the 1920's.
- 812.54  
H A Raisin In The Sun. Lorraine Hansberry. Random House. 1959.  
A play relating the experiences of a middle class black family attempting to move into a white neighborhood in Chicago in the 1950's.
- 301.451  
G Black Like Me. John H. Griffin. Houghton Mifflin Co. 1961.  
An actual account of a white Texan's attempt to penetrate the "closed society" of the South by dyeing his skin black.
- 810.89  
H Soon One Morning. Herbert Hill. Alfred A Knopf, Inc. 1969.  
An anthology of essays, fiction, and poetry by well-known and lesser-known contemporary Negro writers. The main emphasis is upon the creative expression of the Negro writer. For mature readers.
- 813  
H The Best Short Stories by Negro Writers. (1899-Present). Langston Hughes. Little, Brown and Company. 1967.  
A collection including a number of new stories by lesser known writers. Suggested selections include "The Almost White Boy" by Willard Motley and "The Scapegoat" by Paul Lawrence Dunbar. For mature readers.
- REF  
811.008  
H The Poetry of the Negro 1746-1970. Langston Hughes and Arna Bontemps. Doubleday and Company. 1970.  
An anthology including the poems of 111 black poets and 52 white poets.

- 813.5 Brothers and Sisters. Arnold Adoff. Macmillan Company. 1970.  
A  
A collection of short fiction by black American writers starting with the Harlem Renaissance. Includes Baldwin, Brooks, Dumes and Edwards.
- 301.451 The Speeches of Malcolm X at Harvard. Archie Epps. William Morrow Co. 1968.  
L  
Discusses the life of Malcolm X and what motivated him. Investigates and analyzes his style of speaking.
- 817 The Best of Simple. Langston Hughes. Hill and Wang. 1961.  
H  
Simple, the central figure, is a Negro who gives his opinions on some of his favorite subjects in a humorously expressed philosophy. A recording is also available.
- 810.9 Anger and Beyond. Herbert Hill. Harper and Rowe. 1966.  
H  
Ten black and white writers trace the history of Afro-American literature and explore the psychology and creative strength of the contemporary black writer. Teacher reference and mature readers.
- JF Durango Street. Frank Bonham. E. P. Dutton and Company. 1970.  
BON  
The study of a black youth involved in a street gang in Los Angeles. A social worker is able to direct the boy and the gang to more constructive activities. Easy reading.
- F Black Thunder. Arna Bontemps. Beacon Press. 1968.  
BON  
A Historical novel concerning a black insurrection which took place in Virginia in 1800.
- JF The House of Dies Drear. Virginia Hamilton. The Macmillan Company. 1968.  
HAM  
A mystery story about a Southern black family moving into a new home in Ohio. The house is supposed to be haunted. Easy reading.
- 811.08 American Negro Poetry. Arna Bontemps. Hill and Wang. 1963.  
B  
A representative collection of 171 poems by 55 black poets of the 20th century.
- 810.8 Black Voices. Abraham Chapman. Mentor Publishing Company. 1968.  
C

An anthology of Afro-American literature. Fiction, poetry, autobiography and criticism by leading Afro-American writers.

B  
WRI

Black Boy. Richard Wright. Harper and Rowe. 1945.

A retelling of the author's early years in the South. It ends as he travels North at age eighteen.

B  
MOO

Coming of Age in Mississippi. Anne Moddy. Dial Press, Inc. 1968.

The autobiography of a young girl growing up in Mississippi, from childhood through college.

J 811  
B

A Street In Bronzeville. Gwendolyn Brooks. Harper and Rowe. 1945.

Poems which convey with great success the authentic flavor of Negro community life in Chicago.

The Black American Writer Volume I: Fiction. and Volume II: Poetry and Drama. Penguin Books, Inc. 1971.

A two-volume study of the black American writers that examines the achievements of some and analyzes the difficulties facing the black writer. Attempts to clarify the function of black writing. Teacher reference.

F  
WAL

Jubilee. Margaret Walker. Houghton Mifflin Company, Boston. 1966.

The story chronicles the Civil War and early Reconstruction years through the eyes of its heroine, who grew up as a slave on the plantation of her white father. Based on the life of the author's great-grandmother.

812  
S

The Great White Hope. Howard Sackler. Dial Press. 1968.

Winner of 1968 Pulitzer Prize for Drama. Based on the career of Jack Johnson the first Negro heavyweight to win the world's championship in 1908.

365.6  
J

Soledad Brother: The Prison Letters of George Jackson. Coward-McCann. 1970.

Composed of letters written by Jackson from prison, to his mother, father, Angela Davis and attorney. Similar to the Autobiography of Malcolm X. For mature readers.

301.45  
S The Education fo a WASP. Lois M. Stalvey. William Morrow and Company. 1970.

A true account of a WASP housewife and her family who discover by chance the anguish of discrimination.

301.45  
N Many Thousand Gone. Charles H. Nicholas. Indiana University Press. 1963.

The ex-slave's account of their bondage and freedom. Sources used are selected from slave biographies and autobiographies published between 1760-1865.

REF  
Q16.810  
S Negro Literature for High School Students. Barbara Dodds. National Council of Teachers of English. 1968.

A short historical survey of Negro writers, reviews of novels, and biographies and suggestions on how these might be used. Teacher reference.

301.451  
K Where Do We Go From Here: Chaos or Community. Martin L. King, Jr. Harper and Rowe. 1967.

An indictment of the entire Black Power movement by a civil rights leader who stressed the importance of the nonviolent approach.

APPENDIX E

ESEA TITLE III  
TOLEDO PUBLIC SCHOOLS  
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TOLEDO, OHIO 43606

# Afro- American Resource Center NEWS LETTER

Vol. II No. 3

February, 1973

## BIOGRAPHY ILLUMINATES THE BLACK EXPERIENCE

During the spring of 1973 Rutgers University will hold a festival dedicated to Paul Robeson who was born on April 9, 1898. It seems appropriate to dedicate this February issue of the Afro-American Resource Center Newsletter to the same personage since he embodied in one person the many facets of the Black Man in America.

He represented Blacks in education as a Phi Beta Kappa graduate of Rutgers in 1918 who obtained a law degree from Columbia University in 1923. As an athlete, he was voted an all-American football player at Rutgers for two consecutive years and received numerous offers to turn professional. Although he could have pursued either of these careers, he chose to become one of the greatest actor-singers on the American stage and screen. Between presenting concerts all over the world, he appeared in such plays as Emperor Jones, Othello, Show Boat and Porgy.

One would assume that such achievements would fulfill any man's life; however, there was another aspect to Paul Robeson which makes this dedication so appropriate. Mr. Robeson was an avid supporter of basic human rights for all men. Active in many early civil rights groups, he raised money to support major projects devoted to human rights and donated much of his personal time and income to this ideal. Although he was discredited by many during the 1930's and 1940's, his principles have now been proved to be more consistent with human dignity.

In this month officially dedicated to Human Relations and in the weeks devoted to Negro History and to Brotherhood, what better symbol could one view than this man? Although his personal abilities would have permitted him to enjoy a "safe" life, he cast himself with the people and tried to make all men "safe".

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HIGH SCHOOL

Who is Paul Robeson? Make a random survey among your students and colleagues using the forementioned question. Their replies may be fairly predictable. "Paul who....? Oh, Robeson the singer." Some may even remember he was an actor. Few, if any, will know Paul Robeson the athlete, lawyer, scholar and cultural leader. One would think even the "Negro History" of minute dates and events, "first every done by a Negro", would tend to make Americans more aware of a man named Paul Robeson, Sr,

Paul Robeson's thinking was an independent as his singing was superb. He faced rejection by uncomprehending whites and blacks because of his political affiliations. George Schuyler, a black millionaire, refers to Robeson as the "...darling of the Reds.... There was something ironic about that, for I can think of no one who received more favors from the hands of the rich and powerful despite mediocre talents, as any capable and honest music or drama critic would admit." (Black and Conservative, p. 281) Unfortunately Robeson's leftist political affiliations received more publicity in America than his artistic career.

The social insults he received would have proved unbearable for even the most patriotic American. Richard Bardoff (The Negro Vanguard) reveals, "when an artist who has been widely applauded in every major country of the world can, fresh from an ovation at Carnegie Hall, be relegated to the freight elevator at a hotel, or refused a glass of water to wash down an aspirin in a Times Square drug store, the instinct to rebel is stronger than in a humble domestic." (page 386)

Early in 1940, Paul Robeson was among the top 10 concert singers in America. He refused to submit to discriminations (segregated audiences), but his bookings were so full that he did not feel the loss of the Southern audiences. During the same period the "silent rules" decreed that black performers on radio could not be introduced or referred to as Mr., Mrs., or Miss. Bing Crosby boldly defied the tradition in 1942 by presenting the celebrated baritone as Mr. Robeson.

During our observance of Negro History Week, a study of the varied career of Paul Robeson will show that he stood and fought for social justice. Unlike too many artists and singers, who stay as far from blacks as possible once they have attained a measure of success, Robeson attempted to keep in close touch with his people, sharing their aspirations to achieve.



## BOOKS

The Negro Vanguard. Richard Bardolph. Vintage Company. 1959.

The Crisis of the Negro Intellectual. Harold Cruse. William Morrow Company. 1967.

A Biographical History of Blacks in America Since 1528. Edgar A. Toppin. David McKay Company. 1971.

Black Magic: A Pictorial History of the Negro In American Entertainment. L. Hughes and M. Meltzer. Prentice-Hall. 1970.

The Negro In The American Theatre. Edith Isaacs. McGrath Publishing Company. 1968.

Black and Conservative. George Schuyler. Arlington House. 1966.

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## JUNIOR HIGH

After examining briefly the complex life of Paul Robeson, one is struck by the fascinating history that lies buried in the life stories of the great men and women whose experiences have dotted the American Scene. Involve a student in the life and times of another person and he or she will learn history by getting the feeling of the total environment that helped to shape that person. If the biography is explicit and articulate it will probably have special value also in the area of language arts.

The following is a brief list of influential Americans whose lives have helped to change the history of the United States in one way or another:

Gwendolyn Brooks - Contemporary poet and winner of the Pulitzer Prize.

Lewis Latimer - Son of fugitive slaves who became one of the creators of the electrical industry.

Robert Smalls - A former slave who commandeered a Confederate ship and later became the captain of a Yankee ship during the Civil War.

Mary McCleod Bethune - Fought up from poverty for education for herself and later for other black children all the way to the White House.

Gordon Parks - Photographer, writer, director of movies including "Shaft".

Yvonne Braithwaite - Congresswoman from California.

Nat Turner - Revolutionary who lead a slave revolution in Southampton County, Virginia.

Frederick Douglass - Fugitive slave who became a great orator for human rights and dignity.

W.E.B. DuBois - Intellectual who organized the Niagra Movement out of which grew the N.A.A.C.P.

Marcus Garvey - Leader who appealed to the black citizen to give up the struggle for freedom in the United States and relocate in Africa.

Walter F. White - Helped to organize a group of lawyers who would lobby and try cases in Washington attacking "Jim Crow".

#### BOOKS

Negroes In The Early West. Olive Burt. Simon. 1969.

Soldiers In The Civil Rights War. Janet Stevenson. Reilly & Lee. 1971.

Black Courage. A.E. Schraff. Macrae Smith Company. 1969.

Young and Black in America. Rae Alexander. Random House. 1970.  
One copy in each school library.

Walk the World's Rim. Betty Baker. Harper Row. 1965.  
Story of Spanish explorers in the 16th Century.

Follow the Free Wind. Leigh Brackett. McGraw-Hill. 1970.  
Fictionalized biography of Jim Beckworth, western explorer.

Check Afro-American Curriculum Office bibliography in your library, or at the Curriculum Office.

#### MAGAZINES

Saturday Review of the Arts. February, 1973. "Transcending Racist Trash: A Legacy of the First Black Movie Stars". Donald Bogle. Page 25.

Short biographies about Stepin Fetchit, Bill Robinson, Hattie McDaniel and Paul Robeson.

## FILMSTRIPS

The Revolutionary Period, 1770-1790.

Little known people of various races and nationalities who worked to win the United States independence.

Many and varied filmstrips on individuals.

## FILMS

Black Men and Iron Horses. Arno Press. 1969. 18 minutes.  
Black inventors and others who contributed to industrialization.

Harriet Tubman and the Underground Railroad. McGraw-Hill. 1963.  
54 minutes.  
Commercial motion picture type movie on the life of Harriet Tubman.

George Washington Carver. Bailey Films. 1967. 11 minutes.  
Uses clips of movies of the period.

The Hurdler. New York Times. 1969. 15 minutes.  
Story of Dr. Charles Drew.

Lady In The Lincoln Memorial. Arno Press. 1970. 28 minutes.  
Story of Marian Anderson.

Langston Hughes. Carousel. 22 minutes.  
Review of his life and works.

Peary and Henson: North To the Pole. McGraw-Hill. 15 minutes.  
Expedition to Arctic.

W. C. Handy. 14 minutes.

## VISUALS

Portal Study Graphics. Afro-American Series. Includes Drew, Douglas, King, Davis, Marshall, Washington, Carver.

Afro-American Portfolios. Afro-Am Publishers.  
Twenty-four notable black Americans.

Black Americans, Yesterday and Today. David C. Cook. Teacher's Guide.

Notable Black Americans. Buckingham Learning Corp.  
Sixteen pictures with captions.

Contemporary Black Biographies. Instructo Corp.  
Thirty-two contemporary black personalities with booklet.

Famous Black Americans. Audio-Visual Enterprises.  
Thirty-six study prints with biographical caption.

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## ELEMENTARY

February is Brotherhood Month. The concept of "Brotherhood" has roots in our Judaic-Christian heritage and is expressed in the "equality" emphasized in our nation's founding documents. It is a dream difficult to attain, especially in a society which is also based on competitive ideals and status by material acquisition. Most Americans live with both of these ideals (brotherhood and competition) and rarely see them as conflicting.

In reality when an American faces a situation in which he can respond in a brotherly way or in a competitive way, it seems that in too many cases competition is the value most dominant. For example, if two people of fairly equal ability are in line for a job promotion, does "brotherhood" have any influence on the attitude of each toward the higher paid job. How many individuals would consider the other person's need for additional funds because of family illness as a serious criteria for giving the promotion to the other person?

The same kind of conflict arises in so many everyday situations. It is a competition to get to the one remaining seat on the bus or the favored parking space. Old age or poor health are not considerations, just "who got there first". In place of "brotherhood" it seems that we operate more and more on the principle "after me, you come first" and "might makes right". It is no longer an American ideal just to "keep up with the Joneses", often it is "get ahead of the Joneses".

It is a joy to witness situations in which "Brotherliness" has been a motivation for behavior, and we need to find ways to bring this kind of consideration back into human interaction. Classroom teachers are seldom aware of the ways in which they teach and reinforce children's behavior. We teach values even when we think we are avoiding that sensitive area. It might be a good idea for each of us to evaluate our influence toward brotherhood or competition among the students with whom we deal.

The school grading system is by its very nature competitive but do we balance this among the students by a deep respect (brotherliness) for each person in the school-faculty and students? Do we value the student with the highest grades as our "best" student or do we really acknowledge and appreciate the less competitive child? Do we acknowledge and reward "brotherly" behavior in the classroom, gym, lunchroom and playground? We will never see true brotherhood for all, regardless of race, creed, or station in life until it again becomes a basis for relationships among family members, classmates, and peers.

FILMS

Me Too?

What If?

Getting Even.

Getting Along.

Encyclopaedia Britannica. 1969. 4 minutes each. color.

Short open-ended films with interpersonal relations as basic theme. Grades 1-4.

Reach Out. Trend Films. 1971. 10 minutes. color.

Explores theme of multi-racial acceptance of others. Grades 3-6.

Values: The Right Thing To Do. Bailey Films. 1970. 9 minutes.

Presents a story which raises the question, should we do what we think is right even if we might get into trouble. Grades 2-5.

William: From Georgia to Harlem. Learning Corporation of America. 1971. 20 minutes.

Troubles of a rural child adjusting to city life. Grades 4-8.

The Hat: Is This War Necessary? McGraw-Hill. 1965. 18 minutes. color.

Animated film which shows two men involved with each other and their countries' boundaries. Grades 3-12.

FILMSTRIPS

Values In Action. Holt, Rinehart & Winston.

Nine open-ended filmstrips with records depicting problem situations for elementary children. Ex-destruction of property, cliquing, fighting, prejudice, etc. Grades 4-6

Guidance Associates Series. 1970.

Five open-ended filmstrip sets with records on important intergroup relations such as acceptance of differences, poor communication, fear, etc.

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NOTES FROM THE RESOURCE CENTER

In 1970 the book, Sounder, won the John Newbery Medal Award from the American Library Association for the most distinguished contribution to children's literature for the year. Sounder, however, like Huckleberry Finn and Oliver Twist is a book for all ages of readers.

Sounder is the story of a black family of sharecroppers living in the south during the depression era, and of the young son's awakening by a teacher to a desire for a better life through education.

Robert Radnitz has made Sounder into a movie----a general audience movie----with a cast including Kevin Hooks, Cicely Tyson, and Paul Winfield.

The Afro-American Resource Center has obtained a group of teacher's guides to this movie for use in the classroom with teaching suggestions and activities. Teachers may borrow one of these guides for two weeks by calling the Resource Center and having it sent out through inter-school mail.

# Afro- American Resource Center NEWS LETTER

February, 1972

## BLACK LEADERSHIP IN AMERICA Overview

Leadership (the quality of leading, the act of leading or the ability to lead) by its varied nature can cause many problems for one wishing to discuss this phenomenon in our society, and especially so when the qualifying adjective "black" is placed before it. The primary complication revolves around what approach to use in the discussion.

For example, will a mere chronological format suffice, beginning with Estevanico around 1527 and ending with Mrs. Shirley Chisholm in 1972? Or should one discuss the institution or field of endeavor in which the person led, as Countee Cullen did in literature and George Washington Carver in science? Or is black leadership determined by the make-up and power of the followers, i.e. must they be all white or black or mixed? Finally, must the black leader have attained a certain degree of fame like Marian Anderson in music or can he be the black minister who successfully assists his small congregation in community efforts?

Although all the above mentioned categories are possible, there is one overriding band among black leaders from the beginning of this country—the quest for equality among all peoples and their acceptance on the basis of their competence in whatsoever area of endeavor. In former writings we have spoken of black participation in different aspects of this country's past and present involvement. It should hardly need stating that black leaders have functioned in every area, in every way and in every time that blacks have participated.

Therefore, teachers should decide on at least one approach (or preferably all of them) and bring the information into their classrooms. This implementation need not be out of proportion to the importance of the people; but red, black, white, brown and yellow students must see that this country is multi-ethnic and multi-racial and that all groups to some degree have contributed leaders for the common endeavor of building a democratic nation.

### Reference:

For specific teacher reference books on black leaders in different areas, refer to the section Notes From the Resource Center of this Newsletter.

## HIGH SCHOOL

The Long Quest - "What are we going to do about these white folks?" John Oliver Killens asked. "How are we going to integrate them into our New World of Humanity? This is the enormous Black Man's Burden today." Martin Luther King upon receiving the Nobel Peace Prize in 1964 said "...this mighty army of love and I am sure that the entire world now looks to the Negro in America for leadership in the whole task of building a world without want, without hate and where all men live together in shared opportunity and brotherhood." Five days later King was sitting in jail, probably asking himself, "Can the white man become a soul brother?" Marcus Garvey and Le Roi Jones believe not. James Baldwin and John Oliver Killens are skeptical.

Every single black leader, since the middle of the 19th century, who really knew what power is, has been killed, imprisoned or exiled. The minute M.L. King attacked the Viet Nam War and talked of uniting poor whites and blacks, he became a threat. The non-violent technique was impractical and obsolete in view of such virulent racial treachery. But Afro-Americans needed it to propell them to this point in time.

The black freedom movement is like a symphony orchestra without a permanent leader whose orchestration has changed to a mounting crescendo of chaotic confrontations with substitute "conductors". The assassination of Malcolm X and King produced a dramatic Allegro full of strife and dissonance. Both took their turn at the podium to set the world on fire. King's "symphonic" expression symbolized the quest of black Americans for their rightful place in the society.

Malcolm X's overture to "self defense" marked him as a product of a racist society. Malcolm X was a very complex person whose life made a simple statement. His life says to young non-whites, you too can come out of the mire and rise to international leadership. He had the greatest leadership potential of any person to emerge directly from the proletariat in this century. In another time and under different circumstances he might have been a king...and a good one. He might have made a nation and he might have destroyed one. His spirit will rise again, because the perpetuation of the ghetto which spawned him will not let non-whites forget.

The point here is that different types of leaders are called forth by different types of situations. The voices of American black and non-white leaders are still being heard today. The voices are sometimes respectable and refined. But sometimes they are bellicose and a little frightening to those Americans who feel the world is right; just as it has been for more than 300 years.

References:

The Long Quest. Silhouettes In Courage.. 1970. L.P. Recording. Time: 21:08.  
The Sixth Symphony symbolizes the quest of Afro-Americans for their rightful place in the society.

Films:

Martin L. King, Jr. Journal Films. 16mm. 27 minutes.



Filmstrips With Records:

The Search for Black Identity: Malcolm X. Guidance Associates.

The Search for Black Identity: M.L. King. Guidance Associates.

Rush Toward Freedom. "Will It End?". Warren Schloat.

Books:

The Negro Almanac. Harry Ploski. Bellweather Publishing Company. 1967.  
A reference book on black Americans.

Black Profiles. George Metcalf. McGraw-Hill. 1970.

Short biographies that rely on primary and secondary sources to compile brief lives and purposes of each individual. M.L. King, W.E. DuBois, Roy Wilkins, Jackie Robinson, Harriet Tubman, Medgar Evers, and Eldridge Cleaver.

## JUNIOR HIGH

In the era of the anti-hero the task of teaching about black leadership is difficult at best. The question certainly is not where to find information but rather how to make readily available materials meaningful. We must be able to answer the questions asked by the thoughtful students of today of all backgrounds. "Why are you parading black leaders, they aren't in the books; so why study them?" or "My father says King was a communist agitator".

Perhaps one method is to deal with the characteristics of leadership in general rather than with each specific leader. What are these elusive "qualities" to which we allude? Of course there is no simple answer to this query; however, the students can provide initial input in discussing the characteristics of gang leaders, classroom leaders, church leaders, etc. in their own experience.

What qualities can be considered necessary for leadership? Are different qualities necessary for different types, such as political leadership, religious leadership, gang leadership? Where do the elements of charisma, time and circumstance enter into the picture.

When we apply our criteria for leadership, does the particular person under consideration measure up? In other words do Frederick Douglass, Michael Cross (Toledo Black Panther), Harriet Tubman, Shirley Chisholm, Martin L. King, H. Rap Brown, etc. possess these leadership qualities? Are there degrees of leadership? Can we say one either is or is not a leader?

Another procedure is the case study method. For instance, what characteristic does Harold Garner (Toledo City Council) have that would qualify him as a leader? Do other leaders we respect and have read about share similar qualities?

When using the case study approach one can discuss how it is that men seemingly as different as Ralph Bunche and Malcolm X or Thurgood Marshall and Nat Turner can be considered black leaders. Each of these men represents a different approach in attaining the same general goal—that of leading his people to

freedom and equality.

As we study these various leaders we need not segregate them. Leaders are leaders. It is a fact, however, that traditional studies have tended to be biased in favor of the Anglo-Saxon majority; therefore, we are obligated to mention the group to which the example case belongs at some point in the discussion.

References:

Refer to Notes From the Resource Center and the Senior High and Elementary bibliographies from the copy of this month's newsletter.

Leadership In American Society: A Study of Black Leadership. Allyn & Bacon. 1969. With teacher guide.

Sociological study of leadership using black leaders and black organizations as cases in point.

Student References:

The Afro-American In The United States History. DaSilva. Globe. 1969. Chapter 38. "Afro-Americans in Politics".

Pioneers In Protest. Lerone Bennett. Johnson Publishing Company. 1968. Short biographies into the lives of freedom fighters, 1770-1970.

Long Black Schooner. Emma Gilders Sterne. Follet. 1953. Novel about the escape of an African prince from slavers.

Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Period. Iavinia Dobler & Edgar A. Toppin. Doubleday & Company. 1965. Peter Salem, Jean Baptiste DeSable, Phillis Wheatley, Banneker, Cuffe.

The Spy, the Lady, the Captain and the Colonel. Stiller. Scholastic. 1970. Short biographies, fifth grade reading level.

Young and Black in America. Roe Alexander. Random House. 1970. Interesting biographies of Frederick Douglass, Richard Wright, Daisy Bates, Malcolm X, Jimmy Brown, etc.

Filmstrips:

Political Power: Black Political Power. Doubleday & Company.

The Search for Black Identity: Malcolm X. Guidance Associates.

The Search for Black Identity: M.L. King. Guidance Associates.

Civil War Generals. Modern Learning Aids.

Nat Turner. Modern Learning Aids.

They Have Overcome. Warren Schloat.

See Senior High and Elementary sections.

## ELEMENTARY

There is little doubt that K-6 teachers in "black" schools have been and will be giving an emphasis in their classes to leaders who are black. Encouragingly, there are now many more books, posters, filmstrips, and even a few movies directed to this area for students in grades 3-4-5-6. Materials about famous black people are not as plentiful on the K-2 grade levels.

However, elementary teachers in predominantly "white" schools may not see the relevance of including black leaders in their regular classroom work. Justification for an absence of stress on black leadership could be: 1) their students are non-black, 2) the story of black Americans is complicated and a "heavy", sometimes distasteful, topic.

Yet many people say this benign neglect of "black" among our white school population is one of the basic reasons for the misunderstandings and tensions between black and white adults in our country today.

White children grow up feeling comfortable and accepting of the fact that white leadership and white competence are all around them. They may also be as accepting and comfortable with black public figures or newsmakers as long as they are within the sports, or entertainment field. White adults often think they are very tolerant, open-minded people because they enjoy Flip Wilson or appreciate Bill Russell.

So, too, many "sheltered" white children never come in contact with black people until their late teens or adulthood. Then in the areas of higher education, employment, or health services, the white person has to deal with his own surprise even distrust and fears of black intelligence, honesty, competence. Black law enforcement officers, black doctors, black child care aids, black social workers, black judges, black supervisors on the job may evoke so great an uneasiness in such a white person that he does not respond honestly and comfortably to the black person. In other words white people often respond to a black person's skin color rather than to him or her as a person.

For this reason it is very important for young white students, especially those who have no contact with black teachers, or black neighborhood friends to be given a chance to know and appreciate black people as people rather than as black.

Books:

A Weed Is A Flower: The Life of G.W. Carver. Brandenburg Aliko. Prentice-Hall. 1965. Grades 2-5.

Martin Luther King, Jr. - A Picture Story. Margaret Boone Jones. Children's Press. 1968. Grades K-3.

In all school libraries from Afro-American Resource Center.

Malcolm X. Arnold Adoff. Crowell. 1970. Grades 2-5.

In all school libraries from Afro-American Resource Center.

The Picture Life of Thurgood Marshall. Margaret Young. Watts. 1971.  
Grades 2-4.

Booker T. Washington. William Wise. Putnam. 1968. Grades 1-4.

Proudly We Hail. Vashti Brown. Houghton-Mifflin. 1968. Grades 4-8.  
Past and present blacks who have helped to shape America.

Afro-American Contributors to American Life. John Franco. Benefic Press.  
1970. Grades 4-8.  
Twenty famous black Americans with separate readings on 2nd, 4th, and  
6th grade levels.

For All People. Frances Humphreville. Houghton-Mifflin. 1968. Grades 4-7.  
Biography of Frederick Douglass.

Matthew Henson: Arctic Hero. Sheldon Repley. Houghton-Mifflin. 1966.  
Grades 4-7.

Meet Martin Luther King, Jr. James DeKay. Rindom House. 1969. Grades 3-6.

March Toward Freedom: Story of A. Philip Randolph. Barbara Greenleaf.  
Grosset and Dunlap. 1971. Grades 4-7.

Captain of the Planter. Dorothy Sterling. Doubleday. 1958. Grades 5-8.  
Biography of Robert Small.

#### Filmstrips:

Benjamin Banneker (1731-1806). Free black man of colonial period. Mathematician, inventor, city planner of Washington, D. C.

Mary McLeod Bethune (1875-1955). Child of poverty who grew up to fight for education for herself and other blacks.

Edward Brooke (1919- ). First Negro U.S. Senator since Reconstruction.

Gwendolyn Brooks (1917- ). Poet, winner of Pulitzer Prize.

Ralph Bunche (1904-1971). U.S. diplomat and Nobel Peace Prize Winner.

George Washington Carver (1864-1943). Scientist and pioneer in agriculture products research.

Frederick Douglass (1817-1895). Former slave, abolitionist, writer.

Charles Drew (1904-1950). Doctor who pioneered research in blood plasma.

W.E.B. DuBois (1868-1963). Scholar, Spokesman for growing frustration of blacks in early 20th century. Founder of Niagara Movement which eventually became the N.A.A.C.P.

Matthew Henson (1867-1955). Polar explorer.

Martin Luther King, Jr. (1929-1968). International non-violent civil rights leader and Nobel Peace Prize winner.

Thurgood Marshall (1908- ). Civil Rights attorney and Supreme Court Justice.

Gordon Parks (1912- ). Photographer, writer, motion picture director.

A. Philip Randolph (1889- ). Labor and civil rights leader.

Robert Smalls (1839-1915). Planner and navigator for key Civil War battles, U.S. Congressman.

Sojourner Truth (1797-1883). Escaped slave who became an outstanding abolitionist.

Harriet Tubman (1826-1913). Great "conductor" on the Underground Railroad.

Nat Turner (1800-1831). A slave who led one of the first major revolts against slavery in the U.S. in 1831.

Booker T. Washington (1856-1915). Pioneer in Negro Education.

#### Films:

Martin Luther King. 323.1-7. 29 minutes. Grades 4-12.

Harriet Tubman and the Underground Railroad. 973.6-2. 54 minutes. Grades 4-12.

#### Visuals:

Black America - Yesterday and Today. David C. Cook. 1969.

Bulletin board pictures of famous black people or historic events. One set of these has been provided to each school library by the Afro-American Resource Center.

#### NOTES FROM THE RESOURCE CENTER

There is a vast amount of varied reading available on black men and women who have contributed significantly to our American society's growth. This literature ranges from concise statistical information, to documented biographies, and on to the rich and personal autobiographies many black Americans have written.

General reference books such as Ploski's Negro Almanac, Davis' American Negro Reference Book, and Ebony's Negro Handbook provide quick access to concise, statistical biographies. Many of the volumes in the encyclopedic sets of The Negro Heritage Library and The International Library of Negro Life and History are biographical sources in specialized areas or occupations. Among these are Negroes in Public Affairs and Government, Profiles of Negro Womanhood, Negro Americans in the Civil War, The Black Athlete, and The Negro in Music and Art.

In volumes of collective biography, information still tends to be short or limited, but is usually written in the more interesting style of narration or essay form. Black Profiles by George Metcalf contains essay biographies of

thirteen modern black leaders; while Benjamin Brawley's The Negro Genius is a narrative incorporating the achievements of blacks whose rhetoric, literature, intellectual thought, or music and art have contributed to the American heritage.

There are many books in which the entire story is about the life of an individual black American. These individual biographies may be scholarly documentaries as Benjamin Quarles' Frederick Douglass; or may provide more dramatic and emotional reading as found in Leslie Alexander Lacy's Cheer the Lonesome Traveler, the life story of W.E.B. DuBois or in For Us the Living, a biography of Medgar Evers written by his wife.

Autobiographies have been the source of some of the most prolific and finest black American literature. In these stories the reader becomes aware in the most personal way of the life experiences of black men and women. Some of these autobiographies are simple, light reading as Marion Anderson provides in her My Lord, What a Morning. There are autobiographies by black authors which are recognized as significant American literature, but tend to be more complex and abrasive and are clearly adult reading. Claude Brown's Manchild in the Promised Land and The Autobiography of Malcolm X are representative of this group.

Teachers may also find feature articles on black individuals in journals and magazines. Especially good for classroom use are the pictorially illustrated articles consistently appearing in Ebony and the Negro History Bulletin.

APPENDIX F

Institute On Instructional Material Regarding The Afro-American, 1971

Participants

Lillie Anderson	Nathan Hale School
Beth Badertscher	Walbridge School
William Bearss	DeVilbiss High School
Lerline Belcher	Gunckel School
Mattie Bouyer	Whitney High School
Gerald Brandman	Scott High School
Frederick Brown	Stickney School
Margaret Brooks	Lincoln School
Joyce Brown	McTigue Junior High School
James Brzuchalski	Gunckel School
Eloise Carey	Lincoln School
Anne Colwell	Bancroft Hills School
Gloria Komives	Libbey High School
Vera Cready	Feilbach School
Shirley Dooms	Robinson Junior High School
Blanche Edelman	Luella Cummings School
Juelene Farley	Gunckel School
Sharon Frankel	McTigue Junior High School
Sally Duncan	King School
Gertrude Green	Stewart School
Annette Greenfield	Burroughs School
Thomas Guitteau	Rogers High School
Harriet Harris	Pickett School
Terry Heiney	Robinson Junior High School
George Hicks	Sherman School
Brenda Hill	Pickett School
Anne Johnson	Pickett School
Jacqueline Knepper	Day School For Girls
Edith Iapish	East Side Central
Mattie Lett	Glenwood School
Stan Lewandowski	Fulton School
Desdemona Mathis	Stewart School
Jane Matney	Scott High School
Leona Michalkiewicz	Nathan Hale School
Mary Moreland	Fulton School
Joanne Morgenstern	Hawkins School
Bobbyette Newborn	Pickett School
Gloria Pitts	Walbridge School
Sandra Iae Poland	Spring School
Hilda Rayford	Sherman School
Janet Reuter	Marshall School
Jon Richardson	Scott High School
Terrence Riek	Birmingham School
Charliemae Rose	Ryder School
Edward Rutherford	Oakdale School
Robert Selvey	Scott High School
Jane Shinavar	Fall-Meyer School
Donald Standish	Lincoln School
Kathleen Stone	Whitney High School



Catherine Sutfield	Pickett School
Dennis Thayer	Libbey High School
Pearl Todd	Heatherdowns School
Marvin Traver	Woodward High School
Nedra Watson	Lincoln School
Daniel White	Jones Junior High School
Owean Williams	Martin School
Doristene Woods	Point Place School
Sheila Woods	Pickett School
Lucretia Wright	Scott High School
Laurie Barron	Fulton School
Claudia Cooper	Scott High School
Maxine Rice	Washington School
Sister Mary David	Cardinal Stritch High School
Sister Joan of Arc Distel	Rosary Cathedral
Sister Mary Claudia Holtz	St. Teresa School
Sister Mary Keith Hutchison	St. Mary's School
Sister M. Janeen Sobczak	Cardinal Stritch High School
Miss Dyan Romay	St. Hedwig's School
William Blackwell	DeVilbiss High School
Barbara Braun	Glendale School
Mildred Clark	Pickett School
Annie Clifton	Ottawa River School
Alice Cole	Lincoln School
Linda Coleman	Glenwood
Joan Doneghy	Pickett School
Dennis Dreher	Robinson Junior High School
Robert Geis	Woodward High School
Ella Mae Green	Stewart School
Sarah Harris	Sherman School
Monna Hay	Arlington School
Delphine Howard	Garfield School
Linda Langendorfer	Elmhurst School
Lois Markwood	Arlington School
Betty Miller	Larchmont School
Beatrice McDonald	Lincoln School
Rosie Payne	Warren School
John Sharp	Whittier School
Donna Sheline	Whittier School
Mattie Sommerville	Glenwood School
Thaddeus Szlagowski	Woodward High School
Willie Tucker	Spencer Sharples High School
Norton Weisberg	McKinley School
William Wells	Lincoln School

Institute On Instructional Material Regarding The Afro-American, 1972

Participants

Ruthanna Adams	Adult Education
Opal Bacon	Pickett School
Larry Baden	Woodward High School
Nancy Brown	Waite High School
Diane Burkhardt	Libbey High School
Ellin Caldwell	Lagrange School
Susan Cameron	Whitmer High School
Sister M. Carmel	Regina Coeli School
Carolyn Caselton	St. Ann School
Mary Cashman	Chase
Sister Mary Clarisena	McAuley High School
William Curry	Nathan Hale School
Anna Rose Darr	Hawkins School
Carol DelGrosso	Libbey High School
Clarabelle DuShane	Martin School
Patricia Dysert	St. Agnes
Marcia Ann Fehlen	Clay High School
Denise Gable	St. Ann School
Dora Ganoom	Monac School
Elizabeth Gate	Glenwood School
LeMaxie Glover	Scott High School
Catherine Greebe	McKinley School
Brenda Hannan	Waite High School
John Heizelman, Jr.	St. Clement School
Brenda Henry	St. Ann School
John Henshaw, Jr.	Harvard School
Nancy Hillis	Whitney High School
Carol Hoffman	Union School
Sister Catherine Jacob	Ursuline School
Mattie Jones	Spencer Sharples School
Lura Kenney	Wayne Trail School
Janice Krause	Wayne Trail School
Winifred Lloyd	Glendale School
Nancy Michael	Crittenton School
Mary Morgillo	Good Shepherd School
Harry Mosby	Cherry School
LaTrelle Peterson	Fulton School
Jeanene Pifer	Garfield School
Mary Eva Powe	Gunckel School
Marguerite Ray	Clay High School
Vern Reichmanis	Parkland School
Roger Rice	Glenwood School
Elizabeth Roehrs	Glendale School
Mary Lou Roush	Monac School
Carolyn Rozko	Union School
Dorothy Schwanbeck	Birmingham School
Shirley Sebree	East Side Central School
Michael Skaff	Gunckel School
Mildred Sorensen	Sherman School

Cheryl Toepfer  
 Evangeline Urwin  
 Joyce VanTassel  
 Mariellen Vorderburg  
 Shirley Walker  
 Karen Willoughby  
 Melvin Wormely  
 Sister Judith Yonke  
 Connie Woods  
 Esther McPherson  
 Eileen Burch  
 Viola Nix  
 Billie Jean Madison  
 Lawrence Shoto  
 Esterine Rice  
 Margaret Salmon  
 Mary Bell  
 Marion Stokes Billups  
 Rose Bonhart  
 Leola Coles  
 Anne Corbett  
 Sister Ann Dalton  
 Brenda Diemer  
 Martha Evans  
 Bette Johnson  
 Mary Kasper  
 Geraldine Kaczmarek  
 Ninette Kerstetter  
 Elaine Leech  
 Dorothy Mangieri  
 Laurina Morrison  
 Ethel Newson  
 Myrtis Owens  
 Mildred Pack  
 Ednah Page  
 Margaret Reiter  
 Richard Sandys  
 Lilly Szyskowski  
 Berniece Williams  
 Peggy Wills  
 Sister Mary Young

Whittier School  
 Mt. Vernon School  
 Bowsher High School  
 Point Place Junior High School  
 Washington School  
 Walbridge School  
 Pickett School  
 Immaculate Conception  
 Fairfield School  
 Riverside School  
 Longfellow School  
 Fall-Meyer School  
 Robinson Junior High School  
 Spencer Sharples  
 Stewart School  
 Gunckel School  
 Ryder School  
 Nathan Hale School  
 St. Mary's School  
 Fulton School  
 Hopewell School  
 St. Vincent de Paul School  
 King School  
 Glenwood School  
 McAuley High School  
 St. Patrick of Heatherdowns School  
 Scott High School  
 Hamilton School  
 Bowsher High School  
 Rogers High School  
 Bowsher High School  
 Sherman School  
 Warren School  
 Spencer Sharples High School  
 Lincoln School  
 Crossgates School  
 Bowsher Junior High School  
 Fulton School  
 Patterson School  
 Lincoln School  
 St. Mary's School

APPENDIX G

## EVALUATION OF THE AFRO-AMERICAN CURRICULUM OFFICE

MARCH 29-30, 1971

The Staff of the Afro-American Curriculum Office is to be commended for its operational organization which has been accomplished so well within a short period of time. Services are being performed for a variety of clients by competent personnel working together. Accountability factors are being considered as the program develops, and some attention has been given to each of the major objectives established for the project.

### FACILITIES

Located in the central office building of the Toledo Public Schools, the curriculum office is readily accessible for the persons who are expected to be its clients, namely, teachers and community. It is hoped that as the center matures and more persons avail themselves of its services, a small conference area separated from the offices can be developed and students encouraged to use its resources.

### LIBRARY

The library, in its infancy, is beginning to show evidence of a valuable resource. It contains reference materials, textbooks, and numerous titles representing fiction and non-fiction in the area of the Afro-American presence. Most of the acquisitions appear to be supportive of the social studies. Attention needs to be directed toward the areas of contributions in literature, art and music.

As the center and its use grow, decisions about the purchase of multiple copies of titles will need to be made. This specialized library could serve as a representative model. A discreet list of books for students and one for faculty use could be developed and sent to each school librarian. Over a period of one or two years these titles could be purchased by the individual schools to supplement their school library material.

Consideration needs to be given to criteria for selection of books, especially those which are considered controversial. The screening process should be compatible with such processes already in existence in the various subject disciplines within the Toledo Public Schools.

The library is concerned with media beyond the printed work. Circulation of audio-visual acquisitions indicates that a need is being met.

#### CURRICULUM

Some curriculum units are ready in tentative form. Pilot schools are identified. Demonstration lessons have been presented. Supplementary materials have been reviewed and are distributed upon request. However, most of the emphasis has been in the area of social studies. Attention must be given to other areas as well.

The work in the pilot schools needs to be more carefully delineated. At elementary it is suggested that they be used to try out Afro-American related material with the new textbook adoption. The junior high school pilot classes could work with selected sets of books which would provide the Afro-American balance for the conventional American history course.

A new course on Cultural Anthropology might be introduced at the senior high school level.

Of continuing concern is where the programs developed by this office fit into the over-all curriculum of the Toledo Public Schools. What is the role of the subject supervisors? What are curriculum priorities?

#### IN-SERVICE EDUCATION

One of the areas of greatest potential for the Afro-American Curriculum Office is in the area of staff development. Some steps are being taken. It is suggested that programs be prepared for administrators, particularly for those with direct responsibility for the improvement of instruction and for beginning teachers. Seminars related to the contributions of Afro-Americans to the history and culture of the United States could be offered as part of the new Staff Development Program inaugurated in the Toledo Public Schools in 1970-71. The prerequisite of such a seminar might be considered as a required part of the probationary period. A periodic newsletter describing the activities of the Afro-American Curriculum Office as well as promising instructional practices would provide still another dimension for the in-service background of staff.

The staff of the office needs to plan its program to include attendance at national meetings such as those held by the Association for the Study of Negro Life and History, the National Council for the Social Studies, and the National Council for Teachers of English. Budget items will need to be established for this purpose.

If the staff is to serve as curriculum and resource consultants within the various schools, budget items for staff travel will need to be adjusted upward.

#### ADMINISTRATIVE ORGANIZATION

Very little of the above program, whether in operation or as projected, can be of any lasting value unless lines of authority and responsibility are clarified. The Afro-American Curriculum Office can work toward its established goals, but will be able to effect little if any change unless a commitment is made by the Toledo Public Schools and the other schools involved that what is developed will be given strong implementation and support.

At present, there is not a clear definition of job description between the Afro-American Office and the Human Relations Office. In addition, there seems to be some question about the scope of responsibilities to be carried out by the Afro-American Curriculum Office and the offices of the Social Studies, Language Arts, Media Center, and Libraries. Clarification will make it possible for each area to work more productively.

#### RECOMMENDATIONS FOR CONSIDERATION

The following list represents a summary taken from the evaluation report.

1. Clarify the commitment of the school system to the program of the Afro-American Curriculum Office.
2. Clarify the lines of authority under which the office will continue to operate



3. Include increased budget items for attendance of staff at national meetings and for school-to-school travel.
4. Develop a model package of materials for suggested purchase by individual school libraries.
5. Establish a set of key priorities toward which each staff member can work.
6. Broaden emphasis beyond the social studies to priority areas in English, Art, and Music.
7. Develop materials for teacher background as well as for teaching strategies.
8. Clarify roles of subject supervisors vis-a-vis the office.
9. Encourage staff development program to include courses with Afro-American emphasis which would become part of probationary teacher's professional responsibility and background for administrators who work with the instructional program.
10. Develop a newsletter for dissemination.
11. Consider using the pilot schools to try out carefully selected experimental curriculum and materials which can then be replicated in other school situations.

Submitted by: Jean Tilford  
Administrative Supervisor  
Cincinnati Public Schools  
April 6, 1971

APPENDIX H

AN EVALUATION PROPOSAL PLAN FOR THE  
AFRO-AMERICAN CURRICULUM OFFICE

by

Dean L. Meinke  
I. David Glick

The University of Toledo  
August 25, 1971

In order to provide timely information for decision makers within the Afro-American Curriculum Office of the Toledo Public School system, the following plan is developed and presented. The proposal is comprised of three major components. They are (1) the specification of objectives of the program as categorized into the categories of management, process and product evaluation strategies and into targets for information collection such as pupils, teachers, and community; (2) the deliniation of specified tasks to be completed during the time period of September, 1971 thru August, 1972; and (3) the time line and event chart.

#### Program Objectives

The supervisor of the Afro-American Curriculum Office has provided a list of objectives which have been organized according to the following readings.

1. Establish a resource center.
2. Develop curriculum materials.
3. Develop evaluation system for the appraisal of curriculum materials.
4. Institute training sessions for teachers.
5. Effect attitude change for teachers, pupils, and community members.

In the current proposal it assumed that the objective of organizing and establishing the curriculum center has in fact been accomplished. There are, however, some specific objectives under this reading which are viewed as an ongoing process and are, therefore, included with the evaluation plan.

These objectives as well as those under the remaining heading have been organized into a matrix which classifies objectives according to evaluation strategy and target populations. Sources of information are identified for each objective so specified. These can be seen in Tables 1, 2, 3, and 4. Table 1 is concerned with those objectives pertaining to students, Table 2 is concerned with objectives pertaining to teachers, Table 3 is concerned with objectives pertaining to the community, and Table 4 is concerned with objectives pertaining to professional activities.

TABLE 1.

Program Objectives and Information  
Sources for Students

	Objective(s)	Source(s)
Management	<ol style="list-style-type: none"> <li>1. Receive Ss evaluation and opinion of A/A studies curricula.</li> <li>2. Monitor Ss usage of materials from A/A Resource Center.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student feedback form to be developed by Evaluation Term Consultants.</li> <li>2. IBM checkout card system at A/A Resource Center.</li> </ol>
Process	<ol style="list-style-type: none"> <li>1. Determine practical value of continued use of materials as evaluated by students.</li> </ol>	<ol style="list-style-type: none"> <li>1. See source #1 (above) under <u>management</u> section.</li> </ol>
Product	<ol style="list-style-type: none"> <li>1. Inauguration of pilot studies in American History in selected groups of 5th, 7th, 8th, and 11th grade Ss.</li> </ol>	<ol style="list-style-type: none"> <li>1. Indiana Paired-Hands Test.</li> <li>2. Ss anecdotal records of class activities and projects (content analysis).</li> <li>3. Content-Item Examination via test developed by Evaluation Team Consultants and administered to a selected sample of Ss.</li> </ol>

TABLE 2

Program Objectives and Information  
Sources for Teachers

Objective(s)	Source(s)
<p style="text-align: center;">Management</p>	<ol style="list-style-type: none"> <li>1. Revision of various Social Studies courses to include multi-ethnic approaches with A/A studies included as an integral component.</li> <li>2. Coordinate curriculum and instruction development with Teacher Corps at Washington School.</li> <li>3. Contact with curriculum departments so that A/A Resource Center staff can assist in evaluation for social studies and language arts curricula development and innovation.</li> <li>4. Develop schedule of speakers for Afro-American Resource Center series.</li> </ol>
<p style="text-align: center;">Process</p>	<ol style="list-style-type: none"> <li>1. Teacher report (feedback) form to be developed by Evaluation Team Consultants.</li> <li>2. Minutes and administrative records from the Teacher Corps leadership.</li> <li>3. Monthly reports from A/A Resource Center staff as submitted to Director of A/A Resource Center.</li> <li>4. Director's records, memoranda, and correspondence as filed at the A/A Resource Center.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Utilize teachers to serve in planning and implementation of curriculum modifications.</li> <li>2. Assist teachers who are already attempting to incorporate A/A studies in their curricula.</li> <li>3. Demonstrate units and implement lessons in Washington School (with Teacher Corps).</li> <li>4. Assess practical value of continued use of materials employed by teachers.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Teacher feedback via memoranda, informal comments, or solicited testimony (interviews). Also, we can refer to minutes of these planning and implementation meetings.</li> <li>2. A/A Resource Center staff monthly reports and teacher comments on the efficacy of this field service activity.</li> <li>3. Staff reports at A/A Resource Center and dialogue with Teacher Corps staff and interns.</li> </ol>

TABLE 2 (Continued)

	Objective(s)	Source(s)
Process (continued)	<ol style="list-style-type: none"> <li>5. Conduct staff development course entitled "Black History: Then and Now".</li> <li>6. Dissemination of objectives to various schools.</li> </ol>	<ol style="list-style-type: none"> <li>4. Teacher feedback forms and comments in data retrieved from summer (1971) institute. Also, teacher assembly of curriculum units and kits (summer institute, 1971).</li> <li>5. Staff reports at A/A Resource Center.</li> <li>6. Inference can be ascertained from attendance at summer (1971) institute, and from data developed via structured interviews with teachers and administrators of the various schools (interview format to be developed by Evaluation Team Consultants).</li> </ol>
Product	<ol style="list-style-type: none"> <li>1. Determine availability of curriculum units and kits.</li> <li>2. (Same as #1 above.)</li> <li>3. Assess credibility and actuality of explicit assumptions made by teachers in the summer institute (1971).</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit selected sample of teachers and poll them on the objectives.</li> <li>2. Do content analysis of teachers' anecdotal records.</li> <li>3. (a) Explicit assumptions section of curriculum units developed during the summer institute and on file at the A/A Resource Center Office.  (b) Teacher Poll via questionnaire developed by the Evaluation Team Consultants.</li> </ol>

TABLE 3

Program Objectives and Information  
Sources for the Community

	Objective(s)	Source(s)
Management	<ol style="list-style-type: none"> <li>1. Coordinate center activities and efforts with those of the Human Relations Department.</li> <li>2. Develop schedule of speakers for A/A Resource Center Series.</li> <li>3. Contact community groups regarding attendance at speaker series.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly report of Director of A/A Resource Center.</li> <li>2. (Same as #1 above.)</li> <li>3. Verify this objective through secretary at A/A Resource Center. Her records should reflect contacts that have been made. Also, staff reports should reflect meetings with community groups.</li> </ol>
Process	<ol style="list-style-type: none"> <li>1. Contact with community groups to secure ideas for implementation of total program.</li> <li>2. Dissemination of program objectives to various community groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refer to monthly reports at A/A Resource Center.</li> <li>2. Document memoranda, flyers, and staff visits to various community groups.</li> </ol>
Product	<ol style="list-style-type: none"> <li>1. Knowledge about the center and its activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interview a sample of community people who are affiliated with groups contacted by center staff members.</li> </ol>



TABLE 4

Program Objectives and Information Sources  
for Professional Activities

	Objective(s)	Source(s)
Management	<ol style="list-style-type: none"> <li>1. Write to large city school systems which already instituted A/A programs.</li> <li>2. Attend professional meetings on national, regional, and local levels to disseminate aims and objectives of the center.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check correspondence at A/A Resource Center.</li> <li>2. Monitor travel reports at A/A Resource Center.</li> </ol>
Process	NOT	APPLICABLE
Product	NOT	APPLICABLE

Specification of Tasks

In order to accomplish the task of obtaining information for each of the objectives specified in Tables 1, 2, 3, and 4, it is essential that the following tasks be completed. These tasks can be summarized under four main headings; namely, instrument development, on site visitation, data analysis and evaluation report. In Table 5 further detail for each of these headings is detailed.

TABLE 5

Task Chart for Evaluation of  
Afro-American Studies Center

I. Instrument Development

- A. Questionnaire
- B. Content Test
- C. Guidelines for Content Analysis
- D. Structured Interview
  - 1. Public School Personnel
  - 2. Center Personnel
- E. Feedback Instrument for Community People

II. On Site Visits

- A. Informal Interviews with Teachers, Administrators, and Pupils
- B. Collect Samples of Units Developed
- C. Pupil Assessment of Curriculum Content (Selected Sample)
- D. Indiana Paired-Hands Test (Selected Sample)

III. Data Analysis

- A. Pre-Post Tests for Teachers of Afro-American Summer Seminar
- B. Indiana Paired Test
- C. Content Analysis of Selected Curriculum Units
- D. Content Test of Selected Sample
- E. Questionnaires
- F. Anecdotal Records
  - 1. Teachers
  - 2. Pupils
- G. Feedback Evaluation of Programs
  - 1. Teachers
  - 2. Community Members
- H. Student Feedback for Curriculum Units
- I. User Index
- J. Staff Morale of Afro-American Studies Center
- K. Service Function of the Center
  - 1. School Contact Outside Target Schools
  - 2. Community Contact Outside Target Schools

IV. Report

- A. Organization of Data
- B. Report of the Findings
- C. Recommendation

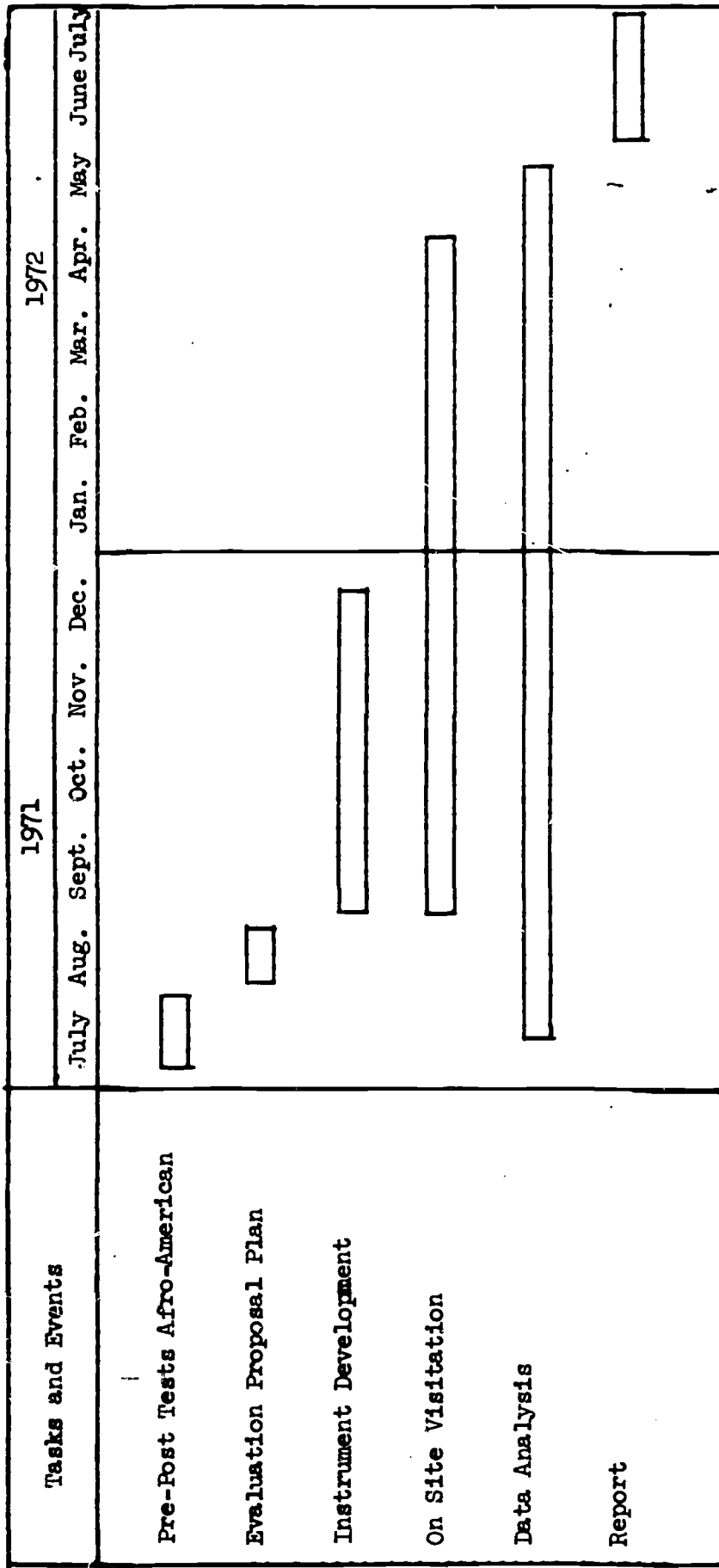
### Time Line and Events Chart

Now that the specific tasks have been listed, there is one final factor to be considered. Activities must be coordinated with the factor of time. In Table 6 can be seen the beginning and termination points of time lines associated with specific activities for this evaluation effort.

Finally, in summary, it is evident that the basic objectives of the Afro-American Studies Center have been associated with specific information sources, that tasks have been specified and that events and activities have been coordinated with the time factor. The responsibility for the accomplishment of the specifications of this proposal will be jointly shared by Dean L. Meinke and I. David Glick. These persons will be assisted in their effort by a full-time graduate assistant.

**TABLE 6**

**Tasks and Events Time Line Chart**



APPENDIX I

Interim Evaluation Report

Pre and Post Test Results for Test Given

For the Afro-American

Summer Workshop

for

The Afro-American Studies Center

Toledo Public Schools

Mr. Wesley Jones, Supervisor

by

Dean L. Meinke and I. David Glick

Program Evaluators

October, 1971

### Introduction

During the summer, 1971, a two week institute or workshop was initiated and sponsored by the Afro-American Studies Center of the Toledo Public Schools. In attendance were 106 classroom teachers, principals, and other administrative personnel from both public and parochial schools within the greater Toledo area.

This report will be concerned primarily with the presentation of pre and post test data collected and used as part of the total evaluation plan for the summer workshop of the Afro-American Studies Center. Specifically, the report will contain four parts, namely, instrumentation, design, results, and some projected analyses for the ultimate and final report that will be published at the end of this academic year.

### Instrumentation

As part of the overall evaluation plan of the activities of the center, pre and post test measures of teacher behaviors were identified and were administered to participants in the summer workshop during July, 1971. The specific tests selected were the Study of Values, Edwards Personal Preference Schedule, Minnesota Teacher Attitude Inventory, Fundamental Interpersonal Relations Orientation, and the Watson-Glaser Critical Thinking Appraisal.

Although the evaluation plans included the FIRO-B as an instrument, this tool was not administered because its publishers had informed the evaluators that it was no longer in print. In its place a measure of the self-concept variety was substituted. This instrument uses the Q sort

technique such that the subject assigns positive and negative valences to one hundred statements and then arranges the positive and negative statements into a forced distribution as he believes they are like or not like him. -- NOTE: The instruments selected for administration in the overall evaluation plan were systematically chosen as a representative of that collection of devices employed by Robert Strom at Ohio State University to Predict Inner City Teacher Success.

### Design

A simple pre and post design was selected as most feasible for the data obtained from the selected measures of teacher characteristics. All participants in the summer institute were requested to respond to each of the selected instruments, the Study of Values, the EPPS, the MTAI, the Self-Concept measure, and the Watson-Glaser as a pre-test. In order to conserve time and to minimize possible participant aversive reaction to the re-taking of all of the pre measures as the post-tests, participants were randomly selected and assigned to the administration of the specific post-tests. There were pre and post test measures for each of the tests except the Watson-Glaser. The four sample groups selected randomly were administered the EPPS, Self-Concept, the MTAI, or the Study of Values respectively.

The Allport, Vernon, and Lindzey test-Study of Values-is a measure of the relative strength of six values that a person holds for his personality. The six values are: Theroretical, Economic, Aesthetic, Social, Political, and Religious. The results of this test can be recorded as a profile which can be compared with national norms for both males and females.



The Edwards Personal Preference Schedule provides fifteen scales relative to the person's needs as manifested by the measure of his personality. The needs are: Achievement, Intraception, Deference, Order, Exhibition, Autonomy, Affiliation, Succorance, Dominance, Abasement, Nuturance, Change, Endurance, Heterosexuality, and Agression. A variety of norm groups are available for the interpretation of the scores obtained on these scales.

The Minnesota Teacher Attitude Inventory is an instrument which was designed to measure relationships among teachers and pupils. Persons scoring high on his inventory are presumably those who understand pupils and who will work cooperatively and harmoniously with them.

The Fundamental Interpersonal Relations Orientation (FIRO-B) is a measure of one's orientation toward other persons. The specific information gained from this test includes both wanted and expressed inclusion, affection, and control.

The Watson-Glaser Critical Thinking Appraisal measures abilities that are purported to be involved in critical thinking. The five subtests of this instrumentality are: Inference, Recognition of Assumptions, Deduction, Interpretation, and Evaluation of Arguments.

### Results

Although there are many other analyses possible, for purposes of this interim report the means of persons taking the pre test battery and the means of persons taking the post test battery will be reported. The mean scores that were achieved on the pre and post test scores on the Edwards

Personal Preference Schedule are displayed in Table 1. Although no mean differences between pre and post tests were calculated for this report, it is interesting to note that changes occurred for both males and females where means were higher on the post test in six instances and lower on the post test in nine instances. When the means are arranged in order from high to low for females on the pre test scores the five highest needs are change, intraception, nurturance, affiliation, and achievement, while the five lowest needs are order, succorance, aggression, deference, and a tie for dominance and abasement. For males on the pre test scores the five highest needs are dominance, change, autonomy, intraception, and heterosexuality while the five lowest needs are succorance, order, deference, abasement, and exhibition. On the Edwards Personal Preference Schedule the fifteen scales are achievement (ach), deference (def), order (ord), exhibition (exh), autonomy (aut), affiliation (aff), intraception (int), succorance (suc), dominance (dom), abasement (aba), nurturance (nur), change (chg), endurance (end), heterosexuality (het), and aggression (agg). The test also has a consistency scale. There were only six cases on the pre test scores where the consistency score was low enough to doubt the validity of the test scores on the other scales. There were no consistency scores on the post test that were low enough to doubt their validity. For the self concept scores an analysis was made comparing the post test mean with the pre test mean. Using a t-test for correlated measures, the means were not significantly different. The pre test mean was 359.3 and the post test mean was 361.3. When one considers that a score of 300 or greater on this instrument indicates a positive self concept, there were

positive self concepts scored by all pre test subjects except two persons. On the post test only one person did not score high enough to be included in the positive self concept range.

The means for both pre and post tests on the Study of Values instrument can be seen in Table 2. The highest value indicated for both pre and post test means was the category of social. The lowest mean value for the pre test was economic and for the post test was theoretical.

On the Minnesota Teacher Attitude Inventory the mean of the pre test scores was 41.61 for a group size of 92 and the mean of the post test scores (n 31) was 34.37. These means are lower than those for experienced teachers of either 2 or 4 years training working in elementary schools of school systems having more than 21 teachers.

#### Projected Analyses

Inasmuch as this was an interim report all of the possible analyses were not included. Some additional analyses which need to be made are pre and post test comparisons for all scales of the Edwards Personal Preference Schedule, the Study of Values, and the Minnesota Teacher Attitude Inventory. Further breakdowns of the data could yield comparison between teaching levels or other specified categories such as enrollment of school in which various subjects teach, number of years teaching, and so on.

Another type of analysis which may prove to be fruitful would be to correlate scores on the scales of the several instruments administered. Such relationships among the respective tests may accrue insights not yet available on this first and by no means definitive assessment of the findings. Also, correlations between scores on the pre and post tests could be used to calculate test/retest reliability for some of the test instruments selected for use in this investigation.

TABLE 1

Pre and Post Test Means for Males and Females  
On Fifteen Scales of the  
Edwards Personal Preference Schedule

		ach	def	ord	exh	ant	aff	int	suc	dom	aba	nur	chg	end	het	agg
Females	Pre N=68	14.8	12.2	11.6	13.4	12.8	15.1	17.5	11.9	12.7	12.7	15.8	19.6	14.3	12.8	11.9
	Post N=25	14.4	11.6	10.6	15.0	14.5	14.9	17.8	9.0	13.3	12.4	14.6	18.2	12.7	15.9	14.6
Males	Pre N=22	15.0	11.1	10.3	13.5	15.5	14.2	15.4	9.7	18.2	12.2	14.4	15.6	14.4	15.1	14.7
	Post N=7	16.5	9.8	9.7	17.7	16.0	12.9	13.7	10.1	18.0	10.6	13.7	18.1	10.0	20.4	12.9

TABLE 2

Pre and Post Test Means for the Six Values  
of the Study of Values

	Theoretical	Economic	Aesthetic	Social	Political	Religious
Pre N 87	38.18	37.79	41.36	44.94	38.67	39.72
Post N 30	37.80	38.37	39.47	44.62	39.53	40.02

APPENDIX J

Second Interim Evaluation Report

for

The Afro-American Resource Center

by

Dean L. Meinke

I. David Glick

December 1, 1971

This second interim report is submitted as partial fulfillment for the overall evaluation process assigned to the authors by the Afro-American Resource Center of the Toledo Public Schools. There are six (6) components to this report: (1) status of subject math test assessment, (2) activities of field research assistant, (3) upgraded data revisions on information collected during the summer (1971) institute, (4) development and refinement of Interest Index, (5) additional sources of research data as suggested by the Director of the Afro-American Resource Center, and, (6) analysis and comments on Public Relations Materials collected and submitted by the Resource Center's Director.

The development of subject matter tests for administration to children whose teachers are introducing Afro-American studies units is proceeding in congruence with the rate and amplitude of the introduction of these units. From the total population of participants who were enrolled and took part in last summer's institute, a randomly selected sample (n=30) was obtained for follow-up assessment. The field research assistant has contacted each participant in the sample and has thus far determined that two participants have introduced Afro-American studies units. Data on these two units are being collected for codification into subject-matter tests. We have also learned from conversations between the participants in the sample and our research assistant that many, if not all, of the other twenty-eight participants intend to inaugurate these units "sometime after the Thanksgiving (and/or) Christmas holidays". The degree to which these intentions become realities will be assessed as this school year evolves, and will be included in subsequent reports.

Upgraded data (in form of t-test analyses) on last summer's institutes are included in this report as Appendix A. It is apparent that there was little or no marked shift in pre- and post-test scores on the several instruments administered during that two-week period. There are several explanations which might account for this outcome. The relatively short interval between the pre- and post-test administrations may have precluded sufficient time for attitudinal shifts to become inculcated to wit that potential score differences were sublimated. Also, there may have been a genuine holding of positions to which the institute was either already complementary or insufficiently powerful to modify. It is of some interest to note that in all cases but one, self-concept scores indicated personal strength and statement of positive image(s). As a footnote to the upgraded data information, it must be noted that these data would not have been retrieved at this time had we not been able to secure the services of an additional research assistant. This factor connotes the amplitude and intensity of the evaluation procedures, processes, and products called for in the existing contractual agreements.

One of the promises made to participants during the summer institute has been fulfilled. Namely, all participants who completed test instruments have been informed of their respective scores and a letter enclosing tables of norm groups was included to facilitate the interpretation of individual scores.

During the past several months, there was evolved some concern as to whether data collected at special workshops held under the auspices of the Afro-American Resource Center were sufficient for subsequent revisions or modification of these programs. An alternate form for collecting data at



these types of settings was generated by the evaluation team. It is included in Appendix B. After consultation with the Director of the center, and after a trial run of the instrument at a recent workshop, further revisions were forthcoming.

In consultation with the Director of the Afro-American Resource Center, it was learned that the Director would like to have data retrieved and evaluated from several sources not heretofore suggested in any prior conversations. The recently selected secondary schools and the original pilot schools have been suggested as data sites. It appears that these sources need to be tapped, and the evaluation team has accepted this additional responsibility. The matrix for data collection and evaluation will be drafted and submitted for discussion and assessment at the earliest possible opportunity.

#### Summary

Implementation of curriculum units by members of the randomly pooled sample from last summer's institute is slower than might be hoped for----- possibly the timing of these implementations is critical in the plans of the several teachers. Field interviews and data collections from the sample are going forward as specified by the evaluation team. The field research assistant is fully engaged in this collection and modification activity. Upgraded data (t-tests) have been retrieved from last summer's institute. Development and refinement of an Interest Index has been inaugurated and achieved. Additional and new sources of data have been suggested and designated and a summary review of letters and public relations material indicates strong, positive spin-offs from overall center activities and dissemination and information provision.

## Appendix A

In this appendix there are two main concerns to be articulated. First, the identification of the instruments used in the summer institute of the Afro-American Study Center will be made along with a report of the reliabilities of the instruments. This section will contain reported reliabilities as found in the manuals of the respective instruments and will list the reliabilities as computed from the data obtained during the summer. Second, a table including the results of t-tests on pre- and post-test samples will be included.

### Instruments and Reliability Coefficients

In the Edwards Personal Preference Schedule there are fifteen scales and a consistency score. The scales are listed in Table 1 with their respective reliability coefficients as reported in the manual and as computed from the summer institute data. It can be seen that the computed reliability coefficients are lower on twelve of the scales when compared to the coefficients reported in the manual for the test retest situation. Part of this may be due to the differences in time periods between the test and the retests, to the poor testing situation, to the number of tests taken on the first day, or to some combination of all these factors.

The Study of Values instrument produces six scores. These values are identified in Table 2 with their respective reliability coefficients as reported in the manual and as computed from the summer data. The reliabilities obtained on this instrument are more comparable to the report coefficients than was the case for the Edwards Personal Preference Schedule.

TABLE 1  
Reliability of Edwards Personal Preference Schedule

VARIABLE	Reported Reliabilities from Manual		Computed from Data	
	SPLIT-HALF RELIABILITY COEFFICIENTS	TEST-RETEST RELIABILITY COEFFICIENTS	TEST-RETEST RELIABILITY COEFFICIENTS	TEST-RETEST RELIABILITY COEFFICIENTS
1. Achievement	.74	.74	.46	
2. Deference	.60	.78	.61	
3. Order	.74	.87	.83	
4. Exhibition	.61	.74	.76	
5. Autonomy	.76	.83	.74	
6. Affiliation	.70	.77	.87	
7. Intraception	.79	.86	.53	
8. Succorance	.76	.78	.42	
9. Dominance	.81	.87	.81	
10. Abasement	.84	.88	.58	
11. Nurturance	.78	.79	.83	
12. Change	.79	.83	.73	
13. Endurance	.81	.86	.81	
14. Heterosexuality	.87	.85	.80	
15. Agressive	.84	.78	.50	
Consistency Score		.78		

TABLE 2  
Reliability of Study of Values (1951 Revision)

	SPLIT-HALF (SPEARMAN-BROWN)	TEST-RETEST		COMPUTED FROM DATA TEST RETEST RELIABILITY COEFFICI
		ONE MONTH INTERVAL	TWO MONTH INTERVAL	
Theoretical	.84	.87	.85	.81
Economic	.93	.92	.84	.88
Aesthetic	.89	.90	.87	.66
Social	.90	.77	.88	.77
Political	.87	.90	.88	.54
Religious	.95	.91	.93	.87

\*The mean repeat reliability (stability) coefficient using the Z transformation was .89 for the one month study and .88 for the two month interval.

The Minnesota Teacher Attitude Inventory has a reliability of .93 as reported in the manual. The test-retest reliability coefficient is compiled on the ~~summer~~ institute data produced a reliability coefficient of .85.

In an investigation reported by Mary Engel (1959) in which she used a Q sort technique for measuring the self-concept, she reported a test-retest reliability of .68 over a ten-day period. The test-retest reliability coefficient obtained for the summer institute data was .73.

Finally in Table 3, the reported reliabilities for several normative samples are shown.

TABLE 3  
 Reliability of Watson-Glaser Critical Thinking Appraisal  
 (Form YX)

Normative Sample	Form Y Reliability - Odd-even split-half reliability coefficients corrected by Spearman-Brown formula.
Grade 9 Grade 10 Grade 11 Grade 12 Grades 9-12 Lib. Arts Fresh. College Seniors	.85 .86 .86 .87 .86 .85 .85

### Results of t-tests on Pre and Post-tests

The results of the analyses of pre and post-test data are shown in Table 4. Means and standard deviations are shown for all scales of each instrument for both pre and post-test data. A t-test for correlated samples was completed for each scale. The results of the t-test for each scale are also shown in Table 4. It can be seen that only two comparisons resulted in significance at or beyond the .05 level of significance. A significant value was obtained for the scales, change and heterosexuality, on the Edwards Personal Preference Schedule. The need for change was significantly lower on the post-test compared to the pre-test. Some very interesting speculations or hypotheses might be developed to account for these findings. Perhaps the one possible hypothesis that seems noteworthy to mention would be an attempt to account for the lowered need for change. It is possible that the effect of participation in a dynamic seminar situation in which participants become involved in tasks related to changes which seem important to the respective individual is to reduce the individual's need for change. If this were, indeed, a fact and not a speculation there would be some serious implications. One in particular would be the placating of individuals desiring change so as to preclude change.

As one interprets these findings, one should be cognizant of the fact that one would expect some significant findings simply as an effect of chance when so many comparisons are made. There were twenty-three separate analysis computed so that at the .05 level one would expect one to be significant simply as a chance finding.

### Reference

- Engel, Mary. The stability of the self-concept in adolescence. Journal of Abnormal and Social Psychology. 1959, 58, 211-215

TABLE 4

Means, Standard Deviations, and T-Test Results  
For Pre and Post Test Data of Several Instruments Used in the  
Afro-American Summer Institute

Edwards Personal Reference Schedule	Pre Test		Post Test		t-test Results
	Mean	SD	Mean	SD	
Achievement	15.3	4.4	15.7	5.0	NS
Deference	11.1	3.4	11.3	3.5	NS
Order	9.5	3.8	10.0	5.2	NS
Exhibition	15.0	3.8	15.2	3.9	NS
Autonomy	14.6	4.0	14.9	3.4	NS
Affiliation	15.5	3.8	14.7	5.0	NS
Intracception	16.9	3.2	17.1	4.0	NS
Succorance	10.4	3.3	9.6	4.4	NS
Dominance	14.1	5.0	14.6	5.7	NS
Abasement	11.3	4.1	11.2	4.0	NS
Nurturance	15.0	4.2	14.6	3.6	NS
Change	19.9	4.2	17.8	5.2	P .01
Endurance	12.7	4.3	12.1	5.7	NS
Heterosexuality	15.0	5.9	16.4	5.4	P .05
Aggression	13.7	3.5	14.7	4.2	NS
Study of Values	Mean	SD	Mean	SD	t-test
Theoretical	37.0	7.1	38.1	7.7	NS
Economic	38.4	7.3	38.5	8.7	NS
Aesthetic	39.6	5.4	39.5	6.5	NS
Social	45.6	5.9	44.2	6.9	NS
Political	39.4	5.3	39.6	5.7	NS
Religious	40.7	10.4	39.9	9.7	NS
Minnesota Teacher Attitude Inventory	32.8	27.0	37.9	29.1	NS
Self-Concept	359.0	34.4	369.0	33.6	NS



## Appendix B

Interest Index For Teachers Attending Institutes Sponsored By  
The Afro-American Curriculum Office

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Directions: In the space corresponding to each item below, write

- 2 - if you like the presentation, activity, or program;
- 1 - if you don't know what you liked, don't care about the activity;
- 0 - if you dislike the activity, program or topic, or think you would dislike presentations or topics similarly presented.

Items:

- A. The Method of presenting the information \_\_\_\_\_.
- B. The setting for the presentation \_\_\_\_\_.
- C. The topic or concepts in the presentation \_\_\_\_\_.
- D. The general make-up of the participants at the presentation \_\_\_\_\_.
- E. The worth of the topics, ideas, or concepts to you and for your classroom \_\_\_\_\_.
- F. The speaker appears to be genuinely committed to the topic \_\_\_\_\_.
- G. The material appears to be forthrightly and openly presented \_\_\_\_\_.
- H. You will be able to adopt and present the material in your class \_\_\_\_\_.
- I. Your students will be interested in this kind of material \_\_\_\_\_.
- J. Your colleagues at your school will probably be interested in the topics too \_\_\_\_\_.
- K. The administration in your school will be interested and helpful in implementing the material into your school's curriculum or classes \_\_\_\_\_.
- L. The community in your school's attendance area will be favorably disposed toward including the material or concepts in the on-going school program or curriculum \_\_\_\_\_.
- M. You would like to attend more institutes of this nature \_\_\_\_\_.
- N. You would not enjoy attending more institutes like this one \_\_\_\_\_.
- O. You need to have increased participation and personal involvement in these types of institutes \_\_\_\_\_.

## Appendix C

Interest Index For Teachers Attending Institutes Sponsored By  
The Afro-American Curriculum Office

Directions: Place a check mark in the appropriate space after each item.

- 0 - dislike or disagree  
1 - don't know or don't care  
2 - like or agree

Items:

- |  |   |   |   |
|--|---|---|---|
| A. The method of presentation was appropriate and acceptable.  | 0 | 1 | 2 |
| B. The setting for the presentation was pleasant and functional.   |   |   |   |
| C. The topic or concepts in the presentation were useful to me and to my class.  |   |   |   |
| D. I liked the type of audience assembled for this presentation.   |   |   |   |
| E. The speaker(s) was(were) genuinely committed to the topic(s).   |   |   |   |
| F. The material appears to be honestly and openly presented.   |   |   |   |
| G. I can adapt the material or concepts for my students.   |   |   |   |
| H. My students will be interested in this material.  |   |   |   |
| I. My fellow teachers in my school will also be probably interested in this information.   |   |   |   |
| J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum.       |   |   |   |
| K. The community in my school's attendance area will like having this material in our school's curriculum and classes.                             |   |   |   |
| L. More institutes and workshops like this one are necessary and would be meaningful.  |   |   |   |
| M. I would attend other institutes and workshops like this one dealing with similar but not identical topics and concerns.                         |   |   |   |
| N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature. |   |   |   |

Addendum To The  
Second Interim Evaluation Report  
for  
The Afro-American Curriculum Office and Resource Center

by

Dean L. Meinke

I. David Glick

December 10, 1971

Although there were six components to the second interim report, there was a seventh component that should have been included. This component is a progress report on the development of several instruments required for the acquisition of information as required for the evaluation of the functions of the Afro-American Curriculum Office and Resource Center. In Table 5 of the evaluation proposal plan by Meinke and Glick (1971), the following instruments are listed: Questionnaire, Content Test, Guidelines for Content Analysis, Instructional Interview, and Feedback Instrument for Community People.

In Appendix A the completed Questionnaire for teachers and community persons is presented. The evaluation staff plans to select a random sample from each of the following groups: elementary teacher, secondary teachers, and community persons. The questionnaire was designed to be used with each group. Therefore, it is assumed that this instrument will provide the necessary information which was to be gained from the questionnaire and the feedback instrument for community people which were specified in the Task Chart of Table 5 of the evaluation proposal.

The content test is not yet completed. The progress is determined by the acquisition of curriculum units from the field. The graduate assistant on the evaluation team is now completing the structured interviews and is beginning to collect the curriculum units. As more of these become available so that we shall have a representative sample, the content test will be constructed.

In Appendix B the Guidelines for content analysis of curriculum units is presented. It can be seen that seven categories for the analysis have been identified. The categories are congruency, currency, accuracy,

receptivity, scope, sequence, and appropriateness.

The structured interview for public school personnel is shown in Appendix C. The graduate assistant has been conducting visitations employing this instrument. A preliminary examination of some of the interviews completed would indicate some difficulty on the part of interviewees to respond to item 4. Part of the problem is related to the fact that few of the participants have as yet implemented their curriculum units.

The structured interview for center personnel has not as yet been completed.

In summary, the tasks of instrument development have been completed except for the content test and the structured interview for center personnel.

## Appendix A

Questionnaire: Afro-American Studies Center

The purpose of the questionnaire is to provide a standard set of items with which to query teachers from both the elementary and secondary level and community persons who have been selected for inclusion in a sample. The specific aim is to provide information relative to the familiarity of respondents to the functions and services of the Afro-American Studies Center of the Toledo Public School System.

1. What is the Afro-American Studies Center?

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2. Where is the Afro-American Studies Center located?

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3. Have you been to the Afro-American Studies Center?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Have you ever telephoned the Afro-American Studies Center?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Have you ever attended any functions or activities sponsored by the Afro-American Studies Center?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Have you ever used any materials from the Afro-American Studies Center?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. If yes to number 6, how often have you used materials? Check only one.

\_\_\_\_\_ Once \_\_\_\_\_ Twice \_\_\_\_\_ Several Times \_\_\_\_\_ Frequently

8. If yes to number 6, list and describe the materials.

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9. List three functions of the Afro-American Studies Center.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

10. List any service that you have received from the Afro-American Studies Center.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## Appendix B

Guidelines for Content Analysis:

- I. Congruency - the characteristic of teaching facts, concepts, and generalizations that are indicated in both the unit and lesson plans.
- II. Currency - the characteristic of contemporaneity of subjects and topics with current events and news.
- III. Accuracy - the degree of match between data presented in units and the documents and books that chronicle man's past.
- IV. Receptivity - as measured by student test performance(s) vis-a-vis the instructional units.
- V. Scope - the extent to which the subject is extended in its meanings.
- VI. Sequence - the rank order or concept hierarchy arranged by the teacher in the unit is to be instructed.
- VII. Appropriateness - the decisions made to include or exclude data for a given grade level or maturity level for students.



## Appendix C

Standardized Interview for Participants in the  
Afro-American Studies Summer Institute

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Please circle the letter or letters of the most appropriate answer(s).

1. How many students are in your class?
  - a. 0-10
  - b. 11-20
  - c. 21-30
  - d. over 30
2. What is the general Socio-economic level of the students in your class(es)?
  - a. lower-lower (predominantly welfare recipients, occasional employment)
  - b. upper-lower (unskilled to semi-skilled "blue collar workers")
  - c. lower middle (skilled workers)
  - d. middle-upper middle (semi-professional and professionals)
3. What is the racial composition of your class(es)?
  - a. all white
  - b. 10-30% black
  - c. 30-60% black
  - d. predominantly black
4. At the Institute several factors were considered which might hamper the implementation of a program in Afro-American Studies:
  - a. student hostility
  - b. non-support of administrators in attitudes or services
  - c. negative community feedback
  - d. children's lack of knowledge of subject matter
  - e. negativism or disinterest of children

Please rank these factors negative effects in light of your experiences since the Institute:

- \_\_\_\_\_ a.
- \_\_\_\_\_ b.
- \_\_\_\_\_ c.
- \_\_\_\_\_ d.
- \_\_\_\_\_ e.

5. To what extent have other staff members of your school commented upon or inquired about your attending the summer institute?
  - a. Positive comments or questions
    1. none
    2. 1-5
    3. 6-10
    4. over 10
  - b. Negative comments or questions
    1. none
    2. 1-5
    3. 6-10
    4. over 10

6. To what extent have the administrators at your school commented upon or asked questions about your attending the summer institute?
- Positive comments or questions
    1. none
    2. 1-5
    3. 6-10
    4. over 10
  - Negative comments or questions
    1. none
    2. 1-5
    3. 6-10
    4. over 10
7. To what extent have you received community feedback concerning your attendance at the institute?
- Positive
    1. none
    2. 1-5
    3. 6-10
    4. over 10
  - Negative
    1. none
    2. 1-5
    3. 6-10
    4. over 10
8. To what extent have you discussed with others the programs and or ideas presented at the institute?
- not at all
  - discussions with others regarding new attitudes you may now hold regarding other ethnic groups
  - discussions with others on the merit of black studies in the curriculum
  - attempts to influence others to consider implementation of black studies in the curriculum
9. In what way has your participation in the institute influenced you in class this year?
- little or no effect
  - more positive attitudes toward other ethnic groups
  - used some of the materials by incorporating it into lessons
  - taught several lessons or a unit on black studies

If you checked C or D in the above questions please answer the following two questions:

Since attending the institute the lessons you have taught:

- contain occasional references to ethnic contributions
- utilize "heroes" or positive contributions of ethnic groups
- include reports by children stressing the contributions of blacks - or lessons are supplemented with material about black contributions
- have formally included black studies topics into the lesson structure

In terms of actual instruction in your class, since attending the institute how many lessons on black or ethnic history have you taught?

- one or two
- three or more (if possible please specify the number)
- observed "Black History Week" or a similar program
- taught a unit

10. How have you utilized the group curriculum guides developed this summer?
- not at all
  - some use (occasional reference)
  - frequent use
  - implementation of units

11. How have you utilized the "seed books"?
  - a. not used
  - b. kept in the classroom to be used as a reference at the children's discretion
  - c. kept in the classroom but referred to in the course of lessons or units
  - d. kept in the library and suggested to the children as an outside source of materials
    1. if in library # of times book checked out \_\_\_\_\_
  
12. Since attending the Institute have you had contact with and/or used the materials of the Afro-American Curriculum Center?
  - a. no
  - b. seldom
  - c. frequently - if checked give approximately # of contacts \_\_\_\_\_
  - d. very often - if checked give approximately # of contacts \_\_\_\_\_
  
13. Have you found the materials in the Center's newsletters of use?
  - a. not at all
  - b. seldom useful
  - c. occasionally useful
  - d. very useful
  
14. If you have taught a lesson on Afro-American Studies please provide us with a copy.
  
15. If you have given a test or quiz on the materials covered in such a lesson(s), please provide us with a copy of that test.

APPENDIX K

THIRD INTERIM EVALUATION REPORT

FOR

THE AFRO-AMERICAN RESOURCE CENTER

BY

I. DAVID GLICK AND DEAN L. MEINKE

FEBRUARY 1, 1972

The Third Interim Evaluation Report is designed to look at the effects of the summer institute (1971) upon institute participants and their pupils. In order to generalize to the total institute population a random sample of 30 participants were chosen for the follow-up study. The strategy for collecting data on this sample was the employment of a structured interview. The results of these interviews are presented in Table 1.

TABLE 1

Structured Interview Data  
(responses are in parentheses for each item)

1. ~~How many~~ students are in your class?
 

a. 0-10 (1)	b. 11-20 (3)	c. 21-30 (13)	d. over 30 (13)
----------------	-----------------	------------------	--------------------
2. What is the general socio-economic level of the students in your class/es?
 

a. lower-lower (predominantly welfare recipients, occasional employment) (7)	b. upper-lower (unskilled to semi-skilled "blue collar workers") (13)	c. lower-middle (skilled workers) (2)	d. middle-upper middle (semi-professional and professionals) (0)
--	---	---------------------------------------	--
3. What is the racial composition of your class/es?
 

a. all white (7)	b. 10-30% black (7)	c. 30-60% black (3)	d. predominantly black (12)
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4. At the institute several factors were considered which might hamper the implementation of a program in Afro-American studies:
 

a. student hostility (1)	b. non-support of administrators in attitudes or services (0)	c. negative community feedback (1)	d. children's lack of knowledge of subject matter (6)
e. negativism or disinterest of children (15)			

Note: 15 respondents indicated these options were not even applicable to them and 6 didn't answer. It seems clear that other factor(s) not seen as impediments to implementation are operating.

5. To what extent have other staff members of your school commented upon or inquired about your attending the summer institute?

a. Positive comments or questions

1. None (12)	2. 1-5 (15)	3. 6-10 (2)	4. over 10 (1)
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b. Negative comments or questions

1. None (28)	2. 1-5 (2)	3. 6-10 (0)	4. over 10 (0)
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6. To what extent have the administrators at your school commented upon or asked questions about your attending the summer institute?

a. Positive comments or questions

1. None (20)	2. 1-5 (8)	3. 6-10 (1)	4. over 10 (1)
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b. Negative comments or questions

1. None (28)	2. 1-5 (0)	3. 6-10 (0)	4. over 10 (0)
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7. To what extent have you received community feedback concerning your attendance at the institute?

a. Positive

1. None (27)	2. 1-5 (3)	3. 6-10 (0)	4. over 10 (1)
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b. Negative

1. None (30)	2. 1-5 (0)	3. 6-10 (0)	4. over 10 (0)
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8. To what extent have you discussed with others the programs and/or ideas presented at the institute?

a. Not at all (1)

b. Discussions with others regarding new attitudes you may now hold regarding other ethnic groups (4)

c. Discussions with others on the merit of black studies in the curriculum (9)

d. Attempts to influence others to consider implementation of black studies in the curriculum (7)

9. In what way has your participation in the Institute influenced you in class this year?

- a. little or no effect (5)
- b. more positive attitudes towards other ethnic groups (5)
- c. used some of the materials by incorporating it into lessons (12)
- d. taught several lessons or a unit on black studies (2)

If you checked c or d in the above questions, please answer the following two questions:

Since attending the Institute the lessons you have taught

- a. contain occasional references to ethnic contributions (4)
- b. Utilize "heroes" or positive contributions of ethnic groups (3)
- c. include reports by children stressing the contributions of blacks or lessons are supplemented with material about black contributions (2)
- d. have formally included black studies topics into the lesson structure (1)

In terms of actual instruction in your class, since attending the Institute, how many lessons in black or ethnic history have you taught?

- a. one or two (6)
- b. three or more (5)
- c. observed "black history week" or a similar program (0)
- d. taught a unit (1)

10. How have you utilized the group curriculum guides developed this summer?

- a. not at all (17)
- b. some use (occasional reference) (7)
- c. frequent use (3)
- d. implementation of units (2)

11. How have you utilized the "seed books"?

- a. not used (30)
- b. kept in the classroom to be used as a reference at the children's discretion (0)
- c. kept in the classroom but referred to in the course of lessons or units (0)
- d. kept in the library and suggested to the children as an outside source of materials (0)

12. Since attending the Institute have you had contact with and/or used the materials of the AACO?

- a. no (11)
- b. seldom (8)
- c. frequently (9)
- d. very often (1)



13. Have you found the materials in the Center's newsletter of use?
- a. not at all (7)
  - b. seldom useful (4)
  - c. occasionally useful (15)
  - d. very useful (3)
14. If you have taught a lesson on Afro-American Studies, please provide us with a copy. (None)
15. If you have given a test or quiz on the materials covered in such a lesson/s, please provide us with a copy of that test (None)
- 

The relatively low rate (2 out of 30) of implementation of curriculum units (Item 9.D) on Afro-American themes into regular classroom presentations/curricula designs can only be viewed with discouragement at this point. In effect, this report could perhaps be described as a discrepancy evaluation in that the institute participants avowed their pleasure with the institute and testified that they "learned a lot" from the institute, but have not transferred this experience into operationalizing their recently acquired skills and knowledges into their classrooms. It is speculative, at best, to assume that a significant or markedly increased rate of implementation will ensue during Negro History Week (February 6-13) or at any other time during the remaining school year.

With this phenomena of discrepancy as a centerpiece or focus in this section of this report, we submit the following recommendation: that fees (stipends) paid to participants in the up-coming Summer, 1972, institute be disbursed on a specified reinforcement contingency basis. What is, half or two-thirds of the total stipend owed to any one participant be disbursed at the end of the institute, with the remaining one-half or one-third to be

disbursed upon presentation of evidence that the Afro-American materials/ lessons/unit plans have been actually implemented during the subsequent school year. This recommendation is congruent with the recent trend of accountability in the realization of stated/specified educational goals/outcomes.

The difficulty or discrepancy that has evolved with respect to the implementation of Afro-American curricula into the on-going school program/s is not a new phenomena nor one that is peculiar to these materials, concepts, and understandings. It is a long standing, recognized problem wherein that which has been "learned" does not transfer to situations beyond the original learning setting. By definition, Jerome Bruner would indicate that this type of outcome is rendering the subject useless (not worth having learned it).

Before too depressing a picture of the effects of the summer institute is painted, it may be worthwhile to consider some of the more positive spin-offs which seem to have accrued. While the structured interview technique yielded specific responses to specific questions, these also obtained anecdotal comments which the field interviewer collected and codified. A resume of her collected impressions follows:

"The majority of the institute participants who were interviewed in the sample expressed satisfaction with the institute held last summer. Twenty-one of those interviewed stressed the informational value of the institute; they felt that it provided them with both much needed information about black contributions and history as well as needed exposure to materials and resources available for the study of black history. Eight of those interviewed stressed the sharing of ideas and exposure of both white and black prejudice as an important function of the summer program. Five participants also thought the program was valuable in introducing them to new teaching techniques, and three noted that the institute had served to convince them of the importance of teaching black history.

7

The data gathered in the interview unfortunately does not enable one to judge whether or not participant's teaching style, content or attitudes. Unfortunately, no pre-institute measure of these behaviors is available. When asked whether the institute changed their teaching, 14 interviewees responded negatively, only two responded positively. It would appear that these answers resulted because most black teachers in inner city schools stressed that they had always included black contributions and black history into their lessons. Ten white teachers felt that the institute had served to motivate them to move away from their usual rigid adherence to the curriculum guides and were now interested and trying to incorporate black studies into their lessons. Many of the teachers interviewed, both white and black, favored integrating materials on black studies into regular lessons rather than teaching specific lessons on black studies.

In regard to teaching specific lessons on black studies, at the time the interviews were conducted only two teachers had taught such lessons. Most appeared to be awaiting a propitious time, such as "Negro History Week" or a point when the topics planned fitted into the regular curriculum units. Of the thirty participants interviewed, twenty-two, planned to teach the same lesson they had developed at the institute with little modification. Three teachers planned new lessons, as they did not feel that those developed this summer were appropriate for their current classes. Five teachers did not plan to teach any specific lessons; two of these teachers had been transferred to programs other than they had anticipated this summer; one was now in the "right to read" program and felt that lessons on black studies could not be fitted in; another was now an OWA coordinator and in his limited hours in the classroom felt it would not fit in; another was now teaching English and angered by this switch refused to develop a new lesson. One teacher felt that his subject was not amenable to a special lesson on black studies, as he taught philosophy, however, in the course of the topics considered black problems were treated; a fifth teacher felt that special black studies topics were unnecessary in an all black school and consequently planned no special lessons.

Although there is little or no data, it would appear that the institute had a variable impact upon white and black teachers. Black teachers appeared mainly to have found the institute informative in value; giving them additional information and some additional black history background as well as giving them needed information on resources and materials. White teachers, on the other hand, appeared to have gained not only from the informational aspects of the institute but to have changed their attitudes regarding teaching black studies and its importance in the curriculum. Perhaps future institutes for teachers in inner city areas might concentrate on other topics than this past institute; concentrating on specific problems of the inner city schools and children and their remediation, while institute similar to the one this summer be aimed more at teachers in suburban areas.

There were several complaints about last summer's institute and suggestions made for possible changes in future institutes:

1. The institute was too short--future ones should be longer (7)
2. The institute was too heavily geared towards JHS and SHS, special institutes might geared towards primary and intermediate teachers (7)
3. There should be more emphasis on small group discussion (7)
4. The institute should be held at a later hour (4)
5. More of the resources available for use in class should be displayed and utilized in the institute (4)
6. The institute was too heavily oriented towards teaching social studies (6)
7. There was too much emphasis on writing lessons and objectives (4)
8. Lesson plans and units developed should be demonstrated (6)
9. Speakers representing various groups in the black community should be included in programs (4)

Other suggestions included: more lectures, eliminating or abbreviating the battery of tests, holding periodic follow-up sessions through the year, moving participants from group to group for discussions for a better interchange of ideas and making the institute less like an undergraduate education course (one respondent for each comment)."

While the conclusion is inescapable that only two out of thirty in our sample had actually taught lessons (a unit) developed during the summer institute, there are the avowals from twenty-two that such implementation would be forthcoming. These are also the affective considerations that obtained in that some teachers' feelings and awareness of the necessity to incorporate minority studies into their curricula have been heightened and modified in a desirable direction. Still, we are faced with an overall low implementation rate.

In order to underscore the discrepancy notion that was previously described, evidence of audience satisfaction with a recently held workshop is provided in Table II. There were 182 participants at the workshop.

TABLE 2

Interest Index For Teachers Attending Institute Sponsored  
By The Afro-American Curriculum Office

"Eye Of The Storm", With Jane Elliott

Directions: Place a check mark (✓) in the appropriate space after each item.

- 0 - dislike or disagree  
1 - don't know or don't care  
2 - like or agree

Items:	0	1	2
A. The method of presentation was appropriate and acceptable	4	6	170
B. The setting for the presentation was pleasant and functional	27	23	125
C. The topic or concepts in the presentation were useful to me and to my class	6	10	156
D. I liked the type of audience assembled for this presentation	4	30	139
E. The speaker(s) was(were) genuinely committed to the topic(s)	1	3	177
F. The material appears to be honestly and openly presented	4	4	172
G. I can adapt the material or concepts for my students	8	35	119
H. My students will be interested in this material	10	32	121
I. My fellow teachers in my school will also be probably interested in this information	12	44	118
J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum	18	41	108
K. The community in my school's attendance area will like having this material included in our school's curriculum and classes	31	77	54
L. More institutes and workshops like this one are necessary and would be meaningful	2	6	170
M. I would attend other institutes and workshops like this one---dealing with similar but not identical topics and concerns	1	6	174
N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature	11	41	115