ABSTRACT
          Public schools have both a legal and a moral
obligation to be involved in the process of integration. It is
assumed that changes in teacher attitudes affect changes in student
attitudes; an inservice program which assists teachers in changing
their attitudes toward integration is, therefore, important. Certain
hypotheses may be stated concerning the advantages of simulation in
inservice programs. The most important is that transfer of learning
occurs. Other advantages include (a) the establishment of a
"danger-free environment," which allows the teacher to make a mistake
without doing irreparable harm to the students' learning; (b) the
ability to rerun situations and thus try different solutions to solve
the problem under study; (c) emotional involvement of the
participant; (d) the ability to reproduce problems which are not
reproducible at will in a real life situation; (e) the ability to
design the simulation experience around the problems of most concern
to the learner; and (f) the opportunity to deal with problems which
may not be faced with any regularity in a real life situation but
which do occur. Some available simulations are (a) those developed at
the University of Tennessee for Valley Brook Elementary School and
Lakemont High School, (b) Cruickshank's Inner-City Simulation
Laboratory, and (c) a simulation called "Confrontation" developed by
the Far West Regional Education Laboratory. (PB)

In the thesaurus the word "yellow" is found not only to refer to Oriental people, but to have such synonyms listed as coward, conniver, baseness, fear, effeminacy, funk, soft, spiritless, poltroonery, pusillanimity, timidity, recreant, sneak, and lily-livered.

In turning to the word "white", one finds over 130 synonyms, almost all with favorable connotations. Such synonyms are included as: purity, cleanliness, bright, shining, fair, blonde, stainless, chaste, unblemished, unsullied, innocent, honorable, upright, just, straightforward, genuine, trustworthy, honesty, along with white as a racial connotation.

Lest Western languages be thought to have a monopoly on words which are judgmental of others, it should be pointed out that in the Chinese language, "whiteness" evokes thoughts of cleanliness, but also evokes thoughts of bloodlessness, coldness, frigidity, weakness, absence of feeling, and insensitivity. "Yellowness", on the other hand, in Chinese is associated with sunshine, openness, beauty, flowering. Among many of the African tongues, "black" connotes strength, certainty, recognizability, integrity. "White", on the other hand, connotes paleness, anemia, unnaturalness, deviousness, untrustworthiness.

These synonyms are mentioned to point out that language on the one hand reflects culture and the problems endemic to American society while on the other hand it can also work in reverse. The language itself can promote these same negative concepts in the minds of people and thus cause further problems. This pattern will

In the thesaurus the word "yellow" is found not only to refer to Oriental people, but to have such synonyms listed as coward, conniver, baseness, fear, effeminacy, funk, soft, spiritless, poltroonery, pusillanimity, timidity, recreant, sneak, and lily-livered.

In turning to the word "white", one finds over 130 synonyms, almost all with favorable connotations. Such synonyms are included as: purity, cleanliness, bright, shining, fair, blonde, stainless, chaste, unblemished, unsullied, innocent, honorable, upright, just, straightforward, genuine, trustworthy, honesty, along with white as a racial connotation.

Lest Western languages be thought to have a monopoly on words which are judgmental of others, it should be pointed out that in the Chinese language, "whiteness" evokes thoughts of cleanliness, but also evokes thoughts of bloodlessness, coldness, frigidity, weakness, absence of feeling, and insensitivity. "Yellowness", on the other hand, in Chinese is associated with sunshine, open-ness, beauty, flowering. Among many of the African tongues, "black" connotes strength, certainty, recognizability, integrity. "White", on the other hand, connotes paleness, anemia, unnaturalness, de-viousness, untrustworthiness.

These synonyms are mentioned to point out that language on the one hand reflects culture and the problems endemic to American society while on the other hand it can also work in reverse. The language itself can promote these same negative concepts in the minds of people and thus cause further problems. This pattern will

doubtless continue to plague American society for some time; language will change only over a long period of time. But somehow society must overcome its "cultural hangups" and reach the point where differing races can learn to work and live with one another in spite of their differences and indeed to come to value those very differences.

These problems often manifest themselves violently in the pluralist school setting of large, ethnically diverse cities when race attacks race or Protestant denigrates Jew, but they are problems of the monistic school setting as well. Countless small communities in various parts of America have a single ethnic group with almost no minority representation. To all outward appearances, these schools have no racial desegregation to accomplish nor ethnic discrimination to overcome. Yet these same schools may have the most serious problem of any with regard to integration. In simplest terms, how can the school be integrated when only one race and one ethnic group is found in that school? These schools also must work toward the integrated society, but have no real-life opportunity for practice, learning, and growth toward the integrated society. Their students must be provided with opportunities to see beyond their own culture and to appreciate other cultures present in American society.

The Teacher's Role

The major thrust at this point in time must be toward changing teacher and administrator attitudes. It is assumed that only when teachers are changed in attitude that students will change in

attitude. Thus, an inservice program is needed which will assist school staffs with the integration process. Teachers have the most sustained contact with students, and they can best create an atmosphere conducive to mutual respect and positive self-awareness (Wilson). Accordingly, the basic purpose here is to discuss simulation as one valuable tool in the development of a program to assist teachers in changing their attitudes toward integration.

Assumptions

- Certain assumptions can be made about teachers (Ryans, pp. 3-21). (1) It can be assumed that teacher behavior is orderly with some kind of consistency to it. Teachers in their behavior, generally do not display an unsystematic pattern. They act out of reason. (2) Teacher behavior can be observed in an objective manner. The means are available for such observation. The instrumentation is available for examining behavior in terms of specified skills. (3) It can also be assumed that teachers can change their behavior with practice. If not, teacher education programs along with inservice education might as well be forgotten, and anyone permitted to assume the teaching role. (4) That teachers want to improve their teaching ability, and that they are not satisfied with their own weaknesses and failures can also be assumed. (5) The fifth assumption is that teacher behavior results in pupil behavior or a set of pupil behaviors. Given this set of assumptions an inservice project to foster the truly integrated school is plausible.

Simulation Defined

Simulation is not the only device that can be utilized in
inservice training for integration, but it can be an extremely
useful device which can teach certain values that virtually no
other technique can. Although simulation is presented here as a
particularly useful technique for inservice education of teachers
and administrators, ample opportunities can also be found to uti-
lize simulation with students to help them overcome the same racial
and/or ethnic prejudices that teachers need to overcome. In fact,
many of the same simulation devices can be used with both groups.

Two key terms are a part of the definition of simulation which
need to be understood in order to understand its special value in
the integration process. One of these terms is role-playing.
Role-playing is the experience of assuming the role of someone
else in order to understand the situation of that person (Garvey,
1967). For example, a white person is asked to try to imagine
what it would be like to be black, or a black to imagine being
white, or either to imagine being an oriental or an American Indian.
To try to portray the role of a person with a status and culture
different from one's own is the essence of role-playing. The term
"role-playing" has been especially emphasized here because no acti-
vity will be of much value to the integration process if it does
not involve role-playing; rather it will be of extremely limited
intellectual value and thought of as a "game" by the participant.
Simulation may also be defined as the employment of role-playing in
the operation of a model of a social process (Garvey, 1967). This

definition embodies the second important concept in simulation the "social process".

Simulation's Advantages

Certain hypotheses may be stated about the advantages of simulation and its uses.

The most important hypothesis is that transfer of training occurs. What is suggested is that practice in resolving the life-like problems of flying an airplane, or making business decisions, should enable the participant to perform his/her task better when placed in the real situation. To put it in the present context, practice in making simulated decisions related to school integration should enable the teacher or administrator to deal with real problems more effectively and more realistically. Findings of a number of studies made in the aircraft industry as well as in education support this hypothesis (See Bishop, 1964; Hayes, 1965; Kersh; Vlerk, 1965; and Weinberger, 1965).

Simulations are realistic although they are not real. Said another way, a simulated situation is a "danger-free environment." It is possible, for example, for a pilot in an aircraft simulator to land at an altitude of minus 300 feet without the expense and embarrassment of a funeral. A good simulation will be a realistic situation which closely resembles that which is real. In terms of teachers or administrators this is very important. In a given situation the teacher or the administrator can solve the problem and can afford to make a mistake without doing damage either to self or to others. In terms of the student it is also tremendously important because the learning process associated with the teacher's

simulated decision-making situation avoids the danger of doing ir-
reparable harm to the students' learning.

Simulation permits constructive criticism of the behavior
which might lead to a mistake and allows the participant to consider
alternative courses of action. In other words, the same situation
can be rerun and different kinds of solutions tried in order to
solve the problem under study. Also, there need be no time lag
between the two experiences. The student (or teacher) can work
through the process and arrive at a reasoned solution and then seek
other input to serve as criteria for evaluating his/her responses.
Finally, as Abt (1966) has pointed out the teacher can immediately re-
experience the simulation while employing added knowledge and back-
ground.

Simulation provides an emotional involvement for the partici-
pant. It is very easy to sit in a working group, such as a class
or inservice session, and have someone tell the participant what
a situation and its solutions might be. In simulation, however,
one attains realism to the extent that the role-playing participant
has an emotional involvement in the process. As a consequence
fears, doubts, frustrations, ego satisfactions--all emotional re-
sponses--come through just as they would in a real life situation.

In addition, not all problems are reproducible at will in a
real life situation. The pilot, who may have to face a very criti-
cal situation only once in a flying career, must know how to han-
dle it when the time comes. Simulation can enable him/her to ex-
perience that situation in advance and to prepare for it. Similar

problems face the educator who is constantly faced with difficult decisions to be made and little time for studying the full implications of such decisions. If the problem is not handled well the first time the educator faces it in a real situation, he/she may do irreparable damage to self or worse yet to students.

The simulation experience can be designed around the problems of most concern to the learner. Teachers and administrators, learners in this case, can try to solve simulated problems which are representative of actual problems of greatest concern to them as well as incorporate research evidence, new concepts, and other data into the exercise. The participant thus may try to solve a problem and at the same time have an opportunity to find the information needed in order to solve that problem in a more effective manner.

Simulation can provide a common base of learning for all participants. In an actual situation only a selected number of educators would be directly involved in the solution of a given problem. Through simulation each participant grapples with situations which may not be faced with any regularity, but which nevertheless must be faced in the real situation. These experiences may be systematically developed and practice in problem solving incorporated in order to permit the person anticipating the assumption of a new role to prepare for that role in advance.

Almost all who deal with simulation agree on one thing; simulation "involves" those who participate, makes them enthusiastic and gives them motivation. Garvey (1966) believes the method can be used with any ability group and reported that 93 per cent of one experimental population found simulation enjoyable. Countless

reported surveys (Livingston and Stoll, 1973) concerning simulation
and its effectiveness develop one finding in common which is simula-
tion is a more interesting and enjoyable technique for learning than
are other techniques that have been evaluated in comparison with it.

Available Simulations

Some of the simulation games developed specifically for the
purpose of fostering integration are discussed briefly here. More
detailed explanations are available from their publishers.

Venditti (1970), under the Civil Rights Act of 1964 - Title
IV auspices at the University of Tennessee, developed simulations
for Valley Brook Elementary School and Lakemont High School. These
simulations direct teacher and administrator attention to the basic
issues attendant to a newly-integrated school. The setting in
these particular simulations is quite significant and for smaller
school districts they are ideal. The setting is a community of
28,000 inhabitants called Lakemont, which is deliberately repre-
sentative of a small community facing integration problems. The
problems to be discussed were identified through a process of pol-
ling teachers regarding actual problems.

A second is Cruickshank's Inner-City Simulation Laboratory.
The purpose of this particular simulation is to focus upon problems
identified by inner-city teachers as the most difficult and most
frequent in a school setting. The setting in this case is a large
city where the simulated school faces a host of complex problems
that are not always found in all situations but which are fairly
typical problems of inner-city schools.

A third simulation quite useful in the integration process is called Confrontation. The Far West Regional Educational Laboratory (1970) developed Confrontation in an effort to help teachers and others analyze specific types of interpersonal problems and to find methods of implementing solutions. Confrontation differs from the other two simulations in that it focuses primarily upon interpersonal relationship problems rather than institutional problems. A series of interpersonal relations incidents form the basis of the experience.

Format

All simulation game formats vary slightly, as do the three above, however certain typical activities are evident in these three as in most others. First, the participant is asked to assume a role. In Cruickshank's Inner City Simulation, for example, the participant will be asked to take the role of Pat Taylor, fifth grade teacher. The next step for Pat Taylor, the role-playing participant, is to learn something about the community in which his/her school is located, its immediate neighborhood, and the school itself. Most simulations include a special package of materials to provide the participant with factual background of this type often based upon a record, a filmstrip, or some combination of the two. In addition, in teacher simulations a faculty handbook is usually provided just as any teacher is provided one in a typical school situation. The handbook is descriptive of rules, regulations, policies, and procedures employed by the school. The participant also finds a complete set of records for all the students in his/her class, usually

in cumulative folders. The folders include a picture of the student, certain basic background information, grade reports, conference records and other pertinent information often found in a complete school record system. Some simulations also include sociometric data.

Essentially, a participant in simulation experiences is directed through five steps. (1) In the introductory phase all the necessary facts are presented as described above. This is very often a fairly passive stage since the participant is simply asked to learn some things about the imaginary community in which he/she will be working. (2) Next the participant will be asked to execute certain tasks, usually in small groups, or occasionally be asked to respond first on an individual basis and then to discuss the problem with the entire group. Often these tasks relate to critical incidents. (3) The third phase will be that of analysis in which the participant must analyze what happened and compare his/her feelings, thoughts, and solutions to those of others sharing the simulation experience. The alternative possibilities that might have been employed as solutions are examined. (4) Relevant literature is studied. Any good simulation should provide a comprehensive bibliography to be utilized in the development of new information relative to the problems it presents. (5) Finally, there should be a step in which the participant is asked to compare a simulated experience to a real life situation in which he/she may be (have been) faced with similar kinds of problems. This step is essential if the assumption of transfer of training is to be upheld.

There are many other less complicated, less elaborate games available for both teachers and students. One example is a very simple game, Sunshine (Social Studies School Service), which relates to the racial problems of any American city. It asks questions relevant to attitudes about race held by both blacks and whites. A totally different kind of experience is a board game, Ghetto (Ibid), in which play is conducted by a combination of poker chips, dice and role-playing.

Summary

Simulation is one process that can be quite effective in work--ing with teachers to prepare for integration of schools. Among the many problems related to integration (Wilson, 1969 pp. 70, 71) the following a e amenable to study via simulation.

1. Black Power and Its Impact on Integration Efforts
2. Common Prejudices of Negroes and Whites
3. Standards of Discipline in Integrated Schools
4. Family Background and School Achievement
5. Grouping of Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Sensitivity to Interpersonal Relationships
8. Black Self-Concept

Human relations training or teaching white teachers black history are valuable, but these techniques by themselves will not be suff.ient to achieve integrated education. A multifaceted approach to inservice education, with simulation as an integral part of that program, will produce a more successful integration program.

BIBLIOGRAPHY

Abt, Clark C., Twentieth Century Teaching Technique. Reprinted
    from The Faculty, 30(1), August 1966, 13 pp.

Bishop, Richard W., "Questions and Answers About Driving Simulators,"
    Safety Education. 1964, p. 9.

Cruickshank, Donald R., "Simulation: New Direction in Teacher
    Preparation," Phi Delta Kappan. September 1966, p. 23.

_____., Inner City Simulation Laboratory. 259 East Erie St.,
    Chicago: Science Research Associates, Inc.

Duke, Richard D., "Toward a General Theory of Gaming," Simulation
    and Games. Volume 5, No. 2, June 1974, pp. 131-146.

Far West Laboratory for Educational Research and Development,
    Confrontation. New York: Anti-Defamation League of B'nai
    B'rith, 1970.

Garvey, Dale M., Simulation, Role-Playing, and Sociodrama in the
    Social Studies. Emporia, Kansas: Kansas State Teachers'
    College, 1967.

_____., A Preliminary Evaluation of Simulation. Paper pre-
    sented at the 46th Annual Meeting of the National Council for
    the Social Studies, Cleveland, Ohio, 23-26 November, 1966
    Mimeo, 18 pp.

Hayes, Robert B., "Simulation in Driver Education," NEA Journal.
    April 1965, p. 58.

Hemphill, John K. Daniel E. Griffiths and Norman Fredericksen,
    Administrative Performance and Personality. New York: Bureau
    of Publications, Teachers' College, Columbia University, 1962.

Kersh, Bert Y., Classroom Simulation: Further Studies on Dimensions
    of Realism. (Training Research Division, Oregon System of Higher
    Education: Title VII NDEA, Project 5-084801965).

Livingston, Samuel A. and Clarice Stoll, Simulation and Games. New York:
    Free Press, 1973.

Social Studies School Service, 10,000 Culver Blvd., Culver City,
    CA 90230.

Tansey, P. J. and Derick Unwin, Simulation and Gaming in Education.
    London: Methuen Educational Ltd., 1969.

Rubins, Louis J. (ed.), Improving In-Service Education. Boston,
    Allyn and Bacon, Inc., 1971.

Ryans, David G., "Theory Related to Teacher Effectiveness as Applied to Teacher Behavior," Theoretical Bases for Professional Laboratory Experiences in Teacher Education. 44th yearbook, The Association for Student Teaching, 1965.

Venditti, Frederick P., Solving Multi-Ethnic Problems. New York: Anti-Defamation League of B'nai B'rith, 1970.

Vlerk, Charles W., "Assessing the Effect and Transfer Value of a Classroom Simulation Technique," (unpublished Doctoral Dissertation, Michigan State University, 1965).

Weinberger, Morris J., "The Use of Simulation in the Teaching of School Administration," (unpublished Doctoral Dissertation, Teachers' College, Columbia University, 1965).

Wilson, Laval S., "Inservice Training: Lifeline for Integration," Nation's Schools. Volume 84, October 1969, p. 70-71+.

Zuckerman, David W. and Robert F. Horn, The Guide to Simulation Games for Educational Training. Cambridge: Information Resources, Inc. 1970.