DOCUMENT RESUME

ED 118 630 TM 005 122

AUTHOR	Mueller, Mildred K.
TITLE	The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation. Report C-73-2.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
SPONS AGENCY	Minneapolis Foundation, Minn.
REPORT NO	C-73-2
PUB DATE	Sep 74
NOTE	100p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	Community Involvement; *Junior High Schools; *Program Evaluation; Public Schools; Questionnaires; *School Integration; Workshops
IDENTIFIERS	Minneapolis Public Schools; Minnesota (Minneapolis)

ABSTRACT

The Bryant-Anthony-Ramsey (B-A-R) Project is a desegregation/integration project aimed at assuring a smooth transition from a predominately segregated school environment to a desegregated or integrated environment. The Bryant, Anthony, and Ramsey Junior High Schools are participants in a desegregation effort that is one part of an overall desegregation plan of the Minneapolis Public Schools. These schools (B-A-R) are involved in a unique plan involving the redrawing of attendance areas and the restructuring of age group patterns. The project is a community involvement project with these objectives: developing community awareness, fostering support for the project, developing support for desegregation, teaching skills to persons interested in desegregation and/or community involvement, and reducing racism. The evaluation was conducted by means of questionnaires, visits, observations, and interviews. The groups involved included the B-A-R Advisory Committee, B-A-R student groups, school staffs, workshops participants, and people who attended B-A-R community meetings. It was recommended that the project continue its efforts in 1974-75. (RC)

Minneapolis Public Schools

The Bryant-Anthony-Ramsey (B-A-R) Project An Evaluation

Partially funded by Minneapolis Foundation and Minneapolis Public Schools

Mildred K. Mueller, Ph.D.
Evaluator

2

September 1974
C-73-2

Research and Evaluation Department
Planning and Support Services

Minneapolis Public Schools

The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation

The Bryant-Anthony-Ramsey (B-A-R) Project was funded for two years by the Minneapolis Foundation and the Minneapolis Public Schools. It was part of a larger study on racism also funded by the Minneapolis Foundation for one year. The project began in the fall of 1973 and will continue until June of 1975.

Bryant, Anthony and Ramsey are three junior high schools in the West Area of Minneapolis that are part of a desegregation plan which began in September, 1973. Bryant had a minority enrollment of 43%, Anthony had a minority enrollment of 2%, and Ramsey had a minority enrollment of 12%. Under the desegregation plan, these percentages will become more equal.

The B-A-R Project was a community involvement project designed to help the Bryant, Anthony and Ramsey people become mutually involved in the desegregation effort. Its objectives included developing community awareness, fostering support for the B-A-R Project, developing support for desegregation, teaching skills to persons interested in desegregation and/or community involvement, fostering positive feelings toward the expanded community and reducing racism. To accomplish those objectives, workshops were held, activities were sponsored, meetings were conducted and various B-A-R groups formed.

The evaluation was conducted by means of questionnaires, visits, observations and interviews. The groups involved included the B-A-R Advisory Commiteee, the B-A-R student groups, the school staffs, the workshop participants and those people who attended B-A-R community meetings.

All groups became aware of the B-A-R Project during 1973-74. Most groups supported the B-A-R Project and most groups supported the Minneapolis desegregation plan. The school staffs were the least supportive of the Bryant-Anthony-Ramsey desegregation plan. Workshop participants were very supportive of desegregation, learned many useful skills and supported the B-A-R Project. Awareness of the expanded community grew and interaction was encouraged.

It was recommended that the B-A-R Project continue its efforts in 1974-75. It was also recommended that four day workshops be dropped in favor of mini-workshops of one day or less. It was hypothesized that shorter workshops, offered more often, would involve more people in the B-A-R Project. The first year's project involved community, students and some school staff. The second year should be helpful in involving larger numbers of people.

September 1974

Research and Evaluation Department

Table of Contents

List of Tables

Figures

Minneapolis Public Schools

The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation

The Bryant-Anthony-Ramsey (B-A-R) Project is a desegregation/integration project aimed at assuring a smooth transition from a predominately segregated school environment to a desegregated or integrated environment. The Bryant, Anthony, and Ramsey Junior High Schools are participants in a desegregation effort that is one part of an overall desegregation plan of the Minneapolis Public Schools.

As part of this total program to improve the racial balance of all schools in the Minneapolis Public Schools, Bryant, Anthony and Ramsey Junior High Schools are involved in a unique plan. This plan involved the redrawing of attendance areas and the restructuring of age group patterns. Anthony's attendance area moved east and north and took in some new elementary feeder schools. Bryant's attendance area moved south and involved some different elementary feeder schools. Anthony and Bryant will be 7th and 8th grade centers and Ramsey will be the 9th grade center for the total area.

Because Bryant and Anthony will be 7th and 8th grade centers and because they are the feeder schools for the new 9th grade center at Ramsey, the three schools are part of one larger, expanded community. This Bryant-Anthony-Ramsey(B-A-R) community is the area of concern for the B-A-R project.

The B-A-R Proposal

Because desegregation efforts are community concerns and because community support (or lack of community support) can have a great impact on the success of any desegregation effort, the B-A-R proposal was developed. The B-A-R proposal describes a community involvement model which assumes that schools can be as strong and as effective as community efforts wish to make them. Since parents, students, teachers, staff and other community adults are all members of this expanded community, the proposal attempts to reach and involve these various elements of the B-A-R community.

The B-A-R proposal was developed in early 1973 and became part of a larger study to combat racism in the public schools of Minneapolis.

The B-A-R Project (and the Racism Project) were funded by the Minneapolis Foundation. The B-A-R Proposal was funded for two years and the Racism proposal for one year of planning and development.

The individual schools of Bryant, Anthony, and Ramsey were given funds by the Minneapolis Public Schools for staff development and human relations training. However, the community involvement plans were beyond the scope of the staff development budgets. Therefore the B-A-R community involvement proposal was developed and funding was sought from the Minneapolis Foundation.

The Minneapolis Foundation

The Minneapolis Foundation is a public community foundation. While it has nationwide interests, its major concerns are in the Twin City metropolitan area. Some of the concerns of the Minneapolis Foundation are:

(1) to support voluntary social agencies on the basis of their demonstrated quality, flexibility and excellence.

(2) to support new ventures which show a great deal of promise and are directed to community needs.

The Minneapolis Foundation reviewed the B-A-R proposal and agreed to fund it for a sum of $34,350 each year for two years. The funding was awarded because the B-A-R Project represented a creative plan to involve community persons as they cooperatively work to achieve some common goals.

The B-A-R Components

The B-A-R proposal dealt mainly with the community. However, this B-A-R community was defined broadly to include not only parents and adults, but students, school staffs and all residents of the Bryant, Anthony, and Ramsey area.

The involved B-A-R groups fell into five main categories. These five groups, which were the focus for B-A-R activities, were: (1) the B-A-R workshop participants, (2) the B-A-R student groups, (3) the B-A-R Advisory group, (4) the school staffs and (5) other school and community groups.

The major thrust of the first year of the B-A-R Project was devoted to the sponsoring of two workshops. One of these workshops took place

in the fall of 1973 and one took place in the spring of 1974. The participants in the first workshop served as leaders and trainers in the second workshop. Because the workshops were the major focus of the first year of the B-A-R Project, a separate section will be devoted to their description, assessment and results. Other activities carried out through the B-A-R coordinator and the B-A-R office will also be described and assessed.

Progress toward the project goals for each of the main groups of the B-A-R Project was assessed by means of a questionnaire. Each of the groups was also visited several times by the evaluator. Minutes were kept of the advisory group meetings and activities were listed and described as they occurred. The student groups and the schools were visited several times and these groups were assessed with a questionnaire in April. A sample of community people (non-workshop participants) was assessed at a community meeting in February.

II. Goals and Objectives of the B-A-R Project

The B-A-R proposal listed several overall goals and listed criteria for reaching those goals. From these overall goals some specific objectives were formulated. These objectives were mainly directed toward the first year of operation of the B-A-R Project. The objectives were further broken down into product and process objectives.

Overall Goals in the B-A-R Proposal

The goals listed in the B-A-R Proposal are:

1. To create a community organization or network of organizations in the Bryant, Anthony, and Ramsey area which will provide the kinds of life experiences and education opportunities that will promote a climate for quality integrated education within a community involved in positive transition.
2. To teach concerned community persons i.e., parents, students, other citizens, those skills considered necessary to help establish a receptive climate for desegregation/integration in the total school district.

3. To plan and develop ideas and methods for implementation to eliminate racism in the Minneapolis School District.

The processes used to reach these goals must meet the following requirements, (as specified in the proposal):

1. The process must be inclusive. The community must feel it is in partnership with the school system.
2. The process must be safe for participants. They must not feel threatened while participating.
3. The process must build trust.
4. The process will help participants in the solving of problems.
5. The process will help participants to gain interpersonal communication skills.
6. The process will teach participants how to communicate their thoughts more effectively.
7. The process must be feasible.
8. The process must be effective.
9. The process must be replicative.

Objectives: Product and Process

The product or outcome objectives of the B-A-R Project are:

1. During the first year of the B-A-R Project, the advisory group, workshop participants, student groups, school staffs, other students and community will develop a greater awareness of the expanded B-A-R community.
2. During the first year of the B-A-R Project, the advisory group, workshop participants, student groups and school staffs will develop a more positive feeling toward the B-A-R community, and B-A-R community members.
3. During the first year of the B-A-R Project, the advisory group, workshop participants, student groups and school staffs will develop a more positive feeling toward desegregation plans and greater support for Minneapolis desegregation plans.
4. During the first year of the B-A-R Project, the advisory group, workshop participants and student groups will be taught skills in communication, problem solving and conflict resolution that will be helpful in establishing a receptive climate for desegregation/integration.

5. During the first year of the B-A-R Project, progress will be made to reduce racism among the advisory group, the workshop participants and the student groups.

The process objectives include:

1. A community organization that reflects the components of B-A-R will be created mainly from the participants of the workshops.
2. Workshops composed of students, parents, teachers, administrators and community persons will be conducted.
3. Student groups will be organized at each school and will meet during the year to develop projects, to carry out projects, and to help meet the goals of B-A-R.
4. A B-A-R advisory group will be organized and will meet during the year to help plan workshops, to help in the planning and implementing of other activities, to develop plans independently, and to serve as a support system for the B-A-R coordinator.
5. School centered programs and activities will be organized and carried on during the year to promote the sense of community and to develop a more positive feeling toward other community members.
6. Community involvement activities will be organized and carried out during the year to promote a sense of community, to develop positive feelings toward other community members and to aid in the reduction of racism.

During the first year of the B-A-R Project the attainment of the objectives was evaluated through the use of questionnaires directed to the workshop participants, the B-A-R student groups, the B-A-R advisory group, the school staffs and a sample of the community. These questionnaires and the results of the questionnaires are reported in parts IV and V of this report.

III. The Context of the B-A-R Project

The B-A-R Project includes the community of Bryant, Anthony, and Ramsey and the schools. The first part of this section describes the community. The second part of this section is devoted to a summary description of the schools. Following the discussion of the three junior high schools is an explanation of the budget, the personnel and the participants in

the B-A-R Project.

The Community

Bryant, Anthony and Ramsey Schools are in the West Area of the Minneapolis School System. The Bryant attendance area is the furthest north and the nearest to the central city. Its boundaries include some of the business district along Lake Street, a business section along Nicollet Avenue and business areas along some other main thoroughfares. The area is interspersed with small businesses and commercial areas.

The homes in the Bryant area tend to be older than those in Ramsey or Anthony. The minority population is larger than in either Ramsey or Anthony. There are more AFDC families and more families below the poverty level.

Ramsey's attendance area adjoins Bryant's on the south. Ramsey is mainly a residential area; part of it borders Lake Harriet. Its neighborhoods are well established and stable. There are a few business and commercial areas concentrated in neighborhood centers. The minority population is small but growing.

Anthony is a newer neighborhood with many newer homes. It is mainly a middle class neighborhood (as is Ramsey's), but it has very few commercial or business areas. Anthony's attendance area is the furthest south and borders Edina on the west and Richfield on the south.

Anthony tends to be the most conservative politically of the three communities. The only Republican on the city council of Minneapolis is from the Anthony area. There are few minority persons in the Anthony area. Anthony had less than two percent minority students until it incorporated the Field-Hale elementary school area. Now Anthony has a minority enrollment of about nine percent.

The B-A-R Schools

Bryant, Anthony and Ramsey Junior High Schools are the three schools and attendance areas covered in the B-A-R Project. All three schools are in the West Area of the Minneapolis Public Schools under the direction of Dr. Marvin Trammel, West Area Superintendent. Table 1, page 7, presents a Desegregation Time Table for the three junior high schools. As can be seen on Table 1 these schools had student enrollments of 858 at Bryant, 1,095 at Anthony and 1,132 at Ramsey during the school year

Table 1

DESEGREGATION TIME TABLE*
Bryant-Anthony-Ramsey
Junior High Schools

Bryant		Anthony		Ramsey	
1973-74		1973-74		1973-74	
1. 536	seventh graders from new attendance area	1. 492	seventh graders from new attendance area	1. ---	no seventh graders
2. 322	eighth graders who attended Bryant 1972-73	2. 293	eighth graders who attended Anthony 72-73	2. 402	eighth graders who attended Ramsey 1972-73
3. ---	no ninth graders	3. 310	ninth graders who attended Anthony 72-73	3. 421	ninth graders who attended Ramsey 1972-73
				4. 309	ninth graders who attended Bryant 1972-73
858	total enrollment, 73-74	1,095	total enrollment, 73-74	1,132	total enrollment, 73-74
1974-75		1974-75		1974-75	
1. 530	seventh graders from new attendance area	1. 576	seventh graders from new attendance area	1. ---	no seventh graders
2. 538	eighth graders who attended Bryant 73-74	2. 519	eighth graders who attended Anthony 73-74	2. ---	no eighth graders
3. ---	no ninth graders	3. ---	no ninth graders	3. 1,080	ninth graders from Bryant, Anthony and Ramsey attendance areas.
1,068	total enrollment, 74-75	1,095	total enrollment, 74-75	1,080	total enrollment, 74-75

Note: Students from Barton and Fuller who would have attended Ramsey will go to Bryant. Burroughs students who would have gone to Anthony will attend Bryant.

Note: Students from Windom, Page, Field-Hale and Northrop who would have gone to Ramsey will attend Anthony Jr. High.

*from, "Desegregation/Integration 1972-1975: Summary of Proposals for Consideration," (based on the 1970 Human Relations Guidelines), revised March 16, 1972. Minneapolis Public Schools.

of 1973-74. In the second year (1974-75) of the B-A-R plan, each school will have between 1,000 and 1,100 students.

Bryant Junior High School. Bryant Junior High School has been an inner city school for some time. In 1968 problems at Bryant developed which were deemed of critical importance and an Inter Agency Task Force was organized to assess the needs and the problems of the school and to develop proposed solutions. This Inter Agency Task Force was composed of teachers, administrators, counselors, social workers and psychologists from the schools as well as persons from Hennepin County Welfare Department, the Mental Health Center, children's homes. community groups and the University of Minnesota. It was assembled at the request of the Superintendent of Minneapolis Public Schools and coordinated by Minneapolis school personnel. The focus was on Bryant Junior High, Hay Elementary School and Lincoln Junior High. Disruptive students, alienation, faculty tension and negative feelings were a problem at Bryant. Racial overtones were implicit in many of the problems and a feeling of discouragement permeated the staff.

The Inter-Agency Task Force made many recommendations. Among these were recommendations for (1) greater and closer communication between central administration and Bryant and between administration and staff at Bryant, (2) development of codes of behavior by students, staff and administration, (3) need for in-service training of staff, (4) development of team teaching, (5) larger number and better use of student support services and (6) more humane and individualized instruction at Bryant.

Partly as a result of the Inter-Agency Task Force Report[1] and a thorough evaluation of Bryant's needs, Bryant established the Bryant Y.E.S. (Youth Educational Support) Center, developed three 'houses' in its school (later changed to two houses when ninth graders were no longer at the school), enlarged its support staff, developed many in-service training projects, and in a sense, 'turned around; the educational climate at Bryant.

Since the late 1960's Bryant has participated in a number of federally funded projects and is involved in a number of programs. The Bryant Y.E.S. Center, an alternative education program, was started four years ago as a

[1]"A Community Looks at Its Schools: An Inter-Agency Task Force Approach," A Preliminary Report. Minneapolis Public Schools. 1969.

place for alienated, pre-delinquent youngsters who could not function in the regular school setting. The Bryant Y.E.S. Center is housed in a separate building near Bryant School. It is separately staffed and independently organized. At that time it was not difficult to identify fifty youngsters from Bryant for inclusion in the program.

However, as Bryant School has become more effective, more sensitive and more aware, these Y.E.S. services have become less necessary for Bryant students. The Y.E.S. Center now serves many youngsters from other schools. Largely as a result of the staff development programs, fewer youngsters have needed to be referred to the Y.E.S. Center. In the school year of 1973-74 there were thirty students at the Bryant Y.E.S. Center, only seventeen of whom were from Bryant. Mel West, Principal at Bryant, believes that the Bryant staff has effectively reached more youngsters and has more alternatives now within its own building. Consequently, fewer students need to go to a separate alternative school. More variety is being offered at Bryant in the regular school offerings and wider offerings are made to include students of diverse needs and diverse capacities.

Bryant has a Community Council that is quite active and replaces the usual P.T.A. Within the Community Council are several committees devoted to areas of school needs. The Council includes a steering committee, a present issues committee, a special activities committee, a curriculum committee and an integration committee. The Integration Committee has been particularly active at Bryant Junior High.

Bryant Junior High School is the site of many federally sponsored projects. It is a Concentrated Education Center,[2] has secured Title I funds for reading and math programs, and has allocated large amounts of money to staff development. Bryant has probably spent more funds on staff development than any other school in the Minneapolis system.

At the present time the Bryant staff is quite proud of the progress the school has made in meeting the needs of the youngsters it serves. Truancy, vandalism and alienation are less a problem than they were several years ago. Staff morale is high and instruction is geared to individual needs. Bryant has downplayed a separate multi-ethnic studies program in

[2]See "Bryant Junior High: Concentrated Education Center: Project Director's Report," 1971-72, 1972-73. Minneapolis Public Schools.

curriculum and instead had incorporated the multi-ethnic approach in basic skills. Basic skills take priority over content and whatever fulfills the need for skills is used in the curriculum.

Bryant has the usual extra-curricular activities and is quite proud of its athletic teams and its band. Bryant has had rather extensive orientation programs for new students and also offers courses to the community in the evenings.

Anthony Junior High School. Anthony Junior High School is quite unlike Bryant Junior High School in many ways. It has a much newer facility, a lower minority enrollment, fewer AFDC families, higher test scores and a lower turnover rate among students and teachers.

Anthony Junior High School is located in Southwest Minneapolis in an area of privately owned homes in a largely middle class neighborhood. The school was built 16 years ago for approximately 960 students. Due to enrollment growth, several temporary buildings are now on the school site and some students are housed at nearby Kenny Elementary School. Enrollment in 1973-74 had grown to nearly 1,100 students. This number will remain approximately the same when the desegregation plans are fully implemented in 1974-75.

Partly as a result of the desegregation plans and partly as a result of enrollment growth, Anthony Junior High added eleven teaching positions in 1973-74. Ten of these positions were for added enrollment and one was for 'desegregation enrichment.' Also added were two desegregation aides, one additional counselor (for a total of three), one assistant principal (for a total of two), six aides from ESAA (Emergency School Aid Act) monies and one part-time health and welfare aide, as well as one curriculum coordinator.

Curriculum changes have seen he additfon of Dorsett reading machines, Minneapolis Basic Skills materials in reading and math, and some move toward elective areas in required subjects. Teachers have identified a need for training in working with the newly acquired minority population of about nine percent. Aides are working toward helping the students of moderate or low ability. Curriculum adjustments and evaluations are concentrated on the seventh grade during 1973-74, with planning progress for adjustments and evaluations at the seventh and eighth grade level during 1974-75.

Ninth grade will be phased out of Anthony in 1974-75 when all 9th grade students of the B-A-R area will be at Ramsey.

The P.T.A. has been active and supportive at Anthony. Parental involvement has been consistently high and meetings are well attended. About 200 parents attended a September, 1973 parent meeting for the explanation of the B-A-R plan. Open houses are well attended and community classes are offered during the evening hours at Anthony. The staff at Anthony Junior High sponsored an extensive orientation program for new students during the summer of 1973. They plan to do a similar program during the summer of 1974.

Ramsey Junior High School. Ramsey Junior High School lies between Bryant and Anthony Junior High Schools both geographically and statistically. (See Figure 1, page 12). Ramsey occupies an older building (built in 1931) than Anthony's in an older section of the community. The community is quite stable though it has seen a growing number of changes in recent years. The minority enrollment at Ramsey is greater than that of Anthony's, but less than at Bryant. Minority enrollment at Ramsey was 13% in 1972-73, but as a result of the desegregation plans, grew to 23% in 1973-74.

Ramsey Junior High School previously contained grades seven through nine. This year (1973-74) Ramsey had eighth and ninth grade students only. (See Table 1, page 7). In the fall of 1974 only ninth graders will be housed at Ramsey. In the planning are some cooperative ventures with Washburn Senior High (grades 10-12) which occupies a joint site with Ramsey Junior High. Ramsey-Washburn could become a 9-12 senior high center in the future.

Ramsey Junior High has an active parent group and a large number of involved parents. Ramsey was host to a 'Celebrities Night' in the fall of 1973 conceived and coordinated by its parent group. Open House was well attended as are other school activities.

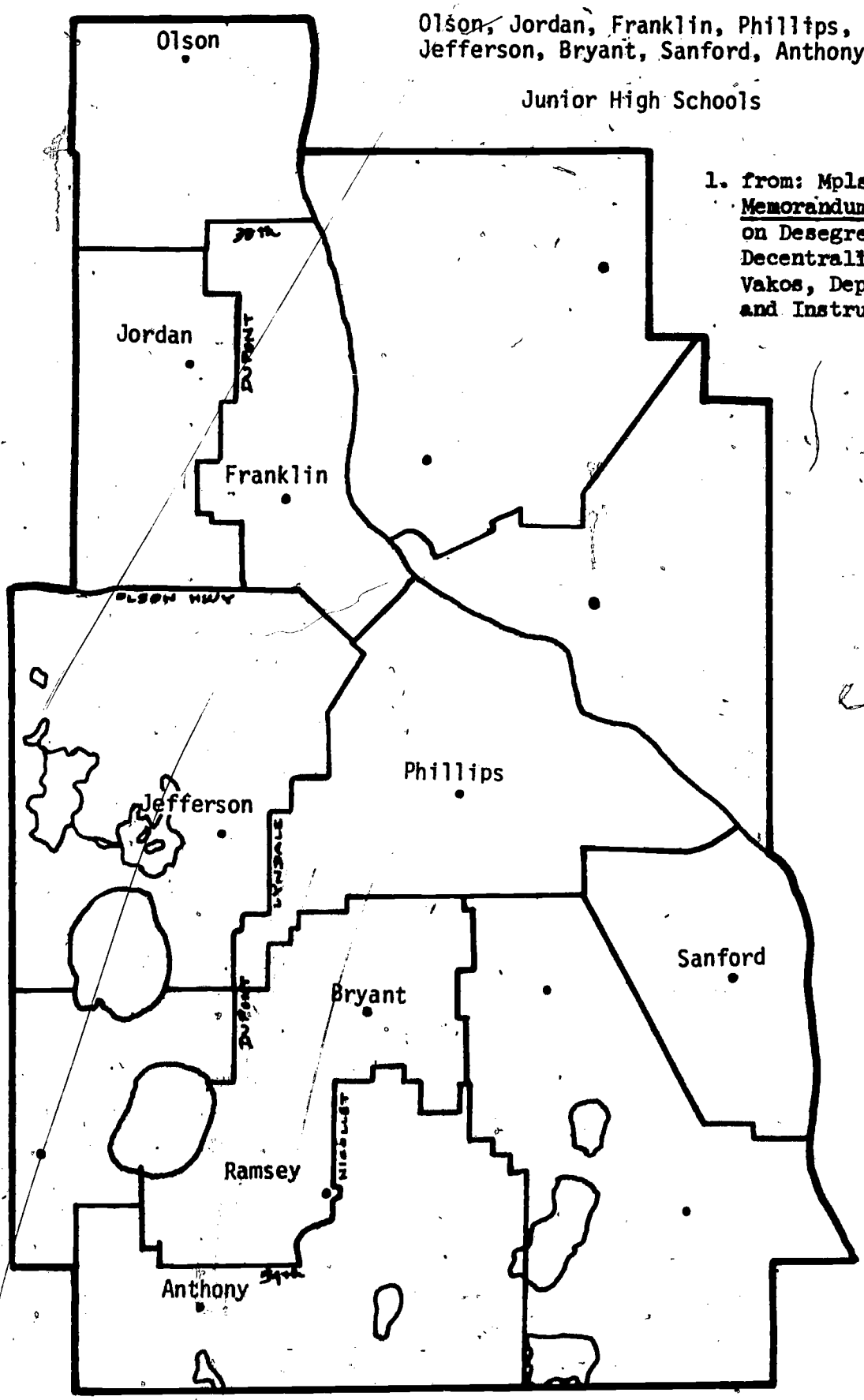
Ramsey sponsored summer activities in 1973 mainly to orient new students to the school. Thirty youngsters at a time were involved in the 'Summerama' program which involved two weeks of school and one week of camp. One hundred and fifty youngsters took part under the guidance of Ramsey staff people. Ramsey also had a 'winterim' program of mini classes and trips.

Figure 1

PROPOSED BOUNDARIES

Olson, Jordan, Franklin, Phillips, Jefferson, Bryant, Sanford, Anthony

Junior High Schools



1. from: Mpls. Public Schools Memorandum Re: Information on Desegregation/Integrati Decentralization from H. Vakos, Dept. of Planning and Instruction 8-17-73

Note: The Ramsey 9th grade school attendance area will be the combined Bryant and Anthony attendance areas

17

This year Ramsey has the Minnesota Orchestra "in residence" at the school for the purpose of involving a public school in a high level of musical activities. The year began with a concert and led to other cooperative activities between the Minnesota Orchestra, music students, and other students and staff.

The first year of community classes at Ramsey Junior High was 1973-74. Though Ramsey was one of the newest community schools, it had the second largest enrollment in the city. The first emphasis of the community education program was to get parents into the school and second, to offer interesting and useful courses. A baby sitting service was provided on the evenings of the community classes.

Ramsey had two volunteer communications ombudsmen in 1973-74 to help increase the flow of accurate information, to maintain communications between parents, community and school, and to direct persons with problems to the proper person or agency for solution. The ombudsmen see their role as developing a way in which parents' attitudes toward school and the desegregation process can become more positive.

Ramsey was on the trimester system during 1973-74 for the first time and also began open self-registration each trimester. Many options are available to students and new courses have been added. In addition to new courses, new topic areas have been incorporated into standard courses. The English and social studies departments have made particular efforts to incorporate multi-ethnic offerings.

As a result of desegregation, funds were made available to the school through the Emergency School Aide Act (ESAA) and by Minneapolis Public Schools. With these additional funds extra staff and equipment were made available. Ramsey had one additional counselor, two desegregation aides, one additional assistant principal (for a total of three), a social worker and some Dorset machines for reading. There were about 129 students in ESAA math essentials and 116 in the ESAA reading program.

B-A-R School Comparisons

As can be seen from Table 2, Bryant had a minority enrollment of 43% of 1972-73. This minority enrollment was reduced to 39% in 1973-74 with the changes in boundaries. During the current 1973-74 school year Anthony Junior High School had approximately 8% minority enrollment, almost all of whom joined Anthony as a result of Field Elementary School being placed

in the Anthony attendance area. The minority staff is 8% at Anthony and 29% at Bryant.

Table 2

PERCENTAGE OF MINORITY STAFF AND STUDENTS[a]
Bryant-Anthony-Ramsey
Junior High Schools

School	Staff		Students	
	1972-73	1973-74	1972-73	1973-74
Anthony	5%	8%	2%	8%
Bryant	25%	29%	43%	39%
Ramsey	8%	13%	12%	23%
All Minneapolis Junior Highs	9%	14%	15%	18%

Note: Minorities are students or staff who are Black, Oriental, Spanish surnamed, or Native American.

[a]From, "1973-74 Pupil Personnel Sight Count," Planning and Support Services, Minneapolis Public Schools, Oct. 16, 1973.

Ramsey's staff minority percentage fell between that of Bryant and Anthony with 8 percent minority in 1972-73 increasing to 13 percent minority in 1973-74. The percentage of minority students was 12 percent in 1972-73 and increased to 23 percent in 1973-74. The minority population in all Minneapolis Junior High Schools in 1973-74 was about 12% Black, 4% Native Americans, less than 1% Oriental and less than 1% Spanish surnamed.

From Table 3 (page 15) it can be seen that the attendance rate is lower at Bryant (89%) than at Anthony or Ramsey, but still fairly close to the city average of 92%. The student turnover was 40% in 1971-72, but reduced somewhat to 36% in 1972-73. The pupil teacher ratio is the lowest at Bryant with 22 students per teacher. Thirty-seven percent of the Bryant teachers had an M.A. or equivalent, but the teacher turnover rate was 28% in 1971-72.

Table 3

PUPIL AND STAFF FACTORS[a]
Bryant-Anthony-Ramsey
Junior High Schools

School	Enrollment		Percent Attendance		Student Turnover[b]	
	1971-72	72-73	1971-72	72-73	1971-72	72-73
Bryant	922	901	90	89	40	36
Anthony	981	956	96	95	11	9
Ramsey	1,296	1,185	95	94	15	15
All Mpls. Junior Highs	14,894	14,343	92	92	17	19

School	Pupil-Teacher Ratio		Teachers with M.A. or Equivalent		Percent of Teacher Turnover[c]
	1971-72	72-73	1971-72	72-73	1971-72
Bryant	23	22	39%	37%	28
Anthony	29	28	53	52	10
Ramsey	27	28	37	36	17
All Mpls. Junior Highs	26	26	40	39	17

[a] From "Profiles in Performance in the Minneapolis Public Schools," Minneapolis Public Schools, November, 1973.

[b] Student Runover is percent of enrolled students who left or entered a school during the school year of 1971-72, or 1972-73.

[c] Not available for 1972-73

Though the student turnover rate at Bryant was the highest of the three B-A-R Schools, the rate may be deceiving in that many students leave and return to Bryant. The Bryant community is fairly stable, but still has quite a large number of families who move to other parts of the city for varying periods and then return to Bryant later.

Anthony's attendance was one of the best in the city with 95% attendance. The student turnover rate of 9% is one of the lowest in the city. The pupil teacher ratio is a little above average with 28 pupils per teacher, but the percentage of teachers with an M.A. or equivalent is one of the city's highest with 52% of the staff having achieved an M.A. or equivalent. Teacher turnover is low.

Ramsey had more students than Anthony or Bryant in 1973-74, but this imbalance should even out in 1974-75. Ramsey had a 94% attendance rate, higher than Bryant's, but slightly less than Anthony's. In student turnover, Ramsey's rate is 15%, less than Bryant's, but greater than Anthony's. The pupil teacher ratio is the same as Anthony's (28), but Ramsey had slightly fewer teachers with a Master's degree or equivalent. The teacher turnover rate in 1971-72 was 17%, the same as the city total.

Table 4

COMMUNITY FACTORS*
Bryant-Anthony-Ramsey
Junior High Schools

	Percent of Children Living with Both Parents	Percent of Students from AFDC Families	Percent of Children from Families with Income Above Poverty Level	Percent of Adults with High School Completion
	72-73	72-73	70 Census	70 Census
Bryant	70	44	83	58
Anthony	92	6	97	82
Ramsey	91	8	96	73
Minneapolis Total	79	23	89	58

*From "Profiles of Performance in the Minneapolis Public Schools," Minneapolis Public Schools, November, 1973.

Bryant had the lowest number of students living with both parents (70%) and the highest percentage of students from AFDC families (44%). Eighty-three percent of the Bryant children came from homes with incomes above the poverty level and 58% of the parents had a high school education or higher.

Anthony had one of the highest percentages of children living with both parents (92%) and one of the lowest percentages of students from AFDC families (6%). Ninety-seven percent of the Anthony families had incomes above the poverty level and 82% of the adults had a high school education or better.

Ninety-one percent of the Ramsey students lived with both parents (nearly equal to Anthony's 92%), and only 8% of the students were from AFDC families. Ninety-six percent of the families were above the poverty level and 73% of the adults in the community had a high school education or better.

Though Bryant has scored lower than Anthony or Ramsey on student achievement tests, (See Table 5, page 18) these scores have been rising over time. The effects of Title I programs and other program improvements have been quite positive. Thirty-three percent of Bryant's students in 1972-73 scored below average in "school ability;" 48% were average, and 19% were above average. In reading vocabulary, Bryant had 43% of its students in the below average category, 44% in the average category, and 13% in the above average group. In reading comprehension, the percentages were similar.

On ability and achievement tests, Anthony Junior High ranked very high. Only 7% of the students fell below average in school ability (Table 5), with 43% of the students in the average range and 50% in the above average range. In reading vocabulary, 8% of the Anthony students were below average, 49% were average, and 43% were above average. In reading comprehension an even smaller 5% of the students were below average with 46% of the students in the average range and 49% above average. Approximately 50% of the Anthony Junior High students scored above average in each measure of school ability or school achievement. These percentages are over twice the citywide average of 23% above average.

Table 5

SCHOOL ABILITY AND ACHIEVEMENT[a]
Bryant-Anthony-Ramsey
Junior High Schools

Area	School Ability[b]			Reading Vocabulary[c]			Reading Comprehension[c]		
	Below Ave.	Ave.	Above Ave.	Below Ave.	Ave.	Above Ave.	Below Ave.	Ave.	Above Ave.
Bryant	33%	48%	19%	43%	44%	13%	42%	43%	15%
Anthony	7	43	50	8	49	43	5	46	49
Ramsey	12	45	43	11	48	41	12	46	42
Minneapolis	23	54	23	23	54	23	23	54	23

[a] From "Profiles of Performance in the Minneapolis Public Schools." Minneapolis Public Schools. November, 1973.

[b] As determined by the Lorge Thorndike Intelligence Test administered to grade 7 students which measures ability to do school work, particularly verbal and numerical facility.

[c] As determined by the Gates MacGinitie Reading Tests given to all 8th graders in the Minneapolis Public Schools.

In School Ability and Achievement, Ramsey ranks between Anthony and Bryant. Twelve percent of the students at Ramsey were below average in school ability while 45% were average and 43% were above average. In vocabulary, 11% of the students were below average, 48% were average and 41% were above average. Reading comprehension scores were very similar with 12% below average, 46% average and 42% above average. Though Ramsey's averages are not as high as Anthony's, the school's averages rank above the city wide averages. Bryant ranks below the city averages, but the staff has been working at improving these averages.

In a 1972-73 Title I Report[3] it was found that Bryant Title I seventh grade students did not do particularly well on a Gates MacGinitie vocabulary test, gaining five months in ability over an eight month span. The non-Title I students at Bryant gained only three months however. Both Title I

[3] "An Analysis of Bryant Junior High School Student Reading and Math Achievement: 1972-73." Tom McCormick. Research and Evaluation Department, Planning and Support Services, Minneapolis Public Schools. Minneapolis Minn. 1973.

and non-Title I eighth graders gained eight months in reading vocabulary.

On the Gates MacGinitie comprehension test, Title I students at Bryant did exceptionally well with the seventh graders showing a gain of 1.2 years and the eighth graders showing a gain of 1.7 years. Bryant students made gains in mathematics, but declined in percentile ranking when compared to citywide test norms.

In school attitudes (See Table 6, page 20), Bryant students usually displayed positive attitudes toward school and positive attitudes toward desegregation. Seventy-six percent of the Bryant students saw themselves as successful students and 84% believed it was a good idea to have students of different races go to the same school.

On the same School Opinion Questionnaire, Anthony students were slightly less positive than Bryant students on some measures. A slightly smaller percentage of Anthony students said they liked school (55% compared to Bryant's 58%), or saw themselves as successful students (73% as compared to Bryant's 76%). Fewer Anthony students thought it was a good idea to have students of different races go to the same school (61% compared to Bryant's 84%), but a larger number believed they would continue their education (88% compared to Bryant's 84%). Anthony students had relatively positive attitudes toward school, but slightly less positive attitudes than Bryant's toward desegregation. A majority of Anthony's students (65%) would like more friends of other races, but only a bare majority (51%) believed that knowing persons of other races was a part of education. Still fewer (44%) wished there were more students of other races in their school.

Ramsey was slightly below Bryant and Anthony in the percent of students who said they liked school on the Student Opinion Questionnaire. Fifty-four percent said they liked school, and 74% saw themselves as successful students. Seventy-two percent of Ramsey's students thought it was a good idea to have students of different races go to the same school. This percentage was less than Bryant's, but greater than Anthony's. Eighty-eight percent of the Ramsey students planned to continue their education.

Seventy percent of Ramsey's students would like more friends of other races. This was the highest percentage in the three schools. Sixty percent of the students believed that knowing people of other races was a part of education, but only 41% (lowest of the three schools) wished there were more students of other races at their school.

Table 6

PERCENTAGE OF STUDENTS RESPONDING ON VARIOUS ITEMS OF THE STUDENT OPINION QUESTIONNAIRE
Bryant, Anthony, Ramsey Junior High Schools
May, 1973

Area	Percent who responded to question	I like school	I see myself as a successful student	I plan to continue my education	I am praised when I do good work	I am learning a lot to help me when I am older	I would like more friends of other races	Knowing other races is part of education	I wish there were more of other races here	It is a good idea to have different races at the same school.
Bryant	72	58	76	84	59	65	67	68	45	84
Anthony	92	55	73	88	58	68	65	51	44	61
Ramsey	88	54	74	88	51	64	70	60	41	72
Minneapolis Secondary Schools	83	56	72	83	51	64	69	60	49	68

*From "Minneapolis Secondary School Students' Attitudes toward School by Achievement, Race and Sex." Lary Johnson and R. W. Faunce, Research and Evaluation. Minneapolis Public Schools. April, 1973.

Bryant Junior High school therefore can be characterized as a desegregating inner city school with many of the characteristics of an inner city school. That is, Bryant has a large minority enrollment, is a Title I school, has a large number of AFDC families and a number of families below the poverty level. Student turnover rates were relatively high as were teacher turnover rates. Test scores were below the citywide average and large amounts of federal monies have been expended to establish and implement compensatory programs.

Bryant could be viewed as the veteran of the three B-A-R schools as far as desegregation is concerned. Bryant has undergone several boundary changes, several grade level changes and has developed many programs to meet the needs of its students. With the wide range of experiences Bryant has had, the staff there could provide a great deal of expertise to the other desegregating schools in the B-A-R community.

Anthony is a newer school than either Bryant or Ramsey and has more recently acquired a minority population. Attendance is very good and student and teacher turnover are quite low. Anthony is part of a new and stable community that is quite conservative and has seen few changes in the sixteen years since Anthony Junior High was built. Desegregation was a new phenomenon for Anthony and various strategies will need to be developed to meet new challenges. The B-A-R Project may prove instrumental in involving Anthony residents with the residents of the Bryant and Ramsey attendance areas.

Ramsey can be characterized as a school which has had some experience with desegregation. The minority enrollment at Ramsey had been growing before the Bryant-Anthony-Ramsey desegregation plan was implemented. Ramsey's experiences with a minority enrollment are not as comprehensive as Bryant's experiences have been, but are more comprehensive than Anthony's very recent experience.

Ramsey is truly the school in the middle since it will house all youngsters from Bryant Junior High and from Anthony Junior High. It is also in the middle in the sense that many parents dislike the idea of a "one grade" school and sense a lack of continuity when students attend a school for only one year of their academic life. Because of this concern, it would probably be helpful if Washburn Senior High and Ramsey did develop

cooperative programs so that Ramsey-Washburn could be seen as a 9-12 school where students enrolled for four years, rather than one year in Ramsey and three at Washburn.

As has been shown on the tables, Ramsey also ranks between Anthony and Bryant on most measures. Ramsey's minority enrollment ranks between the lower ratio at Anthony and the higher ratio at Bryant. The student turnover rate, the teacher turnover rate, the ability levels, the attendance rates, the minority staff ratio and other measures all tend to show Ramsey between Bryant and Anthony. The attitude measures show other variations among the three schools. They particularly show how closely Ramsey ranks to the Minneapolis average, largely between Bryant's slightly higher attitude scores and Anthony's slightly lower ones.

Budget

The B-A-R funding covers some costs of administration, the hiring of consultants for workshops, the payment of participants in workshops, the costs of programs and materials, the cost of clerical help and assistance and other related expenses. (See Table 7, page 23).

As can be seen on Table 7, the Minneapolis Public Schools also contributed to the support of the Bryant, Anthony, and Ramsey Project. The central office administration, through the Intergroup Office was allocated a 15% equivalent for the administration of the project. Money was allocated from the Minneapolis Schools' funds to pay for coordination of the project. Originally this task was distributed among three assistant principals at half-time each, but was later combined in one coordinator. Some money for evaluation, facilities and equipment was also allocated by the Minneapolis Public Schools.

From the Minneapolis Foundation funds, money was allocated for a B-A-R assistant, for clerical help, and some additional funds for evaluation. Funds for community recruiters were specified as well as funds for Workshop I participants. The funds for Workshop I persons were based on thirty adults at five days each for $25 per day or a total of $3,750. Thirty students were to be involved for a total of five days each at $10 per day for a total of $1,250. Funds were specified for planners, recruiters, community trainers (mainly Workshop I persons) and for consultants. In the proposal budget, funds were allocated for four consultants for six days each at $100 per day.

Also included in the budget were funds for community projects, funds for transportation for participants and funds for child care for participants' dependents. Refreshment funds for community activities and for workshop participants were also provided.

Table 7

BRYANT-ANTHONY-RAMSEY PROJECT
1973-1974 Proposed Budget

ITEM	Positions	Minneapolis Public Schools	Foundation	Total
1. Administration (15% equivalent)	-	$ 7,860	$ - -	$ 7,860
2. Coordination - Staff Development (3 ea. at ½ time)	1.5	21,750	- -	21,750
3. Assistant to Coordinators (8 mo. only 1/73 - 8/73)	1.0	- -	4,800	4,800
4. Clerical Services (8 mo. only)	1.0	- -	3,200	3,200
5. Evaluation first year	-	2,000	2,000	4,000
6. Facilities (space, utilities, phone)	-	1,700	- -	1,700
7. Equipment, office	-	800	- -	800
8. Community Planner Recruiters 4 days/wk for 4 wks.	3.0	- -	1,200	1,200
9. Community People - 5 days	30.0	- -	3,750	3,750
10. Student - 5 days	30.0	- -	1,250	1,250
11. Follow-up - 3 hr. ea.	60.0	- -	2,700	2,700
12. Consultants - 6 days ea. Planning	4.0	- -	2,400	2,400
13. Planner Recruiters 4 days/wk for 2 wks.	3.0	- -	600	600
14. Community Trainers - 5 days	30.0	- -	3,750	3,750
15. Consultants - 6 days each Implementation	4.0	- -	2,400	2,400
16. Community Programming follow up	-	- -	2,000	2,000
17. Training Materials	-	- -	1,200	1,200
18. Transportation for Participants	-	- -	900	900
19. Child care for Participant's Dependents	-	- -	800	800
20. Facilities, provided by MPS	-	900	- -	900
21. Refreshments - light snacks, coffee, juice, milk	-	- -	1,500	1,500
22. Staff Development		16,000	- -	16,000
Total		$53,160	$34,450	$87,610

4/18/73

Personnel

Originally it was planned to have the B-A-R project administered by three assistant principals located at the three junior high schools involved in the plan. Each assistant principal was to give half of his time to the administration and development of the B-A-R Project plans. Because coordination of activities among three persons in three buildings appeared somewhat disjointed, the Superintendent of the West Area (in which Bryant, Anthony and Ramsey Junior Highs are located) decided to appoint one B-A-R coordinator to direct plans and activities.

With this decision, the three assistant principals were relieved of their direct duties to the B-A-R project and Gloria Randle, a teacher at Ramsey Junior High School, was appointed project coordinator. Mrs. Randle began her duties in early September, 1973 and has continued as B-A-R coordinator. She was given office space in Ramsey Junior High School and directed activities from there and from the West Area Office a Lehmann Center.

Dr. Mildred Mueller was hired in September 1973 as Project Evaluator for the B-A-R Project and as evaluator for the Minneapolis Foundation Racism Project. In November, Dr. Paul Higgins joined the Minneapolis research staff as an independent contractor with one-quarter of his responsibilities directed to assisting in the B-A-R evaluation.

Three consultants served the B-A-R Project for most of the year. They acted as planners, trainers and resource people for the B-A-R workshops. These persons were Ms. Barbara Shin, a Human Relations Coordinator from the Minneapolis Public Schools; Dr. Allan Sullivan, Associate Professor, Special Education, University of Minnesota; and Dr. John Taborn, Associate Professor, Afro-American Studies Department, University of Minnesota. They planned the first workshop, directed it, helped in the planning of the second workshop, served as trainers to Workshop I people who became leaders in Workshop II and acted as consultants for both workshops.

A good deal of difficulty occurred in finding clerical help and in identifying an assistant. After a temporary clerical person was employed for part of the fall of 1973, a part-time person was employed in January of 1974. One assistant who began duties in November of 1973 had to resign due to family illness. Another assistant was appointed in February of 1974.

Part IV.

B-A-R Workshops

One major activity of the B-A-R Project was the sponsorship of two community workshops during the 1973-74 school year. The workshops were conducted (1) to help build community awareness, (2) to foster positive feeling toward the B-A-R Project and the B-A-R community, (3) to improve support of desegregation and desegregation policies, (4) to teach people helpful skills, and (5) to reduce racism.

Background

For the first workshop the B-A-R Proposal specified that sixty persons be recruited and trained. These sixty persons were to be thirty adults and thirty students; ten adults and ten students from each of the Bryant, Anthony and Ramsey areas. These sixty persons were to be balanced by age, grade level, race and sex as equitably as possible. The second workshop had no specification on ratios of adults and students, or on community representation. The proposal suggested that thirty of the original sixty participants be used as recruiters and trainers in a second workshop to be offered to 180 persons. This number was found to be unmanageable and the planners for the second workshop set a goal of approximately 100 persons.

Various methods of recruiting were used for both workshops. The B-A-R coordinator personally recruited many students and adults. The B-A-R advisory group helped recruit as did some churches and some community workers. For the second workshop the Workshop I participants did much of the recruiting with varying degrees of success.

Since the first workshop was meant to instruct and train sixty people who were then to serve as a working cadre for the instruction and training of subsequent groups of community workers, these participants received a daily stipend. Adults received $25 per day and students received $10 per day. The first workshop was held on November 16, 17 and 30, and December 1, 1973. The second workshop was held April 27, 28 and May 9 and 16, 1974.

Recruitment was not easy, given the time constraints, the fact that the coordinator was working without help in the fall of 1973 and the Friday and Saturday schedules for Workshop I activities. Adult males were especially difficult to recruit for the first workshop, given the two Friday

sessions. The spring workshop was held on a Saturday and a Sunday and two evenings.

At the first workshop there were fifty-eight persons present: twenty-one from the Bryant area, sixteen from the Anthony area, and twenty-one from the Ramsey area. Thirty-one participants were students and twenty-seven were adults. There were fifteen males and forty-three females. At the second workshop there were sixty-six participants who attended the first session. Thirty-two of these persons were from the Bryant area, thirteen from the Anthony area and twenty-one from the Ramsey area. Forty-five of these people were students and twenty-one were adults. There were forty-four female participants and twenty-two male participants. (See Table 8, page 27.)

Of the fifty-eight initial participants in Workshop I, twenty-six were Black, two were American Indian and thirty were white. Of the sixty-six participants in the second workshop, thirty-one were Black and thirty-five were white.

The persons who dropped out represented all communities, male and female, Black and white, adult and student. Bryant community and Bryant students represented nearly half the participants at the second workshop. However, all groups had a large dropout at the second workshop.[4]

[4]The geographic designations were difficult for many of the participants since boundaries have changed in the area with the onset of desegregation plans. The number of adults and students from a specific school do not always match the number from the community since the participants checked community independently from the school of their own or their child's attendance. On investigation it was found that ten persons in Workshop I indicated a community different from school of attendance. The largest group was six persons who either attended or had children at Anthony, but indicated Ramsey as their community. Consequently the figures for Anthony are somewhat misleading. Evidently the participants felt community ties on previous attendance boundaries. No indications of community were changed. All participants were placed in the community they indicated. This resulted in two Anthony parents, four Anthony students, two Bryant students, one Bryant parent and one Ramsey student being placed in communities where they or their children did not attend school. For purposes of coding, all persons were placed in the categories they indicated as place of residence independent of school of attendance. If the six persons who attend Anthony, but live in Ramsey were changed, Table 8 would show twenty-two from the Anthony area and fifteen from the Ramsey area.

Table 8

Workshop Participation

	Workshop I			Workshop II		
	Began Workshop	Completed Workshop	Dropped Out	Began Workshop	Completed Workshop	Dropped Out
Bryant Community	21	13	8	32	10	22
Anthony Community	16	12	4	13	5	8
Ramsey Community	21	18	3	21	9	12
Totals	58	43	15	66	24	42
Male Total	15	11	4	22	8	14
Female Total	43	32	11	44	16	28
Black Total	26	19	7	31	9	22
White Total	30	24	6	35	15	20
American Indian Total	2	0	2	0	0	0
Bryant Parents	6	3	3	2	1	1
Anthony Parents	4	4	0	4	2	2
Ramsey Parents	6	4	2	3	3	0
Anthony & Ramsey Parents	1	0	1	2	0	2
Other Adults	11	9	2	10	4	6
Bryant Students	12	8	4	25	8	17
Anthony Students	9	9	0	12	4	8
Ramsey Students	9	6	3	8	2	6

Only those forty-three persons who had completed pre and post questionnaires were used for analysis of the first workshop. When only twenty-four participants of the second workshop completed post workshop questionnaires (during the final workshop session), a follow-up was conducted by mail to try to increase the number of returns. The questionnaires from the workshop and those collected by mail were used to assess the second workshop. This resulted in a group of thirty-six for the Workshop II analysis.

Method of Workshop Assessment

Each workshop participant was asked to fill out a questionnaire prior to and upon completion of the workshop. The pre workshop questionnaire included name, address, sex, race, community and school. It attempted to assess level of community awareness and involvement, feelings toward B-A-R and the B-A-R community, the level of support for desegregation and the assessment of communication skills. The post workshop questionnaires repeated many of the same questions and included additional questions on the value of the workshop.

The data for workshop groups were broken down into fourteen smaller groups. There were three community groups (Bryant, Anthony, Ramsey), male and female, Black and white, (the two American Indians dropped out) and Bryant, Anthony or Ramsey parents, other adults, and Bryant, Anthony and Ramsey students. Only those participants with pre and post questionnaires were included in the final tabulation. Since there were dropouts in both groups, there was a final evaluation group of forty-three for the first workshop and thirty-six for the second workshop. This represented 74% of Workshop I and 55% of Workshop II.

Many questions on the pre and post questionnaires asked for responses on a seven point scale which indicated degree of positive or negative reaction. Therefore, averages of five or above indicated a positive response. An average of four indicated a neutral response. Averages of three or less indicated negative responses. See sample in Figure 2 on page 29.

Figure 2

Questionnaire Sample

B-A-R Workshop

1. Will the B-A-R Workshop be valuable to you in the future?

not valuable / / / / / / / very valuable
1 2 3 4 5 6 7

Some tables in the following pages show actual numbers of responses, some tables show numerical averages and some tables are based on a seven point scale. Each table indicates the type of response.

Community Awareness and Involvement

Several questions were asked at the B-A-R workshops to determine community awareness and involvement. All workshop participants were asked to list the organizations to which they belonged and indicated in which organizations they held offices. They were also asked to list as many placed in Bryant, Anthony and Ramsey communities as they could and indicate with which places they had regular contact. These places could be businesses, churches, parks, schools, etc. (See questions 9 - 24, Appendix I.)

These questions were asked to get the participants thinking about their wider community, to ascertain how many organizations were represented and to see how familiar they were with the community. Over one hundred organizations were listed by the Workshop I participants. Though each person listed only a few organizations in which he held membership, the total number of organizations was quite large. Most participants did not hold offices in many organizations, but some did. The averages are shown on Table 9, page 30.

As can be seen on Table 9, Anthony residents belonged to the most organizations and held slightly more offices in those organizations, listing an average of 4.83 memberships and .67 offices held per person. Females belonged to more organizations than did males and white participants belonged to more organizations than did Black participants. When the groups were further broken down into parents, other adults and students, the ranking changed and Bryant and Ramsey parents listed the largest number of memberships.

Table 9

WORKSHOP I Participants
Community Involvement and Awareness
(Results shown in numerical averages)

	Number of Organizations to which you belong	Office held in Organizations	Number of familiar places in Bryant area	Number of familiar places in Anthony	Number of familiar places in Ramsey area	Number of regular contacts in Bryant area	Number of regular contacts in Anthony area	Number of regular contacts in Ramsey area
Bryant Total N=13	2.46	.31	5.08	.46	.92	.62	.00	.23
Anthony Total N=12	4.83	.67	2.00	3.58	2.33	.25	1.00	.58
Ramsey Total N=18	3.72	.44	3.06	1.50	5.72	.22	.00	1.00
Male Total N=11	2.46	.00	3.46	.55	1.64	.55	.00	.27
Female Total N=32	4.06	.63	3.34	2.19	3.91	.28	.38	.78
Black Total N=19	2.37	.21	3.63	.95	2.95	.42	.00	.58
White Total N=24	4.67	.67	3.17	2.42	3.63	.29	.50	.71
Bryant Parents N=2	7.50	1.50	9.50	4.50	3.00	.00	.00	.00
Anthony Parents N=4	3.00	.25	4.25	1.75	5.50	.00	.00	2.00
Ramsey Parents N=4	7.50	1.25	4.00	2.50	7.00	.75	.00	2.50
Other Adults N=9	5.22	1.11	3.89	2.22	2.56	.33	.44	.78
Bryant Students N=8	1.25	.00	3.88	.13	.63	.75	.00	.38
Anthony Students N=10	2.50	.00	1.30	1.80	3.00	.30	.80	.00
Ramsey Students N=6	3.00	.17	2.33	1.83	4.83	.00	.00	.00

This happened because many of the Ramsey community are Anthony parents or students. Among the student groups, Ramsey students listed the greatest number of memberships with Anthony students indicating somewhat fewer and Bryant students the least.

Each group was able to list more familiar places in their immediate community than in other parts of the B-A-R community. Each group also indicated greater familiarity with the places in their immediate community. However, all groups found it difficult to list very many businesses, organizations or churches in the Anthony community. Anthony community has the fewest such places and Ramsey and Bryant participants were least familiar with those which do exist. Bryant and Ramsey participants were able to list five or more familiar places in their immediate community, but Anthony participants listed an average of 3.58 in their community. None of the Bryant, Anthony or Ramsey group indicated familiarity (or regular contact) with many of the places listed.

Females were able to list more places than males were able to list, and the white respondents listed slightly more places than the Black population. The two Bryant parents listed the most places. Parents and adults were able to list more places than students. Bryant students indicated the least of any group.

When these same questions were asked to Workshop II participants, the results were similar. A great many organizations were represented, though the total was less than at Workshop I. Workshop I questionnaires totaled 43, while Workshop II questionnaires totaled 36. There were also more adults at Workshop I.

The Workshop II participants from the Anthony area were able to list more familiar places in the Anthony area than Anthony residents in Workshop I had, but most of the other groups had quite similar results at the second workshop. Persons were able to identify more familiar places in their own immediate community and were also more familiar with their own immediate community. These results are shown on Table 10, page 32.

Females belonged to more organizations than males, and white participants belonged to more organizations than Black participants. Parents and other adults tended to belong to more organizations than the students.

Table 10

WORKSHOP II Participants
Community Involvement and Awareness
(Results shown in numerical averages)

	Number of Organizations to which you belong	Office held in Organizations	Number of familiar places in Bryant area	Number of familiar places in Anthony area	Number of familiar places in Ramsey area	Number of regular contacts in Bryant area	Number of regular contacts in Anthony area	Number of regular contacts in Ramsey area
Bryant Total N=16	2.00	.69	3.69	.94	.69	.56	.00	.06
Anthony Total N=7	2.43	.00	.71	7.29	2.00	.00	2.57	1.00
Ramsey Total N=13	2.38	.46	2.31	2.15	5.15	.08	.15	.31
Male Total N=12	1.92	.42	3.08	2.33	2.25	.08	.17	.58
Female Total N=24	2.38	.50	2.38	2.75	2.71	.38	.58	.21
Black Total N=12	1.25	.25	2.75	.42	.67	.25	.00	.08
White Total N=24	2.71	.58	2.54	3.71	3.50	.29	.79	.46
Bryant Parents N=2	1.50	1.00	3.00	.00	.00	.00	.00	.00
Anthony Parents N=2	3.50	.00	3.00	4.00	3.50	.00	1.00	1.50
Ramsey Parents N=3	4.33	1.00	4.67	4.67	9.67	.00	.00	.00
Other Adults N=7	4.00	1.29	3.43	2.86	1.71	1.14	.00	.43
Bryant Students N=12	1.00	.08	3.08	1.17	1.00	.08	.33	.08
Anthony Students N=6	1.50	.17	.17	4.83	2.33	.00	2.17	.67
Ramsey Students N=4	2.00	.25	1.50	2.25	4.50	.25	.00	.25

School Familiarity and Involvement

As part of the pre and post questionnaires participants were asked how much they know about the B-A-R Schools. Since one of the goals of the workshop was to provide greater awareness of the B-A-R community including the B-A-R Schools, it was hoped that the familiarity with the schools would increase. Familiarity with the schools increased in every case but one. (See Table 11, page 34.) This one case concerned the four Ramsey parents who indicated that they knew less about Ramsey School after the workshop than they had before the workshop began. Perhaps the Ramsey parents believed they knew a great deal about their school, but after investigation decided that their knowledge was not as great as they previously believed. Perhaps it was more difficult to know a great deal about the schools than first appearances would indicate.

As would be expected, each school group knew more about the school in its immediate area than about the other B-A-R schools. Males and females indicated that they knew the least about Anthony, and even though they gained in knowledge about Anthony, males still knew the least about that school. Females indicated the least knowledge about Bryant and Anthony. The Black membership knew more about Bryant and learned the most about Anthony. The white membership began with a greater knowledge of Ramsey, but knew the most about Anthony on the posttest.

Bryant and Ramsey parents indicated a high degree of knowledge about Bryant and Ramsey Schools. Anthony parents indicated less knowledge of Anthony School than Bryant and Ramsey parents indicated about their schools. Ramsey students indicated a high degree of knowledge about Ramsey. Bryant and Anthony students indicated less knowledge of their own schools. The parent and student groups both indicated that they learned a good deal about their own and other B-A-R schools between the beginning of the workshop and the close of the workshop. Only the four Ramsey parents indicated a slight loss.

In the second workshop the participants were also asked how much they knew about Bryant, Anthony and Ramsey Schools. Most participants were most familiar with the school in their own area and most indicated greater familiarity after the workshop was over. However, the differences between pre and post scores for the Workshop II participants were less than the

Table 11

WORKSHOP I PARTICIPANTS
Familiarity with B-A-R Schools
Pre, Post and Difference

Range of answers 1 - 7; 1--not very much, 7--a great deal, 4--moderate amount

	How much do you know about Bryant School?Not very much--a great deal			How much do you know about Anthony School? Not very much--a great deal			How much do you know about Ramsey School?Not very much--a great deal		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=13	5.23	6.46	+1.23	1.62	3.62	+2.00	2.85	4.46	+1.61
Anthony Total N=12	2.67	4.33	+1.66	4.83	6.00	+1.17	3.08	4.50	+1.42
Ramsey Total N=18	2.61	4.28	+1.67	2.39	4.67	+2.28	4.94	5.83	+ .89
Male Total N=11	3.82	5.46	+1.64	2.18	4.46	+2.28	3.73	5.18	+1.45
Female Total N=32	3.28	4.78	+1.50	3.06	4.81	+1.75	3.81	5.00	+1.19
Black Total N=19	4.11	5.42	+1.31	2.58	4.58	+2.00	3.95	5.37	+1.42
White Total N=24	2.88	4.58	+1.70	3.04	4.83	+1.79	3.67	4.79	+1.12
Bryant Parents N=2	6.00	7.00	+1.00	1.50	5.50	+4.00	2.50	5.50	+3.00
Anthony Parents N=4	2.25	3.75	+1.50	4.50	5.50	+1.00	5.00	5.00	.00
Ramsey Parents N=4	3.25	4.00	+ .75	2.00	4.50	+2.50	6.50	6.25	- .25
Other Adults N=9	3.78	4.78	+1.00	3.00	4.56	+1.56	3.56	5.00	+1.44
Bryant Students N=8	4.88	6.50	+1.62	1.13	3.00	+1.88	2.00	3.88	+1.88
Anthony Students N=10	2.60	4.70	+2.10	4.90	6.30	+1.40	2.50	4.50	+2.00
Ramsey Students N=6	2.33	4.33	+2.00	1.33	4.00	+2.67	6.50	6.67	+ .17

differences in Workshop I scores. (See Table 12, page 36.) In a few cases the differences between pre and post scores were negative. The Anthony community and the Anthony students seemed to know the most about their school.

Workshop II was somewhat less structured than Workshop I. Workshop II participants were not given detailed interim projects to complete. These interim projects involved a tour of the area, and taking pictures or doing interviews. A report of each groups' survey was part of the second week-end of Workshop I. The Workshop II participants did not work as closely with each other and/or the schools and they did not gain as much in their familiarity with the schools.

On both the pre and post questionnaires, participants of Workshop I were asked about their level of activity in school affairs and about their desired level of involvement in school affairs. In all cases the level of activity in school affairs was high as was the desired level of involvement. In nearly every case the desired level of involvement was higher than the present level of activity in the schools. This would indicate that the Workshop I participants were quite involved with school affairs, but desired an even greater degree of involvement. These results are shown on Table 13, page 37.

As shown on Table 13, nearly all the groups indicated very similar levels of activity in school affairs. Only Bryant students showed an average of less than five, but Bryant students showed the greatest gain between the pre and post questionnaires. The two Bryant parents also showed a substantial gain. Either Bryant parents and students increased their levels of activity or re-assessed their levels of activity after they had the opportunity to compare their involvement with the involvement of others from the B-A-R community.

In the desired level of involvement, the Bryant group indicated the greatest desire for a high level of involvement. The Anthony community showed a gain in desire between the pre and post questionnaires, but the Ramsey community showed a slight loss in the desired level of involvement. Interestingly enough, the males indicated a greater desire for involvement than did the females and the gain for males was greater than that for females. Blacks indicated a greater desire for involvement than did whites and also registered a greater gain between pre and post questionnaires.

Table 12

WORKSHOP II PARTICIPANTS
Familiarity with B-A-R Schools
Pre, Post and Difference

Range of answers 1 - 7; 1--not very much, 7--a great deal, 4--moderate amount

	How much do you know about Bryant School? Not very much--a great deal			How much do you know about Anthony School? Not very much--a great deal			How much do you know about Ramsey School? Not very much--a great deal		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=16	4.75	5.44	+ .59	1.88	2.88	+1.00	2.13	3.31	+1.18
Anthony Total N=7	2.71	2.43	- .28	6.29	6.57	+ .28	2.86	3.29	+ .43
Ramsey Total N=13	2.62	2.85	+ .23	2.69	2.62	- .07	4.00	4.46	+ .46
Male Total N=12	4.42	4.67	+ .25	2.33	3.33	+1.00	2.92	3.83	+ .91
Female Total N=24	3.00	3.54	+ .54	3.38	3.58	+ .20	2.96	3.67	+ .71
Black Total N=12	5.08	5.92	+ .84	1.83	3.17	+1.34	2.42	3.83	+1.41
White Total N=24	2.67	2.92	+ .15	3.63	3.67	+ .04	3.21	3.67	+ .46
Bryant Parents N=2	5.00	5.50	+ .50	1.00	1.50	+ .50	2.00	2.00	.00
Anthony Parents N=2	1.50	2.50	+1.00	3.50	3.50	.00	2.00	3.00	+1.00
Ramsey Parents N=3	3.33	4.67	+1.34	2.00	2.33	+ .33	5.67	6.00	+ .33
Other Adults N=7	2.29	2.71	+ .42	2.14	3.71	+1.57	3.43	2.43	-1.00
Bryant Students N=12	5.92	6.33	+ .41	1.58	2.92	+1.34	2.17	3.58	+1.41
Anthony Students N=6	1.00	1.00	.00	7.00	6.67	- .33	1.42	3.50	+2.08
Ramsey Students N=4	2.25	2.50	+ .25	2.25	2.00	- .25	5.75	6.25	+ .50

Table 13

WORKSHOP I PARTICIPANTS

Activity and Involvement in Schools

Pre, Post and Difference

Range of answers 1 - 7; 1--not very much, 7--a great deal

	How active are you in school related activities? Not very active--very active			How involved would you like to be in school affairs? Not very involved--very involved		
	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=13	5.23	5.77	+ .54	6.08	6.23	+ .15
Anthony Total N=12	5.25	5.25	.00	5.42	6.00	+ .58
Ramsey Total N=18	5.22	5.72	+ .50	5.67	5.61	- .06
Male Total N=11	5.46	5.46	.00	6.00	6.36	+ .36
Female Total N=32	5.16	5.66	+ .50	5.63	5.75	+ .12
Black Total N=19	5.47	5.90	+ .43	5.74	6.16	+ .42
White Total N=24	5.04	5.38	+ .34	5.71	5.71	.00
Bryant Parents N=2	5.50	6.50	+1.00	5.50	6.50	+1.00
Anthony Parents N=4	5.00	5.75	+ .75	5.25	5.75	+ .50
Ramsey Parents N=4	5.00	5.50	+ .50	5.50	5.75	+ .25
Other Adults N=9	5.67	5.56	- .11	5.11	5.22	+ .11
Bryant Students N=8	4.38	5.75	+1.37	5.88	6.00	+ .12
Anthony Students N=10	5.30	5.40	+ .10	6.00	6.20	+ .20
Ramsey Students N=6	5.83	5.50	- .33	6.50	6.33	- .17

The two Bryant parents desired the highest level of involvement of the parent groups and other adults indicated the lowest level of desire for involvement. (Perhaps because they do not have children in the three schools under consideration.) All three student groups indicated a high level of desire for involvement in school affairs.

Workshop II participants appeared to have a lower level of activity in school affairs then did Workshop I participants. These results are shown on Table 14, page 39. The average for most Workshop II groups was not much above the neutral response of 4.00. However, most indicated that they were somewhat active in school affairs and most desired a slightly higher level of school involvement. In all the groups except one (Anthony students) these perceptions of school activity and the desired level of activity went up.

At Workshop II Bryant and Anthony persons seemed somewhat more involved than Ramsey persons. As before most groups desired to be slightly more involved than they currently were. This time females were more active than males and whites were more active than Blacks. All of the groups would like to be somewhat involved in school affairs. Workshop II participants did not wish to be as involved as Workshop I participants had wished to be.

In most cases, participants in Workshop II perceived their activity in school affairs as rising during the workshop. Most also indicated a desire for a higher level of involvement at the close of the workshop. Only Anthony students showed a decrease in level of activity and no gain in desired level of involvement

Feelings Toward B-A-R, School Quality and School Receptiveness

As part of the pre and post workshop questionnaires, workshop participants were asked whether the schools in the area were receptive to community inputs. They were also asked about the value of the B-A-R Project and about the quality of the schools in the B-A-R community. The results of these questions and the differences between pre and post assessments are shown on Table 15, page 40.

The groups assessed were close to neutral on the question of the schools' receptiveness to community inputs. (An average of four would indicate neutrality.) The two Bryant parents and other adults indicated that the schools were quite receptive to community inputs. The question

Table 14

WORKSHOP II PARTICIPANTS
Activity and Involvement in Schools
Pre, Post, and Difference

Range of Answers 1 - 7; 1--not very much, 7--a great deal

	How active are you in school related activities? Not very active--very active			How involved would you like to be in school affairs? Not very involved--very involved		
	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=16	4.75	5.81	+1.06	5.31	5.69	+ .38
Anthony Total N=7	4.86	5.00	+ .14	4.86	5.57	+ .71
Ramsey Total N=13	3.69	5.46	+1.77	4.92	5.23	+ .31
Male Total N=12	4.08	5.75	+1.67	5.00	5.33	+ .33
Female Total N=24	4.54	5.42	+ .88	5.13	5.58	+ .45
Black Total N=12	4.25	6.17	+1.92	4.92	5.50	+ .58
White Total N=24	4.46	5.21	+ .75	5.13	5.50	+ .37
Bryant Parents N=2	3.00	6.00	+3.00	5.00	6.00	+1.00
Anthony Parents N=2	1.50	5.00	+3.50	4.50	5.00	+ .50
Ramsey Parents N=3	4.33	6.00	+1.67	4.00	5.00	+1.00
Other adults N=7	4.71	5.14	+ .43	4.86	5.43	+ .57
Bryant Students N=12	4.67	6.08	+1.41	5.33	5.67	+ .34
Anthony Students N=6	5.67	5.00	- .67	5.33	5.33	.00
Ramsey Students N=4	3.25	5.00	+1.75	5.25	5.75	+ .50

Table 15

WORKSHOP I PARTICIPANTS

Community Input, B-A-R, School Quality
Pre, Post and Difference

Range of answers 1 - 7; 1--not very much, 7--a great deal

	Are the schools in your junior high district receptive to student or community inputs? Very unreceptive--Very receptive			Do you feel the B-A-R Project will be a good thing for the total community? Will not be valuable--Will be valuable			How do you feel about the quality of the schools in the B-A-R area? Schools are not of excellent quality--Schools are of excellent quality		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=13	4.69	5.39	+ .70	6.15	6.23	+ .08	5.23	5.62	+ .39
Anthony Total N=12	4.67	4.83	+ .15	5.75	5.92	+ .17	5.00	5.58	+ .58
Ramsey Total N=18	4.39	3.72	- .67	5.61	6.06	+ .45	4.78	5.06	+ .28
Male Total N=11	4.27	5.27	+1.00	6.09	6.36	+ .27	4.73	5.09	+ .36
Female Total N=32	4.66	4.28	- .38	5.72	5.97	+ .25	5.06	5.47	+ .41
Black Total N=19	4.16	4.53	+ .37	5.95	6.11	+ .16	4.79	5.53	+ .74
White Total N=24	4.88	4.54	- .34	5.71	6.04	+ .33	5.13	5.25	+ .12
Bryant Parents N=2	6.00	5.50	- .50	4.50	7.00	+2.50	6.00	6.00	.00
Anthony Parents N=4	4.00	2.50	-1.50	6.25	6.75	+ .50	4.50	4.75	+ .25
Ramsey Parents N=4	4.75	3.75	-1.00	6.00	7.00	+1.00	5.25	5.50	+ .25
Other Adults N=9	5.22	4.56	- .66	5.67	5.78	+ .11	5.67	5.11	- .56
Bryant Students N=8	4.50	5.50	+1.00	6.13	5.75	- .38	4.75	5.38	+ .63
Anthony Students N=10	4.00	4.40	+ .40	5.50	5.70	+ .20	4.50	5.80	+1.30
Ramsey Students N=6	4.33	5.00	+ .67	6.17	6.17	.00	4.83	5.17	+ .34

remains as to which schools were (or are) receptive to community inputs since the question was not framed with reference to one's own school or even with reference to Bryant, Anthony or Ramsey, but to any or all schools in the area. Presumably participants could have been relating to experiences at elementary or high schools and not just to Bryant, Anthony or Ramsey Schools. Nevertheless, most participants did not believe that the schools were particularly receptive to community inputs. Seven of the groups had their opinions raised after the workshop experience, but seven of the groups lowered their opinions of the schools' receptiveness. The students' opinions were raised, but the parents' opinions were lowered.

In the interim period between the first weekend of the workshop and the final weekend of the workshop, parents and adults decided that schools were less receptive to community inputs than they had previously indicated. This could indicate that the schools were unreceptive to parents and adults who wished to visit during this interim period. It could also indicate that the workshop was counter-productive if it was hoped that participants would perceive their schools as receptive to community inputs.

The students may have had more positive experiences in learning more about their schools. They decided that the schools were more receptive than they had originally indicated. This may indicate a posture of the schools, i.e. that school administrators believe they must serve student needs, but are not as receptive to adult or parent needs.

On the value of the B-A-R Project, participants were more positive. With the exception of the two Bryant parents, most participants indicated a very positive feeling toward the B-A-R Project. However, the two Bryant parents showed the greatest improvement in their estimation of the B-A-R Project and indicated a completely positive value of seven at the close of the workshop.

Thirteen of the fourteen groups were quite positive about the B-A-R Project to begin with and thirteen of the fourteen groups increased their perceptions in a positive direction by the close of the workshop. Only Bryant students showed a slight decline, but still registered a positive reaction to the B-A-R Project.

Participants were somewhat divided in their perceptions of the quality of the schools in the Bryant-Anthony-Ramsey area. It should be emphasized that all participants were asked about all schools in B-A-R, so respondents

were probably replying with their estimate of all schools, not just their own school or their children's school.

The Bryant group was the most positive of the three major groups. The Ramsey Group was the least positive about school quality. All three groups improved their perceptions on the post questionnaires however. Females were more positive than males and also improved more between the pre and post questionnaire. The white membership was more positive than the Black membership on school quality on the pre workshop questionnaire, but this was reversed on the post workshop questionnaire which showed the Black population more positive than the white population on school quality.

The parent groups had a range of answers on the subject of school quality. Since the parent groups are so small, no conclusions could be inferred from this range of answers. The other adults were quite positive about school quality, but their perceptions were lowered by the close of the workshop. All student groups were quite similar (and close to neutral) in their perceptions of school quality, but all students became more positive in their perceptions by the close of the workshop. Anthony students especially increased their perceptions in a positive direction.

Workshop II participants also indicated averages near neutrality on their school's receptiveness to community inputs. These are shown on Table 16, page 43. In most cases their averages were a bit lower than those of Workshop I. However, in all but two cases these perceptions went up by the close of the workshop. (Only seven groups of fourteen went up at Workshop I.) The rises were small and just slightly above neutrality.

Workshop II participants were quite positive about the value of the B-A-R Project--as positive as Workshop I participants had been. In six cases these perceptions went down at the close of the workshop; as compared to one case at Workshop I. Evidently the value of the B-A-R Project was deemed relatively high at the start of the second workshop, but this perception was not greatly enhanced by the close of the workshop.

Participants were near neutral on their perception of the quality of schools in the B-A-R area. The overall averages were slightly lower than Workshop I averages had been. In both cases however, averages went up slightly by the close of the workshop. (It should be noted that

Table 16

WORKSHOP II PARTICIPANTS
Community Input, B-A-R, School Quality
Pre, Post and Difference

Range of answers 1 - 7; 1--not very much, 7--a great deal

	Are the schools in your junior high district receptive to students or community inputs? Very unreceptive--Very receptive			Do you feel the B-A-R Project will be a good thing for the total community? Will not be valuable--Will be valuable			How do you feel about the quality of the schools in the B-A-R area? Schools are not of excellent quality--Schools are of excellent quality		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Bryant Total N=16	3.94	4.38	+ .44	6.13	5.88	- .25	4.38	4.81	+ .43
Anthony Total N=7	4.43	4.43	.00	5.29	5.86	+ .57	4.43	5.29	+ .86
Ramsey Total N=13	4.38	4.62	+ .24	5.77	6.23	+ .46	4.54	4.92	+ .38
Male Total N=12	4.17	4.75	+ .58	6.25	6.17	- .08	4.58	5.33	+ .75
Female Total N=24	4.21	4.33	+ .12	5.63	5.92	+ .29	4.38	4.75	+ .37
Black Total N=12	4.00	4.67	+ .67	6.17	5.92	- .25	4.58	5.42	+ .84
White Total N=24	4.29	4.38	+ .09	5.67	6.04	+ .37	4.38	4.71	+ .33
Bryant Parents N=2	5.00	5.50	+ .50	7.00	6.50	- .50	4.50	5.00	+ .50
Anthony Parents N=2	4.00	4.50	+ .50	7.00	7.00	.00	5.00	5.50	+ .50
Ramsey Parents N=3	4.33	4.67	+ .34	6.00	5.67	- .33	4.67	5.00	+ .33
Other Adults N=7	4.00	3.71	- .29	5.43	5.86	+ .43	4.00	4.00	.00
Bryant Students N=12	3.67	4.25	+ .58	6.25	5.92	- .33	4.75	5.42	+ .67
Anthony Students N=6	5.33	4.83	- .50	4.83	5.83	+1.00	4.33	5.33	+1.00
Ramsey Students N=4	4.00	4.50	+ .50	5.50	6.25	+ .75	4.00	4.25	+ .25

receptiveness is probably related to quality, or the perception of quality, and the B-A-R Project is related to both. As school receptiveness to community inputs goes up, quality could be enhanced--or the perception of quality enhanced.)

Support of Desegregation

One of the goals of the B-A-R Project was to increase support for the Minneapolis desegregation policies. Workshop I results on this topic are shown on Table 18, page 45. Since workshop participants were chosen with support for desegregation in mind, it would be expected that there would be a high degree of support for school desegregation policies.

At Workshop I thirty of the forty-three participants answered 'yes' to the question, "Will desegregation of Bryant, Anthony and Ramsey Schools lead to a higher quality education for more young people?" By the close of the workshop, thirty-five of the forty-three answered 'yes' to this question. Men and women were equally supportive and both groups increased their support between the pre and post questionnaires. The Black respondents increased their yes answers by 50%. Two females responded with a 'no' to the question posed both pre and post. These were not the same persons however.

As can be seen from the community breakdown, the two persons who responded with a 'no' on the first questionnaire were both female, both Black, both from Ramsey area, though in one case the Ramsey area person was an Anthony parent and one was a Ramsey student. On the post questionnaire the two recorded 'no's' were both by females, one Black, one white; one an Anthony parent and one a Ramsey student.

In order to appreciate the changes, a change table was done to show how the responses compared on the pre and post questionnaires. This analysis is shown on Table 17 below.

Table 17

B-A-R Workshop I

Analysis of Change in Answers to Desegregation Question: Will desegregation of Bryant, Anthony and Ramsey Schools lead to a higher quality education for more young people?

		Pre-Workshop Questionnaires N=43		
		Yes	No	I Don't Know
Post Workshop Questionnaires	Yes	28	1	6
	No	1	1	0
	I Don't Know	1	0	5

Table 18

WORKSHOP I PARTICIPANTS

Question: Will desegregation of Bryant, Anthony and Ramsey Schools lead to a higher quality education for more young people?

Group	N	PRE-WORKSHOP SURVEY			POST-WORKSHOP SURVEY		
		Yes	No	Do Not Know	Yes	No	Do Not Know
Bryant Total	13	8	0	5	10	0	3
Anthony Total	12	10	0	2	12	0	0
Ramsey Total	18	12	2	4	13	2	3
Workshop Total	43	30	2	11	35	2	6
Male Total	11	7	0	4	9	0	2
Female Total	32	23	2	7	26	2	4
Black Total	19	10	2	7	15	1	3
White Total	24	20	0	4	20	1	3
Bryant Parents	2	2	0	0	2	0	0
Anthony Parents	4	2	1	1	3	1	0
Ramsey Parents	4	4	0	0	4	0	0
Other Adults	9	8	0	1	8	0	1
Bryant Students	8	4	0	4	5	0	3
Anthony Students	10	7	0	3	9	0	1
Ramsey Students	6	3	1	2	4	1	1

From the analysis it can be seen that twenty-eight of the persons who answered 'yes' on the pre-workshop question also answered 'yes' on the post-workshop question. One who answered "no" originally answered "yes" at the close of the workshop period. Six who answered "I don't know" answered "yes" at the close of the workshop. One "yes" became a "no", one "no" remained "no", and one "yes" became an "I don't know." Five "I don't know's" remained the same.

It should be emphasized that many who answered "I don't know" or "no" supported the idea of desegregation, but qualified their answers by saying that an improved curriculum, responsiveness, or real interaction had to be present before desegregation would lead to improved quality.

At Workshop II the same question was asked pre and post. Most persons responded in the affirmative. These results are shown on Tables 19 and 20, pages 46 and 47. As before, more persons were affirmative in their responses after the workshop than they were before the workshop. At the close of the workshop, parents and adults were nearly unanimous in their support of desegregation, as they had been after Workshop I. Parents had a large percentage of "I don't know" responses at the pre-workshop time, but were uniformly affirmative at post workshop time. Students recorded the most "I don't know" responses at post workshop times. Anthony students especially increased their "I don't know" responses.

In analyzing the changes from pre to post at Workshop II, a change table similar to Table 17 was prepared. This is Table 20 below. As can be seen on the table, twenty-two persons who responded with a "yes" in the pre-questionnaire also answered "yes" on the post-questionnaire.

Table 20

B-A-R Workshop II

Analysis of Change in Answers to Desegregation Question: Will desegregation of Bryant, Anthony and Ramsey Schools lead to a higher quality education for more young people?
N=36

		Pre-Workshop Questionnaires		
		Yes	No	I Don't Know
Post Workshop Questionnaires	Yes	22	1	6
	No	1	0	1
	I Don't Know	3	0	2

Table 19

WORKSHOP II
April, May 1974

Question: Will desegregation of Bryant, Anthony and Ramsey Schools lead to a higher quality education for more young people?

Group	N	PRE-WORKSHOP SURVEY			POST-WORKSHOP SURVEY		
		Yes	No	Do Not Know	Yes	No	Do Not Know
Bryant Total	16	13	0	3	12	2	2
Anthony Total	7	6	1	0	6	0	1
Ramsey Total	13	7	0	6	11	0	2
Workshop Total	36	26	1	9	29	2	5
Male Total	12	9	0	3	11	1	0
Female Total	24	17	1	6	18	1	5
Black Total	12	8	0	4	8	2	2
White Total	24	18	1	5	21	0	3
Bryant Parents	2	1	0	1	2	0	0
Anthony Parents	2	1	0	1	2	0	0
Ramsey Parents	3	1	0	2	3	0	0
Other Adults	7	5	0	2	6	1	0
Bryant Students	12	11	0	1	9	1	2
Anthony Students	6	4	1	1	3	0	3
Ramsey Students	4	3	0	1	4	0	0

One "yes" became a "no" and three who answered "yes" changed to "I don't know." One "no" became a "yes". Six who responded "I don't know" at the opening responded with a "yes" at the close. One "I don't know" became a "no", and two who answered "I don't know" remained the same. The one "yes" who became a "no" said that desegregation would not lead to higher quality, but integration would; a reference to attitudinal changes rather than a simple mixing of races.

As can be seen from the Tables, support for desegregation was relatively high. Some persons wished to qualify their support, but most who were in the B-A-R Workshops supportted Minneapolis desegregation plans. Interestingly, the parents and adults were more supportive than students. Students who are closer to the daily process were more prone to give an "I don't know" answer or to qualify their response.

Growth in Skills

Another objective of the B-A-R Project was to teach persons skills that would aid in the process of desegregation. At both workshops the skills stressed were mainly communication skills. Since the workshops involved persons of different races, different sexes, and different ages, questions probing these three areas of communication skill were asked.

Table 21, page 49 shows the mean scores for communications with the opposite sex, with other age groups and with other races of ethnic groups. The pre-workshop averages are shown, the post-workshop averages are shown and the differences were tabulated. There is also a change column which shows the level of response when persons were asked on the post-workshop questionnaire if their communication with others "improved a lot", "improved some," "stayed the same", or "got worse." One point was given for "improved a lot," two for "improved some," three for "stayed the same," and four for "got worse." A lower score indicates greater improvement.

As can be seen on Table 21, participants assessed their communication skills quite highly before the workshop began. Even though the initial averages were quite high, the post averages were higher. The change column indicated that most agreed that their communication skills improved somewhat.

Table 21

WORKSHOP I PARTICIPANTS
Communication
Pre, Post, Difference and Change

Range of answers 1 - 7; 1--not very much, 7--a great deal
[a] Change 1 - 4; 1--improved a lot, 2--improved some, 3--stayed same, 4--got worse

	Do you communicate well with persons of the opposite sex? Not very well--very well				Do you communicate well with persons whose age is quite different from your own? Not very well-very well				Do you communicate well with persons of other races or ethnic groups? Not very well--very well			
	Pre	Post	Diff.	Chng[a]	Pre	Post	Diff.	Chng[a]	Pre	Post	Diff.	Chng[a]
Bryant Total N=13	6.15	6.54	+ .39	2.15	5.77	6.46	+ .69	2.15	5.46	6.08	+ .62	2.39
Anthony Total N=12	6.08	6.67	+ .59	2.42	5.67	6.08	+ .41	2.17	5.58	6.00	+ .42	2.08
Ramsey Total N=18	5.67	6.06	+ .39	2.83	5.17	6.00	+ .83	2.11	5.44	6.11	+ .67	2.28
Male Total N=11	5.36	6.36	+1.00	2.27	4.91	6.27	+1.36	1.82	5.64	6.27	+ .63	2.00
Female Total N=32	6.13	6.38	+ .25	2.59	5.69	6.13	+ .44	2.25	5.44	6.00	+ .56	2.34
Black Total N=19	5.90	6.63	+ .73	2.47	5.79	6.32	+ .53	2.16	5.68	6.21	+ .53	2.47
White Total N=24	5.96	6.17	+ .21	2.54	5.25	6.04	+ .79	2.13	5.33	5.96	+ .63	2.08
Bryant Parents N=2	5.50	5.50	.00	3.00	5.00	5.50	+ .50	3.00	5.00	5.00	.00	3.00
Anthony Parents N=4	6.25	6.50	+ .25	2.50	6.00	6.00	.00	2.25	6.25	6.00	- .25	2.75
Ramsey Parents N=4	5.50	5.75	+ .25	3.00	6.00	6.50	+ .50	2.50	5.50	6.25	+ .75	2.25
Other Adults N=9	6.89	6.56	- .33	3.00	6.22	6.11	- .11	2.67	5.78	6.00	+ .22	2.67
Bryant Students N=8	6.00	6.63	+ .63	2.00	5.38	6.63	+1.25	1.75	5.25	6.25	+1.00	2.13
Anthony Students N=10	5.50	6.60	+1.10	2.10	4.90	6.10	+1.20	1.60	5.60	6.40	+ .80	1.60
Ramsey Students N=6	5.33	6.00	+ .67	2.07	5.00	5.83	+ .83	2.17	4.83	5.67	+ .84	2.33

Anthony students indicated a large improvement (in the change column) in communicating with the opposite sex, with other ages and with other races. Males showed a large improvement in their communication skills with other age groups. All students showed greater gains in communication skills than did parents or adults, and they also believed that they improved more.

At Workshop II, participants rated their communications skills in the same way. These are shown on Table 22, page 51. Most groups had lower initial averages than Workshop I persons (with the exception of Bryant parents) and most groups showed gains between pre and post scores. The change columns' scores were as high or higher than they had been at Workshop I. Evidently communication between groups was one area of positive gain at both workshops.

Communication across race lines tended to rank lower than communication between opposite sexes or between different age groups. Most groups at Workshop II believed their communications skills had improved. In fact, most of the averages in the change columns were greater for Workshop II than for Workshop I. The lay leaders of Workshop II evidently stressed a great deal of intergroup communication.

---

[5] The questions for the change columns were:

(1) How do you feel your ability to communicate with persons of the opposite sex has changed as a result of this workshop?

(2) How do you feel your ability to communicate with persons of a different age group (adult-student) has changed as a result of this workshop?

(3) How do you feel you ability to communicate with persons of a different race or ethnic group has changed as a result of this workshop?

All three questions were answered with:

1. improved a lot
2. improved some
3. stayed the same
4. got worse

Table 22

WORKSHOP II PARTICIPANTS

Communication

Pre, Post, Difference and Change

Range of answers 1 - 7; 1--not very much, 7--a great deal

[a] Change 1 - 4; 1--improved a lot, 2--improved some, 3--stayed same, 4--got worse

	Do you communicate well with persons of the opposite sex? Not very well--very well				Do you communicate well with persons whose age is quite different from your own? Not very well--very well				Do you communicate well with persons of other races or ethnic groups? Not very well-very well			
	Pre	Post	Diff.	Chng[a]	Pre	Post	Diff.	Chng[a]	Pre	Post	Diff.	Chng[a]
Bryant Total N=16	5.13	6.25	+1.12	2.88	5.50	5.50	.00	3.06	4.75	5.50	+ .75	2.75
Anthony Total N=7	4.29	5.14	+ .85	2.71	5.00	5.43	+ .43	2.71	4.71	5.00	+ .29	2.57
Ramsey Total N=13	4.85	5.54	+ .69	2.92	5.23	5.46	+ .23	3.08	4.77	5.31	+ .54	3.08
Male Total N=12	5.42	6.00	+ .58	2.83	5.00	5.42	+ .42	3.08	5.00	5.92	+ .92	3.00
Female Total N=24	4.58	5.67	+1.09	2.83	5.46	5.50	+ .04	2.96	4.63	5.04	+ .41	2.88
Black Total N=12	5.58	6.50	+ .92	2.92	5.92	5.83	- .09	3.00	5.17	5.67	+ .50	3.00
White Total N=24	4.50	5.42	+ .92	2.79	5.00	5.29	+ .29	3.00	4.54	4.33	- .21	2.88
Bryant Parents N=2	7.00	7.00	.00	3.50	5.00	5.00	.00	3.50	7.00	7.00	.00	3.50
Anthony Parents N=2	4.00	4.50	+ .50	3.00	4.50	4.50	.00	2.50	3.00	4.00	+1.00	3.00
Ramsey Parents N=3	5.67	5.67	.00	2.67	5.33	5.33	.00	2.67	5.67	5.33	- .34	2.67
Other Adults N=7	5.29	6.43	+1.14	2.29	4.71	5.14	+ .43	3.14	5.00	5.57	+ .57	2.57
Bryant Students N=12	5.00	6.16	+1.16	3.00	5.83	6.00	+ .17	2.92	4.58	5.50	+ .92	3.00
Anthony Students N=6	3.50	4.50	+1.00	2.67	5.17	4.83	- .34	3.33	4.17	4.67	+ .50	2.83
Ramsey Students N=4	4.50	5.50	+1.00	3.25	5.50	6.25	+ .75	3.00	4.75	5.25	+ .50	3.25

[a] See footnote Page 50

Reduction in Racism

No direct questions were asked at either Workshop I or at Workshop II on the reduction of racism. It was assumed that positive feelings toward the B-A-R Project, support of desegregation, and growth in inter-group communication skills would all help in the reduction of racism.

The growth in desegregation support, the overall support of the B-A-R Project, and the growth in communication skills would suggest steps toward a reduction in racism. The positive interaction of bi-racial groups in workshop teams and community teams (as an outgrowth of the workshops) also worked toward a reduction of racism.

Overall Workshop Perceptions

Table 23, page 53 shows the results from some key questions on the post Workshop I questionnaire. The participants were asked if the workshop fulfilled their expectations. Most groups were quite positive in their answers to this question. Only the males and the four Anthony parents averaged less than five in their overall assessment of the workshop. Bryant and Ramsey parents were particularly positive about the workshop experience. Of the student groups, Anthony students were the most positive.

When asked whether the workshop increased their understanding of the B-A-R community, the participants were quite positive. The Bryant group, the Bryant parents, the Bryant students and the Black membership were particularly positive on this question.

Participants were also asked if the ideas, skills and methods learned in the workshop would be useful to them. The participants were particularly positive on this question with most groups averaging more than six points on a seven point scale. All groups seemed to believe that the ideas, skills and methods used in the workshop would be useful to them.

When asked whether the workshop experience would be valuable in the future, all groups indicated that the experience definitely would be useful. The four Anthony parents indicated the lowest average on this question, but Anthony students indicated one of the higher averages. Each group believed that the workshop experience would be valuable. The workshops were planned to be useful to supportive community members in a desegregation experience.

Table 23

WORKSHOP I PARTICIPANTS

Workshop Experiences

Range of answers 1 - 7; 1--not very much, 7--a great deal

	workshop has fulfilled expectations	understanding of B-A-R community increased	ideas, skills, and methods learned are useful	workshop experience will be valuable in future	others would find the workshop experience valuable
Bryant Total N=13	5.23	6.39	6.15	6.00	5.85
Anthony Total N=12	5.42	5.50	6.33	5.83	6.08
Ramsey Total N=18	5.56	5.33	6.06	6.22	6.06
Male Total N=11	4.82	5.91	5.91	5.91	6.00
Female Total N=32	5.63	5.63	6.25	6.09	6.00
Black Total N=19	5.26	6.11	6.26	5.84	6.11
White Total N=24	5.54	5.38	6.08	6.21	5.92
Bryant Parents N=2	6.50	6.00	6.50	6.00	6.50
Anthony Parents N=4	4.50	5.75	6.75	5.00	6.50
Ramsey Parents N=4	6.00	5.00	6.50	6.25	6.75
Other Adults N=9	5.22	5.33	5.89	5.44	5.11
Bryant Students N=8	5.13	6.63	6.00	6.25	6.00
Anthony Students N=10	5.90	5.90	6.10	6.70	6.50
Ramsey Students N=6	5.17	5.00	6.17	6.17	5.50

Workshop participants were also asked if the workshop experience would be valuable for others. Most agreed that it would. Since a second workshop was planned, this question was helpful to the planners and consultants. Only the "other adults" group registered an average below 5.50. Most parent groups were extremely positive that the workshop would be valuable for others. Bryant and Anthony students were equally positive with only Ramsey students indicating an average of less than six.

The same questions concerning the workshop were asked after Workshop II. The results were mainly positive. Table 24 shows the results from Workshop II.

In assessing whether Workshop II had fulfilled expectations, Anthony residents were slightly less positive than Bryant residents, and Ramsey residents were the most positive. For the same question males were more positive than females, and whites were more positive than Blacks. Seven of the groups recorded a higher score at Workshop II than at Workshop I. The Black membership recorded a lower score at both workshops indicating that the sessions may have been more helpful to the white community. Males indicated a higher degree of satisfaction at Workshop II than at Workshop I. Parents tended to judge the workshop more positively than other adults or than Bryant and Anthony students, but Ramsey students said the workshop had definitely fulfilled their expectations.

Most agreed that their understanding of the B-A-R community had increased. Only Ramsey parents were neutral on this point. Most also agreed that the ideas and methods they learned would be useful.

In judging the future usefulness of the workshop, Workshop II participants were not as positive as Workshop I participants had been, but were still positive in their reactions. Bryant parents and Ramsey students judged the value the highest. In commenting whether others would find the workshop experience valuable, Workshop II participants believed this would be true. Overall their assessments were not as high as Workshop I assessments had been. The presence and leadership of professional people in Workshop I was evidently superior to the community leadership in Workshop II.

Table 24

WORKSHOP II PARTICIPANTS
Workshop Experiences

Range of answers 1 - 7; 1--not very much, 7--a great deal

	workshop has fulfilled expectations	understanding of B-A-R community increased	ideas, skills, and methods learned are useful	workshop experience will be valuable in future	others would find the workshop experience valuable
Bryant Total N=16	5.00	5.69	6.00	5.31	5.25
Anthony Total N=7	4.86	5.71	5.00	5.71	5.71
Ramsey Total N=13	5.85	5.62	5.92	5.69	5.85
Male Total N=12	5.50	5.83	5.58	5.50	5.33
Female Total N=24	5.17	5.58	5.88	5.54	5.67
Black Total N=12	4.50	5.67	6.25	5.42	5.17
White Total N=24	5.67	5.67	5.54	5.58	5.75
Bryant Parents N=2	6.50	6.00	6.50	6.00	6.00
Anthony Parents N-2	5.50	5.00	5.00	5.50	6.00
Ramsey Parents N=3	6.67	4.00	5.67	5.67	6.00
Other Adults N=7	4.86	5.86	5.14	5.29	5.71
Bryant Students N=12	4.83	5.58	6.17	5.25	5.08
Anthony Students N=6	4.83	5.83	5.50	5.83	5.83
Ramsey Students N=4	6.25	6.75	6.25	6.00	5.50

Summary

In summary, it can be noted that the workshop participants represented quite a number of organizations and held offices in many of those organizations. They came from all three of the communities involved, and from all three of the schools involved. They were male and female, Black and white. Most of the participants were quite active in school affairs and most desired to be even more active. Workshop I participants desired to be more active than Workshop II participants. Most of the participants were not too aware of community centers, businesses or churches outside of their immediate area, but most learned a great deal about the B-A-R area as a result of the workshop.

The participants were quite positive in their assessment of the workshop and in their support of the B-A-R Project. Most respondents believed that they learned some useful skills in the workshops and believed the workshop experience to be valuable. Most expressed the idea that the workshop experience would be valuable to others.

The B-A-R Workshop I groups expressed many positive reactions to the consultants who conducted the workshops. (These perceptions were asked to provide feedback for the consultants and were not tabulated on tables for this report.) Workshop II participants were not as enthusiastic about their lay leaders, but judged them positively.

The workshop participants indicated only a modest level of familiarity with the schools involved in the B-A-R Project. After the workshop, most of the participants were a great deal more knowledgeable about the schools. The participants were not too positive about the receptiveness of their schools to community inputs. Some became more positive in their assessment after the workshops, but nearly an equal number became less positive in Workshop I. Workshop II participants became more positive on the post workshop questionnaire. The schools may need to work on their receptiveness to community inputs.

The participants were positive about the value of the B-A-R Project and these perceptions grew during the course of the workshops. Workshop participants also became more positive about the quality of the schools in the B-A-R community.

Most of the workshop participants believed that they communicated quite well with persons of the opposite sex, with persons of other age groups, or with persons of another race. However, they believed that they enhanced their skills as a direct result of the workshops.

Most respondents felt quite supportive of desegregation efforts, but adults were more positive about the benefits of desegregation than were students. Seventy-eight percent of the Black participants were affirmative in their support of desegregation and 83% of the white participants were affirmative in their support at Workshop I. At Workshop II, 66% of the Black participants and 87% of the white participants were affirmative in their support of desegregation. All groups seemed to be more favorably inclined toward the benefits of desegregation on the post-workshop questionnaire.

Overall, the workshops seemed to accomplish their purpose of teaching skills, developing awareness, and building support for B-A-R and the desegregation process. The participants seemed to grow in the areas deemed critical for the success of B-A-R and the desegregation effort.

The least positive aspect of the workshops was the small participation in Workshop II. Since it was hoped to offer this second workshop for at least 100 persons, the initial group of 66 was somewhat low. The dropout was very large and only 24 persons completed questionnaires at the final session of Workshop II. A follow-up produced twelve more who attended varying numbers of sessions.

Nevertheless, the final group of Workshop II participants was smaller than the Workshop I group. Perhaps Workshop II was offered too late in the year. Perhaps weekends and week nights in April and May were not conducive to a high attendance. Perhaps the lay recruiters were not as efficient as had been hoped and follow-up may have been missing. Perhaps workshops demand a larger commitment than most people are willing to give. Some Workshop II participants listed communication, publicity and leadership as some of the weaknesses of Workshop II in a spot survey done at the final session.

The overall workshop experience was a positive one for those who took part. Many activities grew out of workshop participation and were sponsored by the teams that were formed at the workshops. A broomball event was held, a picnic was sponsored and plans evolved for a slogan and emblem contest. One team made a huge map of the area and another developed a slide presentation. A B-A-R presentation was given at three elementary feeder schools and auditorium presentations were sponsored. Some of the B-A-R workshop participants will form the advisory committee for 1974-75. Teamwork, communication and involvement have been stressed. The Workshop I and Workshop II participants have formed that "network of organizations" desired by the project proposal.

V. Other B-A-R Groups and Activities

Though the workshops were the major endeavor of the first year of the B-A-R Project, other groups and other activities were included in the B-A-R plan. Among these groups were the student groups (one in each junior high school) who met fairly regularly during the school year. Also included were the staffs of the three schools. The B-A-R Advisory group, composed of eighteen parents, staff, administrators, community people and students, met once a month and was a major B-A-R group. The persons at an open community meeting of Bryant, Anthony and Ramsey were also considered a group for purposes of evaluation.

The B-A-R student groups consisted of students who volunteered to meet on a regular basis to support B-A-R activities, to help publicize the B-A-R Project in their schools, to develop and plan activities for their schools, and to be a liaison between the B-A-R coordinator and the students. Anthony and Ramsey B-A-R students met about twice a month after school. The Bryant group was combined with the Emergency School Aid Act (ESAA) students and met during a class period every day. The Bryant group was considerably larger than the Anthony or Ramsey group.

The B-A-R Advisory group consisted of two parents, one community person, one administrator, one teacher and one student from each school. These people were chosen with the help of the schools' parent groups and the principals. They met monthly, but attendance was always a problem. The B-A-R Advisory group in 1974-75 will consist of three parents and three students from each school with preference being given to those who participated in one or both workshops. This was done to insure involvement of parents and students. The coordinator will be a liaison with school administration and staffs.

The school staffs consisted of all persons employed at the schools. Aides, secretaries, custodians, teachers, counselors and administrators were all encouraged to complete the B-A-R questionnaires. Each school principal was in charge of calling the meeting to complete the B-A-R questionnaire.

In April and May 1974 most of these groups were given a questionnaire concerning the objectives of the B-A-R Project. The community group was assessed in February. Each group was asked to assess its awareness, its feelings about B-A-R, its feelings about desegregation, its feelings about "other" community members, and the B-A-R Project's impact on racism.

In addition, the student groups and the B-A-R Advisory committee were asked to assess their skills in communication, problem solving and conflict resolution.

Since two of the student groups were quite small (seven at Ramsey and six at Anthony), the three student groups have been combined in the evaluation. Since the results from each of the student groups were similar, this seemed feasible. Those of the B-A-R Advisory group who responded to the questionnaire also represent a small group. A mailing failed to produce more than the seven questionnaires available for tabulation.

Awareness of B-A-R Project

One of the objectives of the B-A-R Project was to create awareness of the B-A-R Plan and the B-A-R Project. Therefore, the first questions asked concerned the respondents' awareness of the plan and the project. Since most of the groups assessed were components of the B-A-R Project, it would be expected that they would be aware of the Bryant, Anthony, Ramsey plan and the B-A-R Project. This proved to be true. The questions and the results are shown below.

Question 1: Bryant, Anthony and Ramsey Junior High Schools have been united in a desegregation effort which takes effect from 1973-1975. Are you aware of this plan?

Yes_____ No_____

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Yes	92%	98%	99%	98%	100%	97%
No	8%	2%	1%	2%	0%	3%

Most of the B-A-R groups were very aware of the desegregation plan for Bryant, Anthony and Ramsey Junior High Schools.

Question 2: Bryant, Anthony and Ramsey Junior High Schools are also co-members of the Bryant-Anthony-Ramsey (B-A-R) Project designed to facilitate transition in a desegregation effort. Are you aware of the B-A-R Project?

Yes_____ No_____

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Yes	94%	98%	99%	95%	100%	94%
No	6%	2%	1%	5%	0%	6%

Large percentage of the groups assessed were aware of the B-A-R Project. The students were aware since they belonged to a B-A-R groups, although some of the Bryant respondents may have been ESAA students. The Advisory Group is very aware of B-A-R and those community members who attend a B-A-R meeting were aware of the project. The staffs too exhibited an awareness of the B-A-R Project.

Publicity has been emphasized in the first year of the B-A-R Project. Community meetings were held at the beginning of the school year at each of the schools. Notices were placed in school bulletins and the "West Area News" carried several articles on the B-A-R Project. Community organizations were contacted to help in recruitment of workshop people and to cooperate in B-A-R Activities. Various activities also helped publicize B-A-R. Separate B-A-R inserts were included in two issues of the "West Area News."

Feelings about the B-A-R Project

Another objective of the B-A-R Project was to foster positive feelings about the B-A-R Project. All of the groups were asked their feelings about B-A-R. This question was answered on a continuum as were the remaining questions on the questionnaire. The continuum had seven slots for degree of positive or negative response. Averages between five and seven would indicate a positive response, averages near four a neutral response and averages between one and three, a negative response. The

question and the results are shown below. These responses went from a very positive to a negative response.

Question 3: The B-A-R Project has sponsored workshops, student groups, activities and cooperative efforts among the schools. How do you feel about the B-A-R Project?

very positive / / / / / / / / very negative
7 6 5 4 3 2 1

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Question 3	5.92	5.16	4.43	4.38	5.43	6.03

The community group recorded the highest average on feelings toward B-A-R and the school staffs recorded the lowest averages on feelings toward B-A-R. All groups felt positive toward B-A-R, but the Ramsey staff and the Anthony staff were not far from neutrality on the question.

Feelings about Desegregation

One of the major goals of the B-A-R Project was to facilitate the desegregation process. One of the main objectives was to foster support for desegregation and the Minneapolis desegregation plan. Two questions were asked about desegregation. One question was general indicating favorableness to desegregation and one was specific to the Bryant-Anthony-Ramsey plan. These two questions and the results are shown below.

Question 4: One of the criteria for a quality school (in addition to building skills and developing citizenship) is that its racial ratio is reflective of the total community's racial ratio. For this reason desegregation efforts are proceeding. Are you in favor of desegregation to achieve more balanced racial ratios?

very favorable to desegregation / / / / / / / very unfavorable to desegregation
7 6 5 4 3 2 1

Question 5: Part of the Minneapolis overall desegregation plan involves the development of 7th and 8th grade centers at Bryant and Anthony Junior High Schools and the development of a 9th grade center at Ramsey Junior High School. How do you feel about this part of the Minneapolis desegregation plan?

very favorable / / / / / / / very unfavorable
7 6 5 4 3 2 1

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Question 4	6.03	5.84	4.54	4.71	6.14	6.28
Question 5	4.69	4.96	3.62	3.63	5.14	5.77

As can be seen from the averages on Question 4, there is a great deal of support for desegregation among the students, the advisory group and the community group. Bryant's staff is quite positively inclined toward desegregation, but Anthony's and Ramsey's staff are less so. The averages for the school staffs are positive, but only slightly so for Anthony and Ramsey.

Question 5, on the specifics of the B-A-R plan, elicited quite different responses. The B-A-R Advisory Group and the B-A-R community group were quite supportive of the plan. The student groups and the Bryant staff were mildly supportive of the B-A-R plan. Anthony and Ramsey staffs were slightly negative on the plan to create 7th and 8th grade centers and a 9th grade center.

From the comments it was clear that the Ramsey part of the plan was the least acceptable to students and adults. The concept of a "one year" junior high school (ninth grade only) seemed disruptive to the persons involved. The creation of a ninth grade center is not quite acceptable to some B-A-R people.

Feelings about B-A-R Community

The B-A-R Project sought to create an expanded community in the Bryant-Anthony-Ramsey area. Two related areas of concern were familiarity and positive feelings toward "other" persons in the expanded community and a sense of belonging to an expanded community. These two areas were explored on the questionnaires. The results are shown on the following page.

Question 6: The B-A-R Project hopes to involve Bryant, Anthony and Ramsey area people in community involvement projects (workshops, activities, advisory groups, etc.) to aid in developing an expanded community awareness? How do you feel about the "other" members of your expanded community?

very positive / / / / / / / very negative
7 6 5 4 3 2 1

Question 7: Do you feel a sense of community with the B-A-R community?

feel a sense of belonging in the B-A-R community / / / / / / / don't feel a sense of belonging in the B-A-R community
7 6 5 4 3 2 1

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Question 6	5.08	5.45	4.28	4.78	6.57	6.21
Question 7	5.67	3.67	3.08	3.16	5.14	5.54

Most groups had positive feelings toward "other" members of the expanded community. The advisory group and the student groups had regular contact with persons from all three communities. The B-A-R community group was composed of concerned and interested people, some of whom were workshop participants, and they had very positive feelings toward "other" members of their expanded community. The Bryant staff had the most positive feelings among the three school staffs. The Anthony and Ramsey staffs were more neutral about "other" members of their expanded community.

The sense of community with the B-A-R community (question 7) was decidedly lower for most groups. The B-A-R community is evidently too new to inspire a sense of community among the constituents. The students, the B-A-R Advisory group and the B-A-R community group felt a sense of community. This was probably because of their involvement with B-A-R activities. The three school staffs who were less involved in B-A-R activities did not feel a sense of belonging to the B-A-R community.

Growth in Skills

The B-A-R Project, through the workshops and in the B-A-R groups, tried to teach skills that would be conducive to facilitating desegregation. These skills were mainly communication skills between age groups, sexes

and races. Some skills of conflict resolution and problem solving were also stressed. The school staffs were not involved in skill development, so the questions on skills were asked only of the student groups, the advisory group and the workshop groups. Two or three skills development questions were asked of the groups involved. These questions and the results are shown below.

Question 8: In the workshops and in other meetings and group activities, the B-A-R Project hoped to foster skills in communication between various groups of the expanded community (various age levels, various races, sexes, etc.). Do you believe your communication skills have grown because of your involvement in B-A-R activities?

communication skills have grown a great deal — 7 6 5 4 3 2 1 — communication skills have grown worse

Question 9: One of the goals the B-A-R Project hopes to achieve is better communication between different races. How do you feel your communication with members of other races has changed?

has improved very much — 7 6 5 4 3 2 1 — has become worse

Question 10: The B-A-R activities also hoped to foster skills in conflict resolution, in problem-solving and in other areas. Do you believe your skills in conflict resolution or problem solving have grown over the past year?

have grown very much — 7 6 5 4 3 2 1 — have become worse

	B-A-R Student Groups N=36	B-A-R Advisory Group N=7	Workshop I N=43	Workshop II N=36
Question 8	5.72	5.14	6.30	5.65
Question 9	5.75	5.43	6.06	5.37
Question 10	5.72	5.43	not asked	not asked

The groups questioned believed that their skills had improved during the year. The Workshop I group which had professional leadership and a heavy stress on skills felt the most improved. The Workshop II group had lay leadership but still felt they had improved considerably. The student groups believed their skills had improved. It should be pointed out that most of the students in the student groups were members of one of the workshops or participated in the second hour class at Bryant. Therefore the emphasis on skills for them was a result of workshop participation, class participation or B-A-R group participation or some combination of those areas. Skills development was one positive outcome of the B-A-R activities.

Reduction of Racism

All of the questionnaires asked if the respondent believed that the B-A-R Project could help in the elimination of racism. This was one of the objectives of the B-A-R Project. No definitions were given nor were any strategies suggested. The question was general and asked for opinions only. The results are shown below.

Question 11 (question 8 for school staffs): Do you believe that the B-A-R Project can aid in the elimination of racism in the B-A-R community?

can aid a great deal / / / / / / / / will make matters worse
7 6 5 4 3 2 1

	B-A-R Student Groups N=36	Bryant Staff N=51	Anthony Staff N=80	Ramsey Staff N=62	B-A-R Advisory Group N=7	B-A-R Community Group N=39
Question 11 (8)	5.47	5.12	4.38	3.84	5.29	5.97

The range of answers to this question was wide. Some groups believed the B-A-R Project could help in the elimination of racism, but some individuals and the Ramsey staff were doubtful if the B-A-R Project could help. The community group was the most confident of the B-A-R Project's ability to aid in the elimination of racism. The Bryant staff was the most confident among school staffs, but not as confident as the students' groups.

Other Activities

As an outgrowth of Workshop I, four teams were developed which carried on projects or sponsored activities. The Workshop I groups were responsible for a broomball event on February 13 which was open to students and staff of all three schools as well as any other community members. Buses and refreshments were provided by B-A-R.

The teams from Workshop I also developed a large detailed map of the B-A-R community, took pictures which they developed into a slide presentation and planned a slogan and emblem contest which is scheduled for the fall of 1974. The slide presentation was given at the February community meeting and is available for other meetings.

The Workshop I people were the trainers for Workshop II and had special training sessions in March. They led the Workshop II sessions from which other teams developed. The Workshop II teams planned a B-A-R presentation for feeder schools which was given at three locations. The groups were also planning a B-A-R community brochure, and coordinated the efforts for entertainment at a B-A-R picnic in June. They will be working on the possibility of providing student lounges at the three B-A-R schools and on increasing membership in the B-A-R student groups during 1974-75.

Although the workshop teams are a community organization or a network of organizations as described in the proposal, an effort was made to involve other organizations in the work of B-A-R. A community agency meeting was held in March to publicize B-A-R and enlist the support of other groups. This meeting was held in conjunction with Sabathani Community Center and included eleven representatives from six community agencies.

In addition to the end of the year B-A-R picnic, several roller skating parties were sponsored and several auditorium presentations scheduled. A summer program was planned.

Summary

It was evident from the questionnaire results that there was high awareness among B-A-R people of the B-A-R plan and the B-A-R Project. Feelings about the B-A-R Project were quite positive though the school staffs had less positive feelings toward B-A-R than the other, more involved groups.

Most groups were supportive of desegregation as an ultimate goal, but were less supportive of the specific desegregation plan which makes Bryant and Anthony seventh and eighth grade centers and Ramsey a ninth grade center. The Ramsey and Anthony staffs were the least supportive of desegregation and the least supportive of the B-A-R plan. Students, the advisory group, and a B-A-R community group were more supportive of the desegregation idea than of the specifics of the B-A-R plan.

The B-A-R groups felt quite positive toward the "other" members of their expanded community. The school staffs felt less positive toward "other" members of the community. The school staffs did not feel a sense of community with the B-A-R community. The B-A-R groups did feel a sense of community.

The school staffs were not asked about their growth in skills since they did not participate in any B-A-R training sessions to facilitate growth in skills. Those groups which did participate said their communication skills, their problem solving skills and their conflict resolution skills had grown. The perceptions of the B-A-R student groups and the B-A-R Advisory group were compared with the Workshop groups. The Workshop I group rated their growth in skills the highest. The Workshop II group believed they had achieved slightly less growth in skills.

The Bryant staff, the B-A-R student groups, the B-A-R Advisory group and the B-A-R community group believed that the B-A-R Project could be effective in the elimination of racism. The Anthony and Ramsey staffs were not sure the B-A-R Project could be effective in eliminating racism.

Overall the B-A-R groups were very aware of the B-A-R plan, supportive of desegregation, had positive feelings toward the B-A-R community members and believed racism could be reduced as a result of B-A-R. The school staffs were also aware of the B-A-R plan and the B-A-R Project, but were less supportive of desegregation than the B-A-R participants, had less positive feelings toward the B-A-R community, and were more likely to doubt that B-A-R would be an effective deterrent to racism.

VI. Conclusions and Recommendations

The B-A-R Project has been in operation for one year in the Bryant, Anthony and Ramsey schools and community. It began in September of 1973 and is funded for two school years by the Minneapolis Foundation which also funded a larger study on racism. It is a community involvement project aimed at developing support for school desegregation in the community it serves.

Evalpation

The B-A-R Project has been followed closely during the 1973-74 school year. The Project attempted to (a) create a community organization or network of organizations to facilitate and/or support desegregation, (2) to teach skills to interested persons and (3) to reduce racism.

The B-A-R Project has made progress toward those goals. B-A-R groups are functioning and some are quite active. Desegregation is supported by those who have become directly involved with B-A-R. The groups mainly involved with B-A-R activities believe racism can be reduced through the efforts of B-A-R.

The B-A-R Project was charged with developing awareness of B-A-R, fostering positive feelings toward B-A-R, fostering positive feelings about desegregation and the B-A-R desegregation plan, creating an expanded community awareness and fostering positive feelings toward members of this expanded community. Other objectives included the teaching of skills and the reduction of racism.

The B-A-R Project was quite successful in reaching those objectives with some groups, but was only moderately successful with other groups. Those groups directly involved with B-A-R and designated as B-A-R groups (B-A-R student groups, B-A-R Advisory Committee, Workshop I and Workshop II) largely met the objectives of the B-A-R Project. Those people who attended a community meeting and were designated as the community group also met B-A-R objectives and supported B-A-R. Those groups less directly involved in B-A-R community activities (school staffs) were less likely to meet the objectives of B-A-R. Their awareness of B-A-R was high, but support for B-A-R, for B-A-R objectives, for school desegregation, for the B-A-R plan and toward a sense of community were less positive or neutral.

The process objectives stated that student groups would be formed, than an advisory committee would be formed, that workshops would be conducted, that a community organization would be developed, and that programs and activities would be carried out in the schools and the community.

These objectives were all met, though many segments were not as successful as originally envisioned by the proposal or by the coordinator. An advisory committee was formed.

It met monthly but had attendance problems from the beginning. Some of the appointees never attended meetings and the work of the Advisory Committee fell on the eight or ten committee members who were willing to commit their time and expend the effort necessary to sponsor and coordinate activities.

Student groups were formed at each of the junior high schools, but with the exception of Bryant, the groups were very small and met sporadically. Their impact on the B-A-R Project was slight. Many became workshop participants and workshop trainers, but their liaison with the schools was not as widespread as it could have been if their numbers had been greater.

Workshops were planned and conducted in the B-A-R community. Those who attended reported a very positive experience. However, attendance was a problem at the second workshop and the numbers involved fell far short of expectation.

The workshop participants did form teams, sponsor activities and compose a community organization that was reflective of the community. That is the teams were composed of students and adults, white and Black, men and women of Bryant, Anthony and Ramsey community. Those teams were the most active components of the B-A-R Project and a very positive result of the B-A-R activities.

However, the B-A-R workshop teams did not all function equally effectively. Some had leadership problems and some had organizational problems. A few suffered frustrations in dealing with the schools or the community and had to postpone or cancel activities. The slogan and emblem contest had to be postponed until the fall of 1974. Auditorium presentations were postponed and in one case cancelled. The broomball event and picnic were successful, but not as well attended as the planners had hoped.

Skating parties were usually fully booked, but the community meeting was attended by fewer than 100 people. This is a small turnout in an expanded community of approximately 90,000 people.

The most positive aspects of the B-A-R Project were Workshop I and the teams which resulted from Workshop I. The complete incorporation of students in these teams was another positive aspect of the B-A-R Project. The relatively small numbers of participants in all B-A-R activities was the least positive aspect of the B-A-R Project. The original proposal presupposed an impact on 90,794 people in the Bryant, Anthony and Ramsey community and proposed skills development for 10% or over 9,000 people in the first two years of the project.

Problems

One of the problems of the B-A-R Project seemed to be the apathy of the community. Apathy may have positive and negative connotations. If people are apathetic, it may be because they are content with the status quo, support the desegregation plan as it is being implemented and see no need for their involvement. If, as Mel West, Principal at Bryant, has stated, people are "crisis oriented," then apathy may result because there is no crisis. Schools may be running smoothly; all three principals reported one of the best opening weeks of their experience. Orientation sessions were comprehensive and helpful, and few problems arose. Since there seemed to be few if any problems at Bryant, Anthony or Ramsey, parents and students may not have perceived a need to be involved.

If, on the other hand, parent, community and student involvement are essential to achieve a quality integrated school, then apathy is a negative factor in the desegregation of Bryant, Anthony and Ramsey. Perhaps involvement needs to be more actively sought by the administration and staff of the three schools and by B-A-R persons. If community inputs into schools are not easily achieved, as stated by the workshop participants, then these schools need to be more open to community input and community involvement. Bryant has had more community involvement and community input than Ramsey or Anthony schools. Bryant has also had greater amounts of staff development. These are reflected in higher support for B-A-R, for desegregation and for the B-A-R plan at Bryant than at Anthony or Ramsey Schools.

Other problems may have been an inability to recruit widely or successfully. Perhaps more recruiters were needed or more organizations (churches, community centers, school administrators) needed to be actively

involved in the recruitment processes. Perhaps workshops involved a larger commitment than most people were willing to give. People may be so involved in other activities that they find it difficult to participate in advisory committees, social acitivities, school functions or workshops.

Recommendations

The characteristics of apathy, low staff involvement and low community involvement lead to several recommendations for 1974-75 and the succeeding years. Some of the recommendations are interdependent, but the main recommendations are the seven listed below. Some of these recommendations are based on the data (school staff responses), but many are based on observation and interviews. The recommendations are based on the evaluator's perceptions and are meant to be suggestions for further expansion of the B-A-R Project.

1. Continuation of the B-A-R Project in 1974-75.
2. Sponsorship of a series of mini-workshops of one day or less instead of four day workshops.
3. Continued efforts to achieve greater community involvement at all three schools including staff and student involvement.
4. Greater administrative inputs into the B-A-R Project.
5. Greater school staff involvement in B-A-R activities through mini-sessions or Tuesday released time sessions.
6. Greater student involvement for the B-A-R Project.
7. Closer cooperation between Bryant and Anthony and between Bryant, Anthony and Ramsey in curriculum, staff activities, and community activities.

Recommendation 1: Continuation of the B-A-R Project in 1974-75.

It is recommended that the B-A-R Project continue during 1974-75. It is already funded and staffed for 1974-75. However, from an evaluation viewpoint, the B-A-R Project has made a good start, has laid groundwork for community involvement and has coordinated support for desegregation. On these bases it ought to be continued, supported and expanded if possible.

Recommendation 2: Sponsorship of a series of mini-workshops of one day or less.

It is further suggested that B-A-R workshops be shortened into mini-sessions for 1974-75. Four full days demand a commitment from participants that few are able or willing to give. If sessions were one afternoon and evening of four to six hours or two three hour sessions, perhaps attendance

could be greatly improved. Also, school staffs could be involved in one or two short sessions during Tuesday released time and these mini-sessions could be very helpful in gaining staff support for B-A-R and for desegregation.

Shorter sessions might involve less planning and fewer problems and could be offered more times during the year--perhaps on a monthly basis. It is conceivable that students, parents and community could be involved with staff on a Tuesday released time day and that others could be involved in an evening or Saturday session. These sessions could have a basic format and be repeated for various groups. It would be highly desirable to have representatives from all three school staffs involved together at mini-workshops. Perhaps three to six mini-sessions could be done on Tuesdays which would incorporate some staff members from each of the three schools, some students from each of the three schools and some adults from each of the three communities. It should be required that all staff members of Bryant, Anthony or Ramsey participate in at least one of the mini-sessions. Workshop participants from 1973-74 could be helpful in planning and helping at these workshops.

Recommendation 3: Continued efforts to achieve greater community involvement at all three schools including staff and student involvement.

Greater community involvement at all three junior high schools with greater staff and student involvement could be partially accomplished by the sponsorship of mini-workshops in each of the three schools. It should be emphasized, however, that community and student involvement should go beyond the participation in workshops. None of the schools is devoid of community or student involvement. In each case, these involvements need to be wider and deeper. The community needs to feel they have a positive impact on their schools. The schools' response to community inputs could be facilitated. Involvement could be an outgrowth of the mini-workshops. It should also be required that those mini-workshop sessions be offered in each of the three schools for the purpose of engendering this involvement.

Recommendation 4: Greater administrative inputs into the B-A-R Project.

The administrators of Bryant, Anthony and Ramsey Schools are largely supportive of the B-A-R Project. However, their input needs to go beyond the support given in the past to active involvement in the future. Administrators should be actively involved in planning the mini-sessions

for staff, students and community and should participate in at least one of the sessions also (or two if two are required for staff). Their insight and experience could be helpful in meeting community needs. They need to meet with the B-A-R student groups, actively recruit students for the B-A-R groups and implement suggestions which come from student or adult groups. This might involve the scheduling of auditorium sessions, the arrangements of tours for adults, or the scheduling of meetings with B-A-R teams.

Recommendation 5: Greater staff involvement in B-A-R activities through mini-sessions or Tuesday released time sessions.

Greater staff involvement in B-A-R activities could be accomplished through the mini-workshops, if they were required. These mini-workshops could be part of the requirement for the five Tuesdays required for Human Relations Training at each of the three schools. The logistics of staggering the dates so all three staffs could be partially involved at each of three or six mini-sessions could be easily accomplished. The best arrangement might be to have one-third of each staff involved in each session at each of two schools.

Staff involvement ought to extend beyond the mini-workshops if possible. Staff could become parts of teams and become involved in auditorium presentations, B-A-R school activities, and publicity and promotion of B-A-R activities. Some staff members were actively involved in 1973-74 as staff advisors to B-A-R student groups, as workshop participants and as team members. This involvement should include more staff members in 1974-75.

Recommendation 6: Greater student involvement for the B-A-R Project.

Some students have been actively involved in B-A-R during 1973-74. There was probably more student involvement than staff involvement. However, it would be helpful if the Bryant plan could be adopted by Anthony and Ramsey schools. Since many of the new students ride buses, it is difficult for them to participate in after school meetings. Therefore, a class period was given to B-A-R and ESAA students at Bryant. A great many positive things resulted from this "second hour class" at Bryant, due in part to active leadership by a cadre of interested adults. If a similar plan could be adopted at Anthony and Ramsey, greater support could be built for the B-A-R plan, for desegregation, for student involvement and for positive action in an expanded community.

Recommendation 7: Closer cooperation between Bryant and Anthony and between Bryant, Anthony and Ramsey in curriculum, staff activities and community activities.

Closer cooperation between Bryant and Anthony and between Bryant, Anthony and Ramsey is not entirely related to B-A-R. Since Bryant and Anthony are both 7th and 8th grade centers and since both are feeder schools for Ramsey, a great deal of cooperation could be helpful. In addition, the Bryant staff has had greater opportunity and funds for staff development related to desegregation; Anthony has not had these opportunities. Anthony could profit a great deal from Bryant's experience and both schools could profit from sharing their insights into 7th and 8th grade education.

Ramsey, on the other hand, should cooperate closely with both Bryant and Anthony. Since Ramsey's 9th grade center is viewed by some to be the least desirable aspect of the desegregation plan, the staff at Ramsey needs to work very hard to insure continuous progress to their students, to foster community support and to develop an awareness of Ramsey as part of a three school junior high community.

Summary

Within the first year of the plan, the B-A-R Project has made progress in meeting its goals and objectives. A cadre of people has been recruited and trained who are active in community affairs and active in their support of B-A-R activities.

Within this small but dedicated group of people there are representatives from Bryant, Anthony and Ramsey attendance areas, students from the three schools, and minority and majority people. The B-A-R Project effectively met its goal of sixty people at the first workshop, but fell short of their goal of a hundred or more at the second workshop.

The B-A-R staff met their goals of establishing a B-A-R organization which consists of all the B-A-R groups and the workshop teams, of developing support for desegregation and of developing strategies for combatting racism. These goals were met with a comparatively small group of people. With the groups involved, awareness was developed, support for B-A-R was built, support for desegregation was high and a sense of community began to develop. The school staffs were less involved in B-A-R activities, less supportive of B-A-R, of desegregation and of the desegregation plan. The small numbers

of persons involved could be attributed to apathy in the Bryant, Anthony and Ramsey community.

Because of the difficulties encountered in sponsoring workshops of four or more sessions, it is recommended that mini-workshops be offered during the 1974-75 school year (the second year of the B-A-R Project). It was suggested that mini-workshops and other means be used to help school staffs, students, administration and community become more involved in B-A-R activities. It was suggested that administrative input be increased. Some of these recommendations could be accomplished by incorporating the mini-workshops into Tuesday released time activities. Hopefully the community, the school staffs, students, parents and administration could be drawn together in mini-workshop activities during Tuesday released time.

If the school staffs, a larger component of students, more parents and community members and administrative leadership could be actively involved in the B-A-R Project, this would enlarge the base of B-A-R support.

The staff of B-A-R has worked very hard to meet the B-A-R goals. The first year's experience should be helpful in 1974-75. Some administrative assistance, more involvement by school staffs, and a broadening of activities should enlarge support in 1974-75. In this way the objectives might be reached with a larger group of people during the second year of B-A-R activities.

Appendix I

Pre Workshop Questionnaire

No. 181

NAME _____ AGE _____

ADDRESS _____ ZIP _____

82

B-A-R Project
Minneapolis Public Schools
November 16, 1973

181

Pre-Workshop Survey

(4) In which of the Bryant, Anthony or Ramsey communities do you live? (check one)

_____ 1. Bryant
_____ 2. Anthony
_____ 3. Ramsey

(5) Sex: _____ 1. male
_____ 2. female

(6) To which race or ethnic group do you belong? (check one)

_____ 1. Oriental
_____ 2. Black American
_____ 3. Indian American
_____ 4. Spanish Surnamed
_____ 5. Other

(7) Please check the proper category below. (check only one)

_____ 1. Student at Bryant: grade _____
_____ 2. Student at Anthony: grade _____
_____ 3. Student at Ramsey: grade _____
_____ 4. Parent of Bryant Student(s): grade(s) _____
_____ 5. Parent of Anthony Student(s): grade(s) _____
_____ 6. Parent of Ramsey Student(s): grade(s) _____
_____ 7. Adult, no children in Bryant, Anthony or Ramsey.
_____ 8. Parent of Bryant and Ramsey Students: grades _____
_____ 9. Parent of Anthony and Bryant Students: grades _____
_____ 0. Parent of Anthony and Ramsey Students: grades _____

(8) If you have children or brothers and sisters at any schools in Minneapolis, including Bryant, Anthony or Ramsey, please list the schools they attend and the grades they are in below.

SCHOOL	GRADE (S)

(9-10) To what organizations do you belong? (Please list adult groups, student groups, churches, community groups, clubs, social groups, Y's, Scouts, P.T.A., councils, recreational groups, committees, political parties, etc.) If you hold an office in any of the organizations, please specify the office held.

(11-12)

(13-18) Please list all community centers or agencies, businesses, or churches that you are aware of in the Bryant, Anthony or Ramsey area.

BRYANT	ANTHONY	RAMSEY

(19-24) With which of the above agencies, centers, businesses, or churches do you have regular contact? Please place a check mark after those with which you are involved, either actively or occasionally.

School-Community Involvement and Perceptions

(25) How active are you in school related activities?

not very active / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very active

(26) How involved would you like to be in school affairs?

not very involved / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very involved

(27) How much do you know about Bryant School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(28) How much do you know about Ramsey School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(29) How much do you know about Anthony School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(30) Are the schools in your junior high district receptive to student or community inputs?

very unreceptive / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very receptive

(31) Do you feel the Bryant-Anthony-Ramsey project will be a good thing for the total community?

will not be valuable for the overall community / 1 / 2 / 3 / 4 / 5 / 6 / 7 / will be very valuable for the overall community

(32) How do you feel about the quality of the schools in the Bryant, Anthony and Ramsey area?

schools are not of excellent quality / 1 / 2 / 3 / 4 / 5 / 6 / 7 / schools are of excellent quality

(33) Will desegregation of Bryant and Anthony and Ramsey schools lead to a higher quality education for more young people?

Yes _____ No _____

Explain:

(34) Do you communicate well with persons of the opposite sex?

not very well / / / / / / / / very well
1 2 3 4 5 6 7

(35) Do you communicate well with persons whose age is quite different from your own? (Adult - Student)

not very well / / / / / / / / very well
1 2 3 4 5 6 7

(36) Do you communicate well with persons of other races or ethnic groups?

not very well / / / / / / / / very well
1 2 3 4 5 6 7

(37) Where do you see your level of commitment in terms of community involvement?

very uncommitted / / / / / / / / very committed
1 2 3 4 5 6 7

Appendix II

Post Workshop Questionnaire

Appendix II

No. _____

NAME _____ AGE _____

ADDRESS _____ ZIP _____

B-A-R Project
Minneapolis Public Schools
December 1, 1973

Workshop Experience

(4) To what extent has this workshop fulfilled your expectation as to what you personally might get out of it?

has not come up to my expectations / / / / / / / / has met or exceeded my expectations
1 2 3 4 5 6 7

(5) To what extent did the team you were on function as a unified group?

was disorganized, ineffective / / / / / / / / functioned effectively as a team
1 2 3 4 5 6 7

(6) Do you believe you have increased your skills in working as a team or community member?

have not developed any new skills / / / / / / / / have developed new skills in team participation
1 2 3 4 5 6 7

(7) Was your understanding of the B-A-R community increased?

workshop did not add to my understanding / / / / / / / / my understanding of the community increased a great deal
1 2 3 4 5 6 7

Informational Sessions of Workshop

Think for a moment about the informational sessions, practice exercises and methods used in this workshop. All in all, how would you rate them? (Check one box in each line.)

(8)

only restated or proved what I already knew / / / / / / / / offered new insights, new ways of viewing community involvement
1 2 3 4 5 6 7

(9) missed important issues or vital concerns / 1 2 3 4 5 6 7 / spoke to insights, new ways of viewing community involvement

(10) ideas, skills and methods are not useful / 1 2 3 4 5 6 7 / ideas, skills and methods are very useful

(11) little practical help for my group work / 1 2 3 4 5 6 7 / provided real 'practical' help for my group work

(12) demanded no original or creative thinking / 1 2 3 4 5 6 7 / demanded much original or creative thinking

(13) interim assignments were of little or no value / 1 2 3 4 5 6 7 / interim assignments were of great value

(14) time in sessions was wasted / 1 2 3 4 5 6 7 / time in sessions was well used

Comments:

Workshop Consultants

For each of the following questions, rate the leaders of this workshop in comparison with other leaders or instructors of similar workshops or courses or group sessions that you have attended. (Check one section of each line for each question.)

(15) How clearly did the leaders present the ideas?

ideas were unclear	1	2	3	4	5	6	7	ideas were very clear

(16) How well prepared did they seem for each session?

very unprepared	1	2	3	4	5	6	7	very well prepared

(17) How tolerant were they of opinions other than their own?

discouraged differences of opinion	1	2	3	4	5	6	7	welcomed differences of opinion

(18) How was their sense of humor?

no apparent sense of humor	1	2	3	4	5	6	7	active sense of humor

(19) What was the feeling between the leaders and those in the workshop?

no rapport, tension and uneasy feelings	1	2	3	4	5	6	7	good rapport, excellent good will

Are there any other comments you would like to make about the leaders of the workshop? Be specific.

Workshop Usefulness

Check above the number in each continuum that best reflects your responses to the following questions.

(20) Do you think this workshop experience will be of value to you in the future?

not very helpful / / / / / / / / extremely valuable
1 2 3 4 5 6 7

(21) Do you think others would find a workshop experience like this valuable?

not valuable / / / / / / / / extremely valuable
1 2 3 4 5 6 7

(22) What changes would you make in the workshop if a similar one were offered again?

a great many changes / / / / / / / / no substantial changes
1 2 3 4 5 6 7

Explain: _____

_____

_____

_____

Do you have any plans for using the knowledge you gained in this workshop to help others?

no _____ yes _____

If yes, would you share how you plan to do this?

_____

_____

_____

_____

Workshop Visitations

(23-24) Please list the places, agencies, or people you visited in connection with this workshop.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(25-30) Place numbers 1, 2, or 3 beside the places, agencies or persons listed above according to how important you think they would be for the development of a B-A-R community.

1 - very important
2 - somewhat important
3 - not very important

(31-32) What community organizations, services, people, etc. are you aware of now that you were not aware of before the workshop experience. Circle those above that were new to you.

(33) Will your awareness of these community organizations, services, people, etc. help you in the future?

will not help very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / will help a great deal

Future Plans

Would you be interested in helping to organize and put on a workshop if a similar workshop were given in the future?

no _____ yes _____

School Community Involvement

Check the box that best reflects your answers to the following questions.

(34) Now that the workshop experience is over, how involved do you expect to be in B-A-R community affairs?

not very involved / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very involved

(35) How involved would you like to be in school affairs and activities?

not very involved / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very involved

(36) How much do you know about Bryant School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(37) How much do you know about Anthony School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(38) How much do you know about Ramsey School?

not very much / 1 / 2 / 3 / 4 / 5 / 6 / 7 / a great deal

(39) Are the schools in your junior high district receptive to student or community inputs?

very unreceptive / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very receptive

(40) Do you feel the Bryant-Anthony-Ramsey project will be a good thing for the total community?

will not be valuable for the overall community / 1 / 2 / 3 / 4 / 5 / 6 / 7 / will be very valuable for the overall community

(41) How do you feel about the quality of the schools in the Bryant, Anthony and Ramsey area?

schools are not of excellent quality / 1 / 2 / 3 / 4 / 5 / 6 / 7 / schools are of excellent quality

(42) Do you communicate well with persons of the opposite sex?

not very well / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very well

(43) Do you communicate well with persons whose age is quite different from your own? (adult-student)

not very well / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very well

(44) Do you communicate well with persons of other races or ethnic groups?

not very well / 1 / 2 / 3 / 4 / 5 / 6 / 7 / very well

(45) How do you feel your ability to communicate with persons of the opposite sex has changed as a result of the workshop?

_____ improved a lot
_____ improved some
_____ stayed the same
_____ got worse

(46) How do you feel your ability to communicate with persons of a different age group (adult-student) has changed as a result of the workshop?

_____ improved a lot
_____ improved some
_____ stayed the same
_____ got worse

(47) How do you feel your ability to communicate with persons of a different race or ethnic group has changed as a result of the workshop?

_____ improved a lot
_____ improved some
_____ stayed the same
_____ got worse

Overall Assessments

Will desegregation of Bryant, Anthony and Ramsey schools lead to a higher quality education for more young people?

no _____ yes _____

Explain: _____

_____

_____

What are some issues that you feel are pertinent to the success of the Bryant-Anthony-Ramsey project?

_____

_____

_____

_____

What are some projects that you would like to see initiated to help resolve the issues related to Bryant-Anthony-Ramsey community?

_____

_____

_____

_____

Do you feel that there are some skills that would help the community aid in the development of the Bryant-Anthony-Ramsey community? If so, what are they?

_____

_____

_____

_____

(48) Now that the workshop experience is over, how would you sum up the total experience?

not very worthwhile	1	2	3	4	5	6	7	extremely worthwhile

What are the major factors contributing to your assessment?

Please make any other comments you feel are pertinent about the workshop, the experiences, the leadership, the usefulness and the future of such workshops.

Appendix III

B-A-R Workshop: Statement of Goals and Objectives

Appendix III

B - A - R W O R K S H O P

November 16 & 17
November 30 & December 1

STATEMENT OF WORKSHOP GOALS AND OBJECTIVES

GOAL I. Using Bryant, Anthony, and Ramsey Junior High Schools as a point of reference; to facilitate the development, among participants, of a sense of common purpose concurrent with their initial emergence as a nucleus of people possessing a unitary sense of community especially in relation to those desegragation/integration issues related to their community.

GENERAL OBJECTIVES:

A. Participants will experience and become aware of the general social and psychological makeup of the Bryant/ Anthony/ Ramsey geographical community.

B. Participants will experience and become familiar with the geopolitical makeup of the Bryant/ Anthony/ Ramsey community.

C. Participants will work in task - oriented teams representing, in microcosm, a variety of the cross-cultural (including cross-role) groups constituting the culturally diverse aspects of the Bryant/ Anthony/ Ramsey community.

D. Participants will learn practice a model for analyzing and synthesizing the social, psychology and geopolitical contrasts of the (historical) Bryant, Anthony, and Ramsey communities.

GOAL II To generate workshop conditions and activities which facilitate the participant's learning, experiencing, and practicing selcted skills considered vital for working successfully as a community unit in planning and implementing strategies for combatting racism and becoming otherwise constructively involved in smoothing the transition from desegregation to integration in their schools.

GENERAL OBJECTIVES:

A. Participants will experience and develop a porsonal awareness and sensitivity of problems involved in working as a team constituted cross - culturally, cross - generationally, cross - racially, cross - sexually, and cross socio-economically (including perceived class - status differences).

B. Participants will experience and learn skills commensurate with alleviating those problems occasioned in working as a team in cross cultural and cross role situations.

GOAL III To facilitate the participant's initial collective assessment and development of strategies for their ultimate constructive involvement in community educational involvement.

GENERAL OBJECTIVES

A. Participants will develop and document a list of issues and concerns relevant to them in their school community interaction.

B. Participants will develop a list of initial projects they wish to take in alleviating those issues and concerns (see III-A above).

C. Participants will produce an inventory of collective skills and resources already at their disposal to assist them in implementing strategies (See IIIB above).

D. Participants will develop a tentative list of needs (Additional skills, resources and other assistance) which they deem necessary to successfully implement the projects and/or strategies stated in III-B.